UNION COLLEGE

Social Work Program

Volume III

Social Work Student Field Manual
Social Work Student Handbook
Social Work Curriculum Plan
Social Work Program Objectives Matrix
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FIELD MANUAL
for
Practicum Students
and
Field Instructors
MESSAGE FROM THE FIELD EDUCATION DIRECTOR

Field Education is an integral part of social work education and essentially “is the proof of the pudding” of your learning from all of your social work courses. It is the cumulating experience that provides you the opportunity for “hands on experience” that allows you to put into practice what you have learned. The field education component also provides you with an opportunity to begin improving your skills, examine your values via the social work values, provides you with exposure to “real live” ethical dilemmas, and affords you the chance to begin formulating your own personal professional style, and begin cementing your own professional identity. Field education is the social work version of a laboratory learning experience that is carried out in a social service agency under the direct supervision of a degreed social work practitioner.

NON-DISCRIMINATION POLICY

The Social Work Program does not discriminate on the basis of race, color, gender, age, creed, ethnic, or national origin, disability, political orientation or sexual orientation. This policy applies to students, employees, volunteers, field placement supervisors, faculty members, Community Advisory Committee members and anyone else who may have contact or business with the social work program on any basis.

PURPOSE OF THE FIELD MANUAL
This Field Manual is designed to provide students and field instructors with comprehensive information about the field education program’s structure:

- Expectations,
- Procedures to become a field site and field instructor,
- Policies/procedures/processes to obtain a field placement,
- Policies/procedures for student safety,
- Policies/procedures to address problems in field,
- Policy/procedures for field advisory committee,
- Assignments,
- Evaluations methods,
- Suggestions for field instructors concerning student orientation.

The Manual will provide you with a brief history and overview of Union College and of the Union College Social Work Program. The overview of the college and social work program will present the mission statement for each. In addition the goals and objectives of the social work program will be identified. The manual should be used as a guide concerning the selection of agencies and field instructors, as well as an overview of the roles, responsibilities, and rights of the field student, the field instructor, the field liaison, the agency, and the college.

The Field Manual contains the course syllabi for SWRK 489-Field Education and SWRK 491-Senior Seminar, the course calendars, and assignment outlines, along with evaluative tools for many assignments. Students and field instructors can use the information contained in the syllabi to help plan out their activities throughout the semester. In addition, the manual contains information concerning disciplinary issues and the procedures to address performance concerns, as well as appeal procedures. Field instructors will find some information concerning suggested orientation materials and the process of field instructing. The manual ends with a bibliography for students and field instructors that will provide suggested resource readings that could enrich the field experience. Appendices are included which contains the CSWE accreditation standards, the NASW Code of Ethics, and all the forms utilized in the field component.

It is hoped that students and field instructors will find this manual both comprehensive and helpful as they begin and continue their experiences in the “real life, hands on” component of the Union College Social Work Curriculum.

**History of Union College and the Union College Social Work**

Union College, a small, independent liberal arts college, is located in the heart of the Southern Highlands of Appalachia. The College was founded in 1879- a time when simple survival, not higher education, was the first priority for most Appalachians. But for a progressive group of
Barbourville citizens establishing a college for their children was essential. In 1886, the college was purchased by the Board of Education of the Kentucky Conference of the Methodist Episcopal Church, and Union College continues to maintain its faith based focus through its affiliation with the United Methodist Church.

The University Senate of the Methodist Board of Higher Education conducted a survey of the College’s curriculum in the 1961-62 academic year, with a follow-up survey in the 1967-68 academic year. These surveys, along with published information about the Region’s needs, led the College to begin planning its initial social work program. The first social work courses were offered in the fall of 1970 and enrollment grew steadily through 1978.

In February 1975 the College applied to the Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) for initial accreditation. A site visit was made in May 1975 and several program deficiencies were identified, which the then sitting President chose not to address. The social work major continued without accreditation; enrollment declined in the late 1970’s, and the social work major was phased out in the 1983-84 academic year.

Almost a quarter of a century has passed and a baccalaureate in social work lies in the current President’s vision for the college. A significant aspect of the current President’s vision for the College is a faculty-led invigoration of the liberal arts curriculum and the development of select professional programs in response to community needs.

In the spring of 2006 the President charged the faculty to explore and develop ways of invigorating the liberal arts curriculum and identifying which professional educational programs would accentuate the mission of Union College. This charge was met through a series of faculty round table discussions, wherein information about the need for various programs and the feasibility of implementation were discussed. These discussions led the faculty to place as top priorities: instituting a honors program and begin developing an undergraduate social work program that would achieve accreditation by the Council on Social Work Education (CSWE).

During fall 2006 Professor L. James Cox was given the responsibility of initiating the development of a social work program. In the spring of 2007, Union College received approval from the Kentucky Council on Postsecondary Education to institute a Bachelor of Arts in Social Work program. The initial curriculum was approved in the fall of 2006, Professor L. James Cox was appointed in January of 2007 as the program director, and the Director of Field Education was hired in July 2007. In November 2007, the program submitted its Letter of Intent to CSWE, to begin its journey toward accreditation. CSWE notified Union College in December 2007 that the program could begin the process toward accreditation. Currently, the Union College Social Work Program is in the initial stage of seeking candidacy and is poised to submit the first of three documents to move the program forward toward accreditation. It is anticipated that the program will achieve accreditation June 2012.
MISSION STATEMENTS: UNION COLLEGE AND SOCIAL WORK PROGRAM

Union College Mission Statement

*Union College is a learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service, and spirited growth*

Social Work Program Mission Statement, Goals, and Objectives

**Social Work Program Mission Statement**
The social work program mission statement reflects the College’s mission and heritage:

> As a learning community, we prepare students for generalist work practice with diverse populations, reflecting our commitment to social justice and human rights.

**Social Work Program Goals**
The program goals were derived from the program mission and were designed to elevate the program mission to the next conceptual level, by articulating a fuller vision for programmatic academic endeavors.

1. To prepare students for competent, ethical and effective, evidence based generalist practice with individuals, families, groups, organizations, and communities.
2. To prepare students for generalist practice within the context of the Union College liberal arts tradition, particularly its emphasis on the pursuit of interpersonal, social, and economic justice for diverse and multicultural populations.
3. To prepare students to develop and use knowledge and research based in the social sciences, while thinking critically, evaluating, and addressing the needs of a complex, changing society within a global context.
4. To engage students in an informed, integrated use of the social work knowledge base, values, and skills, with client systems of all sizes.

**Social Work Program Objectives**
Program objectives were derived from the program goals and were designed to begin the process of transforming program goals from visionary to measurable student learning outcomes. Specifically, graduates of the Union College social work program will be able to demonstrate:

1. The ability to apply critical thinking skills within the context of professional, entry-level, generalist social work practice.
2. An understanding of the values base of the profession and its ethical standards and principles and practice accordingly.
3. The ability for professional, entry-level generalist practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. The ability to understand the forms and mechanisms of oppression and discrimination, as well as demonstrate the ability to select evidence based strategies of advocacy and social change that advances social and economic justice for at-risk populations.

5. An understanding and appropriately interpret the history of the social work profession and utilize that knowledge to demonstrate an understanding of the profession’s contemporary structures and issues.

6. The ability to apply the knowledge and skills of entry-level generalist social work practice with systems of all sizes.

7. The ability to understand and use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. The ability to analyze, formulate, and influence social policies.

9. The ability to evaluate research studies, apply research findings to practice, and evaluate one’s own practice interventions.

10. The ability to select and use appropriate communication skills with diverse client populations, colleagues, and communities.

11. The ability to utilize supervision and consultation appropriate to entry-level generalist social work practice.

12. The ability to ethically and competently function within the structure of organizations and service delivery systems, as well as evidence based research seek necessary organizational change.

COUNCIL ON SOCIAL WORK EDUCATION:
Definition of Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the Purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives (CSWE, 2002, 10-11).
SELECTION OF FIELD INSTRUCTION AGENCIES
AND FIELD INSTRUCTORS

Selection of Agencies
Field instruction is an integral part of the preparation of professional social work practitioners. Therefore, it is important that the agency and field instructor affiliated with the school reflect standards of professional practice that make it possible for the agency and field instructor to contribute to student learning.

The following criteria are used in the selection of field agencies:

- The agency is able to provide appropriate learning experiences that are compatible with the learning objectives of the field instruction course(s).
- The agency is able to provide a climate that encourages the student to pursue his/her interest and to develop professionally.
- The agency is able to provide adequate work space, equipment, and appropriate supportive services, such as clerical help, to enable the student to carry out social work tasks.
- The agency is willing to provide time for field instructors to attend on-campus seminars and time to plan and supervise the student's field experience.
- The agency has sufficient staff to carry out its program without dependence on a student to increase the quantity and quality of services. Student practice should contribute to the agency's primary purpose of service, but it should not be depended on as a substitute for regularly needed staff.
- The agency is operating under appropriate licensure/certification procedures (i.e. has not been “shut down” due to significant violations).
- The agency desires to have a field student to contribute to the student’s educational experiences.

The Process of Selecting Field Agencies
The procedures that are used to select field agencies is to identify agencies within communities that placements are likely to be made (within a 60 mile radius of Union College):

- through review of community resource manuals and/or word of mouth,
- engage in a pre-screening process which consist of contacting the agency director or other designated person,
- exploring the agency’s interest in becoming a field site and the types of experiences students could receive in the agency,
- identifying if BSW or MSW workers are available to perform the field instructor duties.
- If the pre-screening is successful then a visit is made to the agency to meet with the director and/or designee and the field instructor. This visit explores the agencies fit with the selection criteria, as well as explaining the expectations of the field agency.
- If the site visit is successful the agency and field instructor is entered onto the field list of approved field agencies.
Selection of Field Instructors:
Field instructors are recommended by the agency or indicate an interest in becoming a field instructor or are recruited by the Field Education Director and are approved by the College (i.e. Field Education Director). Agency staff members who are interested in participating in field instruction may contact the Field Education Director. However, the final decision of the suitability of the staff member for field instruction is made by the Field Education Director.

Criteria Used In Selecting Field Instructors:
1. The field instructor is expected to have earned a Master's or Bachelor's degree in social work. Placement of a student with a non-social work degreed field instructor will be a very rare occurrence. However, if the field instructor is not a social worker, the Field Education Director will work closely with him/her to assure that a social work focus is maintained in planning, instructing, and evaluating the student's field experience. In addition, the Field Education Director will meet with the student on a weekly basis to ensure that a social work focus is emphasized or the Field Education Director will help the agency secure the services of a qualified social worker to provide the social work supervision to the student. (Prospective field instructors will complete and submit a Field Instructor Profile Form and a resume to the Field Education Director).
2. The field instructor must have been employed for a period of at least one year in that setting prior to assuming responsibility for supervising the student.
3. The field instructor should be committed to working with the student throughout the field experience.
4. The field instructor should be genuinely interested in teaching and have the capacity to relate warmly and effectively, stimulating and supporting the student in the learning process.
5. The field instructor is in good standing with his/her agency and/or NASW/state licensure.
6. The field instructor’s agency/supervisor is in agreement with the plan for the worker to assume field instruction responsibilities.
7. If the field instructor is an employee of the field agency, the field instructor will be present in the agency at least 50% of the time when the student is present in the agency. If the field instructor is not an employee of the field agency, then a task supervisor will be identified who will provide “hands on”/“task” supervision to the student during the student’s placement.

The Process of Selecting Field Instructors:
The process of securing field instructors is to:
• Identify agency staff that have a BSW or MSW degree
• Engage in a pre-screening process to assess the meeting of selection criteria.
• If the pre-screening is positive then a screening visit with the potential field instructor is made. This visit further explores the person’s suitability as a field instructor and explains the program’s expectations of the field instructor.
• If this visit is successful the field instructor is entered onto the list of approved field instructors.
RESPONSIBILITIES AND RIGHTS
IN FIELD INSTRUCTION

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

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

Rights of the Agency
The agency has a right:
• To choose if they will accept students in field placement.
• To terminate a placement with appropriate notification to Field Education Director.
• To receive consultation from the Social Work Program.
• To be informed when a placement must be terminated.

Responsibilities of the Agency Field Instructor
• The agency field instructor will plan and develop learning experiences for the student in accordance with the learning objectives of the field instruction course(s). The field instructor of record is the individual who has responsibility for oversight of the student’s learning experience in the agency. The field instructor should be actively involved in directing the student’s experiences while in the agency.
• At the beginning of the semester of placement, the agency field instructor, in consultation with the student and the Field Education Director, will use the course objectives as a guide in developing the student's learning contract. The agency field instructor will provide assistance to the student in the development of his/her learning contract for second semester.
• The agency field instructor will hold regularly scheduled conferences (at least weekly for an hour) with the student and will provide guidance and supervision for the student's practice activities.
• The agency field instructor will orient the student to the agency's organization and structure, policies and procedure, and physical plant.
• The agency field instructor will provide the student with a reference folder containing information about the agency's services, procedures, policies, and other information or provide the student with a copy of the agency's Manual of Operations.
• The agency field instructor will assist the student in organizing his/her work realistically and effectively. The agency field instructor will monitor and assess the student's practice activities and discuss with the student how he/she is progressing and his/her areas of strengths and limitations.

• The agency field instructor will assist the student in integrating and applying in the practice setting the knowledge, values, and skills learned in the classroom.

• The agency field instructor will arrange for the student to attend staff and board meetings, conferences, workshops, and community activities that are appropriate to the field experience and to the student's professional development.

• The agency field instructor will make a special effort to attend on-campus field instruction workshops and other meetings.

• The agency field instructor will notify the Field Education Director of any problems or difficulties that arise which require discussion. For example, the student is frequently absent or misses hours without arranging to make up the time; the student is routinely tardy; or, there are indications that the student is in danger of receiving an unsatisfactory evaluation.

• The agency field instructor will recommend the semester grade for the student and will meet with the student and the Field Education Director for evaluation conferences at the end of each semester. The evaluation form should be reviewed with the student prior to the conference.

• The agency field instructor must be physically present in the agency during a significant portion of time that the student is in the agency.

**Rights of the Agency Field Instructor**

The field instructor has a right:

• To receive needed support/advice/consultation from the Field Education Director.
• To be afforded appropriate training in order to carry out field functions.
• To have input into the field program and provide feedback to the program.
• To evaluate, critique, review student's field work/assignments.
• To expect students to fully engage themselves in field learning activities.
• To have information that will keep them appraised of field activities/programs/events/initiatives/changes.
• To expect students to comply with agency and field policies/procedures/rules/regulations.
• To terminate student placement if student learning is compromised either by agency, field instructor, or the student.
• To be treated with respect and fairness.
• To receive evaluative feedback concerning his/her performance.

**Responsibilities of the College**

The College will:

• Provide on-campus seminars for field instructors, field manuals, evaluation forms, and other resource materials that are required for field instruction.
• Maintain confidentiality regarding the agency clients. Student logs or other written data will not contain actual client names or other information that could identify a client.
• Ensure that practicum students have professional liability insurance coverage. A certificate of insurance will be requested of the student to verify effective coverage and liability limits.
• Provide ongoing consultation to agency administrators and field instructors and will be prepared to discuss all concerns which the agency might have regarding the field experience.

Rights of the College
The College has a right:
• To terminate a field placement due to situations which compromise student learning.
• To assign students grades for SWRK 489.
• To expect that placements are educational in focus.

Responsibilities of the Field Education Director
The Field Education Director will:
• Identify, assess, and select agencies for the field practicum.
• Explain and interpret the objectives of the field instruction program to agency administrators, field instructors, students, and other appropriate persons.
• Provide consultation to agency administrators in the selection of staff members to serve as field instructors for students.
• Elicit suggestions from agency administrators and field instructors of topics and/or issues for including in field seminar and/or the social work curriculum.
• Plan workshops for agency field instructors.
• Approve all student field placements. This will involve providing the student with information about the prospective field placement, supplying relevant personal data about the student to the agency supervisor, and arranging for a pre-placement visit by the student.
• Participate with the agency field instructor and student in the development of the student's learning contract at the beginning of the semester of placement. The Field Education Director will provide assistance to the student in the development of his/her learning contract for first and second seven weeks of the semester.
• Read the student's log and confer with him/her, as needed. The Field Education Director will also be available to meet with the student and/or agency field instructor when requested or as needed.
• Participate in decisions regarding the student's continued placement in the agency. The need for a placement change may be raised by the agency, student, or the school. The final decision should be made jointly by the school and agency; but the school has the final responsibility for the action taken and will interpret the decision to the student.
• Meet with the agency field instructor and student for field liaison visits a minimum of three times during the semester (typically two weeks into the semester, two-three weeks prior to mid-term, and three weeks prior to the end of the semester). In addition, the Field Education Director will have phone contact with the field instructor between the initial and second visit. Should problems arise with the student, field instructor, or placement more frequent visits will be made until the problem is resolved. The Field Education Director will take final responsibility for assigning the student a grade, with consideration of the grade recommended by the agency field instructor.
Rights of the Field Education Director
The Field Education Director has the right:

- To be informed of student or field instructor concerns/problems.
- To be informed of student progress/performance in the field agency.
- To be informed of plans for any changes in the student’s field schedule.
- To be afforded access to meet with the student and the field instructor when requested.
- To review and critique student field work and assignments.
- To expect the field instructor to fully engage him/herself in the field instruction process (involved in field activities, supportive of field activities, prepared to provide student with appropriate field experiences, attend orientations/in-services, complete all field related paperwork in a timely manner).
- To evaluate suitability of the field placement and the field instructor to meet programs goals and student needs.
- To evaluate the performance of the student and field instructor.
- To terminate a placement when student learning is compromised either through agency, field instructor or student default.
- To expect cooperation from student and field instructor in carrying out field responsibilities.

Responsibilities of the Student
The student will:

- Spend four, eight-hour days per week in the agency placement during the course of a semester. The usual placement days are T-F. In some settings, special client needs or agency schedules may suggest that adjustments in field schedules should be made. The student will complete 450 clock hours in field placement. The student will continue in placement throughout the semester even if the minimum clock hours have been met prior to the end of the semester.
- Follow agency guidelines for reporting to work and remaining on duty throughout the entire work day. The student will notify the agency field instructor and the Field Education Director if, for some urgent reason, it is not possible to report as assigned. The student will make up any hours missed at times convenient to the agency field instructor. The student will inform the agency field instructor of all college holidays and the Director of Field Education of all agency holidays.
- Learn about the services and programs of the field instruction setting and function within the framework of its policies and procedures. The student will learn about community services outside his/her agency setting and will represent the agency in a professional manner to clients and others in the community as appropriate.
- Handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values and principles of the social work profession.
- Participate in the development of his/her learning contract with the agency field instructor at the beginning of the semester. The student will assume primary responsibility for the development of his/her learning contract for the second seven weeks.
• Keep a weekly log of significant placement activities and will record approved experiences at the appropriate place on the evaluation form.
• Participate in regularly scheduled conferences with the agency field instructor. The student will participate in the evaluation conferences at mid-term and the end of the semester and must also submit a written self-assessment to the Field Education Director prior to the evaluation conference. The student should read the evaluation form completed by the agency field instructor and sign it to indicate that s/he has been read the evaluation. If the student disagrees with any part of the evaluation, s/he has the privilege of noting in an addendum those areas in which there is disagreement.
• Participate in regularly scheduled conferences with the Field Education Director. The student will inform the Field Education Director of any problem or difficulties in his/her agency setting.
• Participate in all activities planned by the agency field instructor, i.e., conferences, seminars, workshops, and community activities.
• Complete the Student Evaluation of Field Experience at the end of the semester.
• Not alter his/her field schedule in any manner without obtaining authorization from the Field Education Director and Field Instructor.
• Abide by the NASW Code of Ethics
• Not transport agency clients unless specifically authorized to do so and have the necessary license and auto insurance coverage

Rights of the Student
The student has a right:

• To be treated with respect and fairness.
• To be afforded appropriate learning opportunities.
• To have appropriate access to field instructor and Field Education Director to meet his/her learning needs.
• To receive adequate supervision from the field instructor to accomplish learning goals.
• To receive timely, specific and corrective feedback from the field instructor and Field Education Director regarding performance.
• To be informed of problems/concerns that could jeopardize his/her continuance in field.
• To have access to needed information, material, supplies, space and resources to carry out field responsibilities.
• To provide feedback to the field instructor/field director concerning the field program.
• To request termination of placement if his/her learning needs are not being met.
• To grieve decisions that they believe have violated or disallowed his/her rights.
A sincere effort will be made to place students in the agencies of their choice or one that is compatible with their interests. The Field Education Director, in consultation with students' faculty advisor, is responsible for making the final decision regarding students' placements. The application process is as follows:

**Application Process to Field Education:**
1. Students scheduled to enter Field Education will be required to submit an Application for Field Instruction to the Field Education Director at least two semesters prior to entering field. Field application packets will also contain the "Acknowledgment of Risk in the Field Practicum" document. Students are to review the Acknowledgement of Risk document, sign and date it and return the original to the Field Director when they submit their field application. Students will also be expected to read the NASW Code of Ethics and sign a statement that they have read, understand and will abide by the Code of Ethics. **Students not submitting applications by the specified deadline will jeopardize timely entry into field.**

**Applicants must meet the following criteria in order to be admitted to Field:**
- have been admitted to the major;
- have a C or better in all social work prefixed courses and a 2.5 GPA in SWRK;
- have a 2.5 overall GPA;
- have completed all core social work courses, except SWRK 491-Senior Seminar, prior to entry into field;
- have completed a volunteer experience;
- have attended the field placement fair and a pre-placement seminar;
- have demonstrated evidence of personal qualifications (integrity, values, ethics) required for social work education and for entry-level generalist social work practice;
- have demonstrated evidence of emotional/behavioral/psychological stability requisite for entry into field experiences for professional social work practice;
- have completed and submitted all required field paperwork by the specified due dates (Field application, field essay, resume, acknowledgement of risk form, criminal background form and interview forms)
- have completed two individual interviews with the Field Education Director, interviews with field instructors, whom the Field Education Director has referred the student to and return student interview forms to the Field Education Director by the pre-determined due date (The due date for submission of student interview forms will be written on the form). **Students who do not follow the above outlined criteria will be delayed entry into field for the semester the student is intending to enroll in field.**

- Show evidence of having professional liability coverage prior to the first day of beginning their placements.
- Have completed all agency required pre-placement requirements by the first day of the field placement.
- Additional requirements may occur if individual situations so dictate. Examples of situations that may result in additional requirements are: questionable fit with the social work profession, a pattern of inappropriate or immature behavior, convictions for criminal behavior and/or violations of the Student Conduct Code and/or the Student...
Academic Misconduct Code and/or the Social Work Student Conduct Code, NASW Code of Ethics, a pattern of disruptive/problematic behavior, addictive behavior, and psychological/mental instability, and/or the student has not been chosen for placement after two rounds of interviews. This list should not be construed to be an exhaustive list.

The decision for the inclusion of additional requirements will be made in consultation with the Social Work Program Director. The need for additional requirements will be presented to the student both orally and in writing. Entry into field will be made once the student has satisfactory met all admission criteria. Denial of entry into field can be made when that admission would seriously jeopardize the integrity of the social work program, the field agency, the profession, or be considered potentially harmful to the clients whom the student would be working. Decisions of this nature would be made jointly by the Program Director and Field Education Director.

**Right to Appeal Denial or Delay into Field Education**

Students who are required to meet additional admission criteria for entry into field, who are denied entry into field, or who are delayed admission into field and feel that their rights have been violated or disallowed, have a right to appeal the decision. Students wishing to do so will follow the appeals process as outlined in the Union College Social Work Student Handbook.

2. Upon submission of the Application for Field Instruction, students will schedule an appointment with the Field Education Director.

3. A second interview with each student will be scheduled by the Field Education Director. During this interview the student will be provided with at least three (3) referrals to agencies for placement interviews.

4. Pre-placement seminar(s) will be scheduled which students are required to attend. The pre-placement seminar is designed to inform you of the placement process and to prepare you for the field placement interviewing procedures.

5. Once students obtain agency referrals, the student should:
   - contact all three agencies to schedule a pre-placement interview.
   - Students will provide the prospective field instructor with a resume and the self-assessment profile at least one week prior to their scheduled interview (self assessment profile contained in the placement packet).
   - The student should give the Pre-Placement Form to the interviewer who completes it and mails it directly to the Field Education Director.
   - Complete the student Pre-Placement Form, ranking your affirmative choices
   - Return the Student Pre-Placement Form to the Field Education Director no later than the specified deadline (deadlines will be on the Student Pre-Placement Form).

If agencies find the student unacceptable or do not rank the student among their first three (3) choices, additional interviews may be needed. Field Instructors who rank a student as their third choice will be contacted by the Field Education Director to determine if they will accept the student in placement. Students will provide the prospective field instructor with a resume and the
self-assessment profile at least one week prior to their scheduled interview (self-assessment profile contained in the placement packet).

6. Placement assignments will be made on the basis of consent of the agency field instructor and the Field Education Director. The process to match a student with a placement is:
   - Field instructor and student interview forms are returned to the Field Education Director by a specified date,
   - The Field Education Director reviews each interview form and matches the student and field instructor based upon their rankings (field instructor Y ranks student X as their first choice and student X ranks field instructor Y as their first choice-first review process). If any students are still unplaced after this first review process, the Field Education Director will review the remaining interview forms (student and field instructor) and match upon field instructor first choice and student second choice. This procedure will continue until students are placed.
   - Should any students not be chosen by a field instructor, those students will be referred to three other field instructors for a second-round of interviews. The above selection process applies to this second-round interview process, as well.

Once placement assignments are confirmed by the Field Education Director they are final. Reconsideration of confirmed placements is a rare occurrence and will be considered if the field agency or field instructor cannot meet the expectations of the field program or the student has extenuating circumstances that would require a change of placement.

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

8. **Students who have not completed their pre-placement interviews and returned the appropriate forms to the Field Education Director within the following time frames will be delayed entry into field until the next semester in which field is offered.**

<table>
<thead>
<tr>
<th>Initial</th>
<th>2nd Round</th>
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</thead>
<tbody>
<tr>
<td>Students Planning SPRING Placement First Working Day in November</td>
<td>Second Friday in December</td>
</tr>
</tbody>
</table>

9. Out of region placements (beyond a 60 mile radius of Barbourville) are rare situations. Students wishing an out of region placement must submit a written petition with their application. Granting of out of region placements will be at the discretion of the Field Education Director.

10. **Becoming employed in your practicum agency while you are enrolled in SWRK 489 is discouraged.** If you are offered employment in your practicum agency while you are enrolled in SWRK 489 your work hours can not be counted as satisfaction of your field obligations. Your first and foremost responsibility is to your internship while you are actively enrolled in SWRK 489.
11. Students who wish to do their placement in an agency in which they are currently employed will only be allowed to do so with the express permission of the Field Education Director. Conditions under which this type of practicum will be permitted are:
   - Your field instructor is not your work supervisor
   - Your field responsibilities are different from your work responsibilities
   - The focus of your experiences are educational in nature rather than agency/work/productivity focused
   - The agency, your field instructor, your work supervisor and you are prepared to honor and abide by these conditions

12. Students must show evidence of having secured professional liability coverage before beginning their placements. Students who do not secure this coverage will be delayed entry into field (SWRK 489) until the next semester when SWRK 489 is offered.

POLICY AND PROCEDURES FOR STUDENT RESUMES FOR PRE-PLACEMENT INTERVIEWS

The student placement interview by the field instructor is an important part of the pre-placement process utilized by the Union College Social Work Program. This process, in conjunction with the screening process conducted by the Field Education Director, is designed to ensure a good match between student, placement, and field instructor. In an effort to facilitate the field instructor's interview, students will develop a résumé which they will forward to a designated field instructor at least one week prior to their scheduled interview. It is suggested that students obtain assistance with the construction of a résumé from the Career Services office. Students will also complete and send the essay which is in the Application to Field packet to the field instructor along with their résumé. The essay should be typed and double spaced including the questions and your responses. Information students may wish to include:

1. Student's name, address, and phone number.
2. Career goals (long and short term).
3. Previous/current paid social work experience.
4. Previous/current volunteer experience.
5. Educational preparation (languages spoken, previous degrees, social work courses taken).
6. Strengths, abilities, and personal resources to offer.
7. Special interests.
8. References (3 work/academic)
UNION COLLEGE
BARBOURVILLE, KY

SOCIAL WORK PROGRAM

COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

COURSE NUMBER: SWRK 489

COURSE TITLE: Field Education

COURSE VALUE: 12 Semester Hours

CLASS TIME: To Be Announced

INSTRUCTOR: Martha L. Ellison, Ph.D.

Office: SAC 3105

Phone: (606) 546-1313

E-Mail: mellison@unionky.edu

Office Hours: T/R- 9:30- 11:30 & 1:30-4:30 PM

Or by Appointment

REQUIRED TEXT: SWRK 489/491 FIELD MANUAL

**PREREQUISITES:** Prerequisites: Completion of all Social Work required courses, Admission to Social Work major

**CO-REQUISITES:** SWRK 491.

**CATALOG DESCRIPTION**

The purpose of this course is to provide the senior level student with practical “hands-on” experience in an approved social service setting to allow for the application of all aspects of social work education and instruction. This course is a four-day per week/eight hour per day field education placement under the supervision of a BSW or MSW practitioner.

**II. EDUCATION POLICY and ACCREDITATION STANDARDS (EPAS)**

*EPAS Explicitly Addressed (4.7, 4.5, 4.4, & 4.6)*

4.7 **Field Education**- Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of Program Objective.

4.5 **Social Work Practice**- Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.0 **Values and Ethics**- Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The education experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

*EPAS Implicitly Addressed (4.1, 4.2, & 4.3)*

4.1 **Diversity**- Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The context emphasizes the interlocking and
complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice - Social education programs integrate content on populations-at-risk, examining. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment - Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services - Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.
III. SOCIAL WORK PROGRAM

Social Work Program Mission
The social work program mission reflects the College’s mission and heritage:
As a learning community, we prepare students
for generalist social work practice with diverse populations,
reflecting our commitment to social justice and human rights.

Social Work Program Goals
The program goals were derived from the program mission and were designed to elevate the
program mission to the next conceptual level, by articulating a fuller vision for programmatic
academic endeavors.

1. To prepare students for competent, ethical and effective, evidence based generalist practice
   with individuals, families, groups, organizations, and communities.

2. To prepare students for generalist practice within the context of the Union College liberal arts
   tradition; particularly its emphasis on the pursuit of interpersonal, social, and economic justice
   for diverse and multicultural populations.

3. To prepare students to develop and use knowledge and research based in the social sciences;
   while thinking critically, evaluating, and addressing the needs of a complex, changing society
   within a global context.

4. To engage students in an informed, integrated use of the social work knowledge base, values,
   and skills, with client systems of all sizes.

Social Work Program Objectives
Program objectives were derived from the program goals and were designed to begin the process
of transforming program goals from visionary to measurable student learning outcomes.
Specifically, graduates of the Union College social work program will be able to demonstrate:

1. The ability to apply critical thinking skills within the context of professional, entry-level,
   generalist social work practice.

2. An understanding of the values base of the profession and its ethical standards and
   principles and practice accordingly.

3. The ability for professional, entry-level generalist practice without discrimination and with
   respect, knowledge, and skills related to client’s age, class, color, culture, disability,
   ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual
   orientation.

4. The ability to understand the forms and mechanisms of oppression and discrimination, as
   well as demonstrate the ability to select evidence based strategies of advocacy and social
   that advances social and economic justice for at-risk populations.

5. An understanding and appropriately interpret the history of the social work profession and
   utilize that knowledge to demonstrate an understanding of the profession’s contemporary
   structures and issues.

6. The ability to apply the knowledge and skills of entry-level generalist social work practice
   with systems of all sizes.
7. The ability to understand and use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. The ability to analyze, formulate, and influence social policies.
9. The ability to evaluate research studies, apply research findings to practice, and evaluate one’s own practice interventions.
10. The ability to select and use appropriate communication skills with diverse client populations, colleagues and communities.
11. The ability to utilize supervision and consultation appropriate to entry-level generalist social work practice.
12. The ability to ethically and competently function within the structure of organizations and service delivery systems, as well as based on research evidence seek necessary organizational change.

IV. COURSE DOMAIN AND BOUNDARIES

This course is exclusively a “hands-on/skills” course, consisting of 450 clock hours of practicum experience in an approved social service agency under the supervision of a BSW or MSW field instructor over the course of the semester.

Field instruction provides the student with unique learning experiences available only in the “real” world of professional practice. It is an educationally directed program, which is carried out in an approved social service agency under the supervision of a social worker that holds a BSW or MSW degree. Field instruction provides a capstone experience for social work students, which affords them the chance to expand their knowledge and skills and to build their own unique professional identity.

The structure of this course is a practicum/internship experiential course. Course content will primarily be delivered through hands-on experiences in an approved social service agency.

V. RELATIONSHIP TO OTHER COURSES

This course is one of two final professional foundation courses (SWRK 489-Field Education and SWRK 491-Senior Seminar) which you will take as a part of your social work education. In essence, this course can be viewed as a cap-stone course, wherein you will put into practice what you have learned from all of the other social work foundation courses. All of the social work foundation courses provide you with foundational knowledge, skills, and values which come to fruition in this course.

The course content includes:

- Handling a small caseload consisting of individuals, families, small groups, community, and organization clients;
- Attending and participating in staffing, in-services, and inter-agency meetings;
- Networking with community agencies and workers;
• Developing and implementing a special project;
• Attending weekly supervisory conferences with your field instructor.

VI. COURSE OBJECTIVES

At the end of the semester you will be able to demonstrate:

1. A general understanding of your agency’s services, policies and procedures, administrative structure, funding, types of clients served, values, mission, objectives, adherence to NASW Code of Ethics, strengths and weaknesses. (Promotes achievement of Program Objectives 2, 4, 6, 7, & 12)
2. Skill in assessing client (individual, family, small group, community, and organization) situations. (Promotes achievement of Program Objectives 1, 3, 4, 6, 7, 8, & 12.)
3. Skill in selecting and implementing an intervention plan with any system size. (Promotes achievement of Program Objectives 1, 2, 3, 4, 6, 8, 9, 11, & 12).
4. The ability to evaluate the extent to which the objectives of the intervention plan were achieved. (Promotes achievement of Program Objectives 1, 6, 8, 9, 11, & 12).
5. Skill in the referral process and knowledge of the programs and services available within the community and help the client secure the needed services or resources. (Promotes achievement of Program Objectives 1, 3, 6, 7, 10, 11 & 12).
6. Skill in written and oral professional communication. (Promotes achievement of Program Objectives 1, 2, 3, 6, 8, 10, 11, & 12).
7. Knowledge of and commitment to social work values and ethics, including the ability and willingness to engage in self-evaluation and to make use of self-awareness in the helping process. (Promotes achievement of Program Objectives 1, 2, 3, 4, 6, 8, 9, 11, & 12).
8. Skill in using supervision and consultation appropriately. (Promotes achievement of Program Objectives 1, 6, 10, 11 & 12).
9. Engagement in activities that will advance your professional status, image, knowledge, or will promote your contributions to professional social work organizations. (Promotes achievement of Program Objectives 5).
10. Skill in employing Evidence-Based Practice. (Promotes achievement of Program Objectives 1, 4, 6, 7, 8, 9, & 12).

VII. COURSE SCHEDULE, TOPICS, READINGS, ASSIGNMENTS, DUE DATES

This course will primarily use observation/participation as the chief instructional method.

Course Schedule
You will spend four (4) days-usually Tue-Fri, eight (8) hours a day in your field agency throughout the course of the semester.

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<thead>
<tr>
<th>Calendar</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Two day orientation and then report to your agency</td>
</tr>
<tr>
<td>Week 2-16</td>
<td>Continue practicum schedule in your agency</td>
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</tbody>
</table>
VIII. MAJOR ASSIGNMENTS and EVALUATION

Expectations for Written Work

All written work is to conform to agency documentation guidelines.

Class Preparation: To prepare for this course, you will need to:

- Have completed any pre-placement agency requirements-health check-ups, immunizations, etc;
- Have done some background preparation for your placement in your agency-talked to field instructor re. dress code, hours of operation, travel, parking, overview of agency, begun to read agency material, etc.;
- Have completed paperwork for criminal background checks;
- Have secured professional liability insurance;
- Read any readings assigned to you by your field instructor;
- Go to your agency ready to engage in your learning process (ask questions, comment on ideas, discuss cases with your field instructor and/or other staff, as appropriate, complete all tasks/work assigned to you by your field instructor/or instructor designee in a timely fashion, discuss your learning needs with your field instructor, avail yourself of as many learning opportunities as your agency can provide);
- You should be alert and attentive during your time in your field agency, and respectful of your field instructor, clients, staff (in and out of the agency), and agency property; Respectful means not talking when others are presenting during staff meetings, in-services, inter-agency meetings or having all electronic devices turned off (cell phones, I pods, etc) while you are on your practicum time, acting in a professional manner, and conducting yourself in a manner that is not disruptive to your agency;
- Complete all agency documentation within agency deadlines and according to agency policy and procedures;
- Dress appropriately for your agency setting (follow agency dress code);
- Regularly report to your agency per your field instruction schedule;
- Report on time to your agency (adhere to agency work schedules) and remain “on-duty” throughout your work schedule;
- Follow agency policies and procedures;
- Meet with your field instructor weekly for at least an hour of formal supervision;
- Adhere to the NASW Code of Ethics;
- Conduct yourself in a professional manner while performing agency duties.

Reasons to be Prepared for Class

Your preparation for class is considered part of your responsibility as a student, just as the instructor’s responsibility is to be prepared to coordinate/oversee your field experience. A second reason for needing to be prepared for each class/field day is that the experiences in this course are the building blocks (the trial run, if you will) for the performance of your role as a professional social worker. Thus, what you experience in this course will make it easier for you to develop your skills as a professional social worker and will ultimately improve your ability to be an effective practitioner. A third reason to be prepared for field is that this is your education. You, or your parents, or someone is paying for this, thus it behooves you to try and get the most
out of this experience (more bang for your buck, if you will). A fourth reason for being prepared for field is that your preparation demonstrates your commitment to the pursuit of a professional education and your willingness to do what is needed/required to become a competent, effective social work practitioner.

**Participation and Attendance**

Field agency attendance and active participation in field (reading assignments, completing agency paperwork, asking questions, meeting with field instructor on a regular basis, meeting with the field liaison as scheduled, participating in agency activities) is mandatory. There are no excused absences in field, thus any time you miss will need to be made up prior to the end of the semester. Makeup time is to be arranged and approved by your field instructor. Your attendance and participation in field will help you better understand the nature of working in a social service agency and help you better integrate theory with practice, thus helping you do better on assignments in SWRK 491 and help you gain the knowledge and skill you need to be successful as a social work professional.

Your active participation in your field education experiences will help to enrich your field learning and is a must in this course. The “mulling over”/discussion of the cases, agency practices and policies, and broader social work issues is very much a part of the field learning experience.

**Assignments**

The assignments for this course will be dependent upon your agency setting, your field instructor, and experiences that will help you achieve mastery of the general competencies and your field learning contract.

**ASSIGNMENT OUTLINES/EXPECTATIONS:**

See Field Learning Competencies in Field Manual

**Calculation of Final Grade**

This course is a P/F course. Your grade in the course is dependent upon receiving a satisfactory rating or above on the course competencies, a satisfactory rating on your learning contract goals, a satisfactory rating on course assignments, adherence to the NASW Code of Ethics, demonstration of appropriate professional behavior while in your field agency or on agency business, and completion of the minimum required hours (450) in the placement agency. Ninety-five percent of all items in each section of the general competencies and the learning contract must receive at least an “S” to be considered passing for that section. Plagiarism on agency or course assignments and/or removal from your agency for justifiable reasons, inappropriate behavior, violations of NASW Code of Ethics and or violations of agency policies will result in an automatic failure for the course. Violations of any of the above conditions will be referred to the Social Work Program Director for further disciplinary action.

**Grading System**
P=Pass - 95% of General Competencies and Learning Contract Goals met at Satisfactory level or above. Students must receive at least an “S” on 95% of all items for each section in the general competencies and the learning contract to be considered passing.

F = Fail - Less than 95% of General Competencies and Learning Contract Goals met at Satisfactory level or behavioral violations, as outlined in Calculation of Final Grade section.

I= Incomplete due to extenuating circumstances which have been discussed with the instructor and agreed upon by the instructor.

W = Withdrawal when Union College procedures have been followed.

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>General Competencies</td>
<td>95% “Meets Expectations” on all sections</td>
</tr>
<tr>
<td>Learning Contract</td>
<td>95% “Meets Expectations” on all sections</td>
</tr>
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<td>(Changed 6-18)</td>
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</tbody>
</table>

**Final Letter Grade**

The grading scale is:

**P = 95 %**

- Meets Expectations on all sections of General Competencies and Learning Contract and (Changed 6-18)
- Completion of the minimum 450 clock hours and
- Adherence to agency policies, professional behavior, and the NASW Code of Ethics

**F = less than 95%**

- Meets Expectations on all sections of General Competencies and Learning Contract or, (Changed 6-18)
- Completing less than 450 clock hours of field experience or,
- Lack of adherence to agency policies, professional behavior and/or, to the NASW Code of Ethics

**IX. COURSE POLICIES**
**Academic Honesty and Integrity**

Students are expected to adhere to the Union College Academic Honesty policy (2008-2009 College Catalog Pg 10-11). Plagiarism will not be accepted in any form in your field agency or on agency documentation. When presenting any information from any source, whether directly quoted or paraphrased, citations are required using APA referencing. Violations of any of the above will result in possible failure in the course and a referral to the Social Work Program Director for further disciplinary action.

**Social Work Majors** are also bound by the **NASW Code of Ethics**. Violation of the Code of Ethics is grounds for dismissal from the Social Work Program.

**Late Work**
Agency documentation is to be completed within the timeframes of the agency’s policies. Repeated lateness of agency documentation may result in your removal from the agency and failure for the course.

**Attendance**
The nature of the field learning experience is such that regular attendance and participation is essential. Excessive absences can hinder your learning and result in failure in this course. You are to maintain your field schedule. Alterations of your field schedule must be approved by your field instructor prior to the alteration. Your field experience should be treated as you would a job, thus you arrive on time, remain “on the job” throughout your scheduled time, call your field instructor if you are going to be late and indicate when you will arrive, alert your field instructor in advance of expected absences from field or the morning of your absence (if it was an unexpected absence) within a half-hour of the opening of the agency.

**All absences in field need to be made up. In other words, there are no excused absences in field regardless of the reason.**

**Participation**
As social workers, other helping people, and as citizens it is important that you be able to speak out to advocate for clients and to address issues. Participation is also important for sharing and discussion of ideas and asking questions of your field instructor, other staff, and the field liaison. Respect is an important component of participation. You may disagree with the opinions of your field instructor, staff, field liaison, and clients but you must respect their opinions.

**Professionalism**
Social work majors are preparing to be professionals and are expected to behave as such in the classroom and in your field or shadowing agency. Even if you have decided to not major in social work while you are in this course you are expected to behave in a professional manner. This includes:

a. **Participation**: You are expected to maintain your field agency schedule and be prepared to contribute. Self-awareness is crucial so that you know how best to contribute. Learning to be assertive is important to participation.
b. **Respect:** There will be different ideas about many field/agency issues. You can debate and disagree but you must do so with respect for your field instructor, other staff, clients, and field liaison.

c. **Responsibility:** Professional behavior includes regularly reporting to your agency, being on time, remaining throughout your scheduled time, being willing to stay over (work some overtime if client needs dictate), being willing to engage in “off hours” learning experiences (these experiences count towards your 450 requirement), being actively involved in your learning, completing assigned duties in a timely manner, adhering to your field schedule (work time and days), adhering to agency policies and procedures, following through on commitments, and adhering to the NASW Code of Ethics.

d. **Confidentiality:** Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their clients as outlined by the NASW Code of Ethics.

**Revision of Syllabus**
The instructor reserves the right to amend or change the syllabus in terms of the timing of exam dates, assignments and assignment due dates to meet scheduling needs. Students will be advised of any changes in a timely manner so as not to affect their final grade adversely.

**X. DISABILITY ACCOMMODATIONS**
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the **Director of Student Support Services, Room 105, in Centennial Hall.** The phone number is **606-546-1257.** Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. **DO NOT** request accommodations directly from the professor or instructor. Professors and/or instructors are **NOT** authorized to make reasonable accommodations.

**XI. UNION COLLEGE ELECTRONIC COMMUNICATION**
The only authorized electronic means of academic, administrative, and co-curricular communication between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily).

**XII. BIBLIOGRAPHY**

*SWRK 489. Field Education/ SWRK 491. Senior Seminar*


Branch, W. T. Jr., & Gordon, G. H. (2004). Making the most of challenging patient interviewing: Staying attuned to patients’ emotions and personality styles-and Your own reactions to them-enhances the efficacy of the medical interview. Patient Care, 38(7), 26-31.


For Field Instructors


SOCIAL WORK PROGRAM

COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

**COURSE NUMBER:** SWRK 491

**COURSE TITLE:** Senior Seminar

**COURSE VALUE:** Three Semester Hours:

**CLASS TIME:** To Be Announced

**INSTRUCTOR:** Martha L. Ellison, Ph.D.

Office: SAC 3105

Phone: (606) 546-1313

E-Mail: mellison@unionky.edu

Office Hrs.: T/R- 9:30-11:30 AM & 1:30-4:30 PM Or by Appointment

**REQUIRED TEXT:** SWRK 489/491 FIELD MANUAL


**PREREQUISITES:** All social work required courses, admission to social work major

**CO-REQUISITES:** SWRK 489

**CATALOG DESCRIPTION:**

In senior seminar students will discuss agency policies, will learn how to integrate theory and practice and will become familiar with such professional issues as involvement in professional organizations, professional graduate education, personnel, social welfare policies and professional ethics.

II. EDUCATION POLICY and ACCREDITATION STANDARDS (EPAS)

*EPAS Explicitly Addressed (4.7, 4.0, 4.5, & 4.6)*
4.7 Field Education- Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce student’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge.

4.0 Values and Ethics- Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The education experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.5 Social Work Practice- Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research- Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, used, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

EPAS Implicitly Addressed (4.1, 4.2, 4.3, & 4.4)

4.1 Diversity-Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The context emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment,
planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice- Social work education programs integrate content on populations-at-risk, examining. Programs integrate social and economic justice content grounded in a understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment- Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services- Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

III. SOCIAL WORK PROGRAM

Social Work Program Mission
The social work program mission reflects the College’s mission and heritage:
As a learning community, we prepare students
for generalist social work practice with diverse populations,
reflecting our commitment to social justice and human rights.

Social Work Program Goals
The program goals were derived from the program mission and were designed to elevate the program mission to the next conceptual level, by articulating a fuller vision for programmatic academic endeavors.

1. To prepare students for competent, ethical and effective, evidence based generalist practice with individuals, families, groups, organizations, and communities.
2. To prepare students for generalist practice within the context of the Union College liberal arts tradition; particularly its emphasis on the pursuit of interpersonal, social, and economic justice for diverse and multicultural populations.

3. To prepare students to develop and use knowledge and research based in the social sciences; while thinking critically, evaluating, and addressing the needs of a complex, changing society within a global context.

4. To engage students in an informed, integrated use of the social work knowledge base, values, and skills, with client systems of all sizes.

Social Work Program Objectives
Program objectives were derived from the program goals and were designed to begin the process of transforming program goals from visionary to measurable student learning outcomes. Specifically, graduates of the Union College social work program will be able to demonstrate:

1. The ability to apply critical thinking skills within the context of professional, entry-level, generalist social work practice.
2. An understanding of the values base of the profession and its ethical standards and principles and practice accordingly.
3. The ability for professional, entry-level generalist practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. The ability to understand the forms and mechanisms of oppression and discrimination, as well as demonstrate the ability to select evidence based strategies of advocacy and social that advances social and economic justice for at-risk populations.
5. An understanding and appropriately interpret the history of the social work profession and utilize that knowledge to demonstrate an understanding of the profession’s contemporary structures and issues.
6. The ability to apply the knowledge and skills of entry-level generalist social work practice with systems of all sizes.
7. The ability to understand and use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. The ability to analyze, formulate, and influence social policies.
9. The ability to evaluate research studies, apply research findings to practice, and evaluate one’s own practice interventions.
10. The ability to select and use appropriate communication skills with diverse client populations, colleagues and communities.
11. The ability to utilize supervision and consultation appropriate to entry-level generalist social work practice.
12. The ability to ethically and competently function within the structure of organizations and service delivery systems, as well as based on research evidence seek necessary organizational change.

IV. COURSE DOMAIN AND BOUNDARIES

This course is primarily a skills/integration course, consisting of student sharing of field experiences and course assignments which are designed to be conducted in your field setting.

The purpose of this course is to provide you an avenue to assist with the integration of theory and practice and provide you an opportunity to learn from your classmates concerning the current issues that agencies are dealing with in today’s social service arena. In addition, seminar offers you an opportunity to process your field experience as a learning experience.

The structure of this course is primarily discussion and course assignments. Course content will primarily be delivered through student discussion/reflection and instructor “mini” lectures.

V. RELATIONSHIP TO OTHER COURSES

This course is the second course in the field instruction sequence (SWRK 489 and SWRK 491). It is a companion course to SWRK 489 - Field Instruction. The course content includes:

- Further skill development in conducting focused, purposeful, guided interviews with clients at all system levels;
- Further skill development in recording data for social work records (social history, progress notes, termination/transfer summaries);
- Further skill development in conversing with diverse clients, other social work professionals, and professionals in other professions;
- Further skill in using “self” in a professional manner;
- Knowledge of and adherence to NASW Code of Ethics;
- Opportunity to analyze your agency setting;
- Opportunity to develop and carry out a special project in your agency;
- Opportunity to present a case to your classmates;
- Opportunities to evaluate your interviews;
- Opportunities to evaluate your practice interventions;
- Opportunities to discuss your practice insights, concerns, problems, issues, and successes;
- Opportunities to process your field experiences.

VI. COURSE OBJECTIVES

Upon successful completion of this course students will be able to demonstrate:
1. The ability to integrate and apply knowledge from the classroom to the field with various client systems from problem formulation through evaluation and termination. (Promotes achievement of Program Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, & 12).
2. Skill in professional verbal and written communication. (Promotes achievement of Program Objectives 1, 6, & 10).
3. The ability to be self-critical, reflective, and evaluative of your professional practice skills and knowledge in order to improve your practice. (Promotes achievement of Program Objectives 1, 6, 9, & 11).
4. The ability to give and receive peer support, consultation, and constructive criticism in order to enhance your practice and to work cooperatively with peers. (Promotes achievement of Program Objectives 1, 6, 9, & 11).
5. Sensitivity to and acceptance of cultural, racial, age, gender, ethnic, religious, and sexual orientation differences in one’s social work practice. (Promotes achievement of Program Objectives 2, 3, 4, 7, & 10).
6. An ability to articulate the interventions you employ with clients. (Promotes achievement of Program Objective 10).
7. The ability to critically analyze your field agency setting. (Promotes achievement of Program Objectives 1, 2, 4, 6, 9, 11 & 12).
8. The ability to plan, implement and evaluate a special project. (Promotes achievement of Program Objectives 1, 6, & 9).
9. The ability to identify and propose solutions to value/ethical dilemmas or problems. (Promotes achievement of Program Objectives 1, 2, 4, 6, 11, & 12).
10. Understanding the profession’s structure, functions, and current issues of concern. (Promotes achievement of Program Objective 5).

VII. COURSE SCHEDULE, TOPICS, READINGS and ASSIGNMENTS DUE DATES

This course will primarily use observation/participation as the chief instructional method; however students will have a weekly integrative journal, a summary paper, and an oral report as part of the instructional methods.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>-Orientation to Field/Safety</td>
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<td>-Orientation/Overview of courses &amp; assignments</td>
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<td>Week 2</td>
<td>-Discussion of assignments</td>
<td>-1st Field Log/ Sup Report Due</td>
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<td>-Safety policies in agencies</td>
<td>-Self- Assessment I Due</td>
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<td>Week 3</td>
<td>-Initial impressions of</td>
<td>-2nd Field Log/ Sup Report Due</td>
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<td>Week</td>
<td>Field</td>
<td>Presentation</td>
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<tr>
<td>Week 4</td>
<td>-Discussion of Process Recording and Social Hx</td>
<td>- 3rd Field Log/Sup Report Due</td>
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<tr>
<td>Week 5</td>
<td>- (continued) Discussion of Process Recording and Social Hx</td>
<td>- 4th Field Log/Sup Report Due</td>
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<td>- Learning Contract Due</td>
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<td>- Agency Presentation Begin</td>
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<td>Week 6 (No Class)</td>
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<td>- 5th Field Log/Sup Report Due (Mail Assignments)</td>
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<td>- Special Project Proposal Due</td>
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<td>Week 7</td>
<td>-Discussion of Learning from Process Recording</td>
<td>- 6th Field Log/Sup Report Due</td>
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<td>- Finish Agency Presentations</td>
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<td>- Process Recording Due</td>
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<tr>
<td>Week 8</td>
<td>-Discussion of learning from first 8 weeks Eco-Map, Soc Network Map</td>
<td>- 7th Field Log/Sup Report Due</td>
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<td>-Uses of Evaluation of Practice Interventions</td>
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<td>Week 9 (No Class)</td>
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<td>- 8th Field Log/Sup Report Due (Mail Assignment)</td>
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<td>- Self- Assessment II Due (Mail Assignment)</td>
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<td>- Mid Term FI Evaluations Due</td>
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<td>- Learning Contract Evaluations Due</td>
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<td>Week 10</td>
<td>-Discussion of learning from Soc HX</td>
<td>- 2nd Semester Learning Contract Due</td>
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<td>- Student Evaluations of FI Due</td>
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<td>- Soc HX Due</td>
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<td>Week</td>
<td>Section</td>
<td>Assignments</td>
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<td>11</td>
<td>Values/Ethics</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>12</td>
<td>(continued)</td>
<td>SW Licensure 10&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>13</td>
<td>Job Hunting</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>Preparing to Terminate</td>
<td>Taped Interview Due</td>
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<td>14</td>
<td>Graduate School and beyond</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>Discussion of learning from taped interview</td>
<td>Shadowing Assignment Report Due</td>
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<td>15</td>
<td>Transitioning to the workforce</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>Case Presentations Begin</td>
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<td>Special Project Due</td>
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<td>16</td>
<td>Reflection on the semester</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; Field Log/Sup Report Due</td>
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<td>Case Presentation Continue</td>
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<td>Self-Assessment III Due</td>
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<td>End of Semester Evaluations Due (2&lt;sup&gt;nd&lt;/sup&gt; 8 week Ev. Learning Contract)</td>
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<td>Student Evaluation of Field Experience</td>
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<td>Student Evaluation of FL</td>
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(Students **not** having all of their field hours (450) completed by the last class day will turn in numerical portion of log when hours are completed)

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VIII. MAJOR ASSIGNMENTS and EVALUATION

*Expectations for Written Work*

All written work is to be typed, double spaced, using a 12-point font, one inch margins, and APA referencing, if needed (unless instructed otherwise). Papers need to demonstrate appropriate
college level writing—attention to neatness, grammar, spelling, and sentence structure. The majority of the paper should reflect your own words. Ideas, information, and concepts that originated with another source must be referenced appropriately using APA referencing style. No written assignments will be accepted via e-mail or other electronic means, unless arrangements have been made with the instructor prior to the assignments due date.

**Class Preparation:**

To prepare for this course, you will need to:

- Read the assigned readings (see course calendar for readings) prior to that specific class.
- Come to class ready to engage in your learning process (ask questions, comment on ideas, discuss pertinent examples from your shadowing experiences or your own life experiences, engage in in/out of class exercises/assignments).
- You should be alert and attentive during class, and respectful of your fellow students, the instructor, and guest speakers. Respectful means not talking when someone else is presenting or asking a question, or when a video is playing, having all electronic devices turned off (cell phones, I pods, etc), and conducting yourself in a manner that is not disruptive to your class members, guest speakers, and the instructor.
- Submit written assignments on their due dates.

**Reasons to be Prepared for Class**

Your preparation for class is considered part of your responsibility as a student, just as the instructor’s responsibility is to be prepared to conduct the class by having class objectives for that class, having a prepared agenda for that class, and carrying out that agenda. A second reason for needing to be prepared for each class is that the material you learn in this class is skilled based learning and is a building block for the performance of your role as a professional social worker. Thus, what you don’t learn in a specific course will make it more difficult for you to develop your skills as a professional social worker and will ultimately diminish your ability to be an effective practitioner. A third reason to be prepared for class is that this is your education, you, or your parents, or someone is paying for this, thus it behooves you to try and get the most out of this experience (more bang for your buck, if you will). A fourth reason for being prepared for class is that your preparation demonstrates your commitment to the pursuit of a professional education and your willingness to do what is needed/required to become a competent, effective social work practitioner.

**Participation and Attendance**

Class attendance and active participation in class (reading assignments, turning in assignments, asking questions, discussion, sharing pertinent points of view, experiences, participating in in/out -class exercises/assignments/experiences) is expected. Your attendance and participation in class will help you better understand the material, thus helping you do better on class assignments and
tests, and help you gain the knowledge and skill that you need to be successful in your other social work courses and ultimately to be successful as a social work professional.

Your active participation will help to enrich the class and can help provide other ideas, views, and thoughts that can help your fellow students consider the class material from different perspectives. The “mulling over”/discussion of the course material is very much a part of the college learning experience. Since this is a skills building course your active participation in class is a must.

Assignments

The following assignments will be required in this course: weekly field logs, agency analysis, self assessments (I-III), process recording, social history, taped interview, special project (proposal and final report), shadowing experience, and case presentation.

Assignment Outlines/Expectations

See Field Manual71-96 for outlines/expectations for all assignments

Calculations of Final Grade

Your grade in this course will be dependent upon the accumulation of points for each assignment. A grading curve will not be used in the assignment of points. The quality of your work, as judged by the instructor, will form the basis for point assignment. The maximum points for each assignment are:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>First Seven Weeks</strong></td>
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<tr>
<td>Field Log - 1 pt. each-</td>
<td>total 7 pts (-.25 pts lateness)</td>
</tr>
<tr>
<td>Agency Presentation-</td>
<td>25 pts (up to -6 pts. lateness)</td>
</tr>
<tr>
<td>Process Recording-</td>
<td>25 pts (up to -6 pts. lateness per each occurrence) Assignment for mastery</td>
</tr>
<tr>
<td>Social History-</td>
<td>25 pts (up to -6 pts. lateness) Assignment for mastery</td>
</tr>
<tr>
<td>Self-Assessment I-</td>
<td>18 pts (up to-3.5 pts. lateness)</td>
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<tr>
<td>Special project proposal-</td>
<td>non-graded</td>
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<tr>
<td><strong>Second Seven Weeks</strong></td>
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<tr>
<td>Field Log - 1pt. each-</td>
<td>total 7 pts (-.25 pts lateness)</td>
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<tr>
<td>Case Presentation-</td>
<td>25.75 pts (up to -6 pts. lateness)</td>
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</table>
Taped Interview- 25.75 pts (up to -6 pts. lateness per each occurrence) Assignment for mastery
Self-Assessment II- 10.75 pt (up to -2.5 pts. lateness)
Self-Assessment III- 10.75 pts (up to -2.5 pts lateness)
Special Project- 20 pts (up to -4 pts. lateness) Assignment for Mastery
Shadowing report- non-graded

**Grading System**

**FINAL LETTER GRADE**

Your grade will be based upon the accumulation of points for various exercises. **This course nor any of the assignments are graded on a curve and extra credit work can not be done to improve your grade.**

The grading scale is:

- **A** = 100-90 pts.
- **B** = 89-80 pts.
- **C** = 79-70 pts.
- **D** = 69-60 pts.
- **F** = 59 pts and below
- **W** = Withdraw upon following the College procedures
- **I** = Incomplete granted upon agreement of the instructor (student has talked to the course instructor requesting an Incomplete). Incompletes will be given only for extenuating circumstances.

**IX. COURSE POLICIES**

*A*cademic *H*onesty and *I*ntegrity

Students are expected to adhere to the Union College Academic Honesty policy (2008-2009 College Catalog Pg 10-11) Plagiarism will not be accepted in any form in the class or in the assignments. When presenting any information from any source, whether directly quoted or paraphrased, citations are required using APA referencing. Cheating on tests or quizzes is also a violation of the academic honesty and integrity policy and will not be tolerated. Violations of
any of the above will result in a grade of zero for the affected assignments and a referral to the Social Work Program Director for further disciplinary action. Continued violations of this policy will result in an F for the course and a referral to the Social Work Program Director.

**Social Work Majors** are bound by the **NASW Code of Ethics**. Violation of the **Code of Ethics** is grounds for dismissal from the Social Work Program.

**Late Work**
Assignments are expected by the due date unless serious illness or family emergencies are documented (documentation must be presented when the work is submitted). If you are absent for a minor illness, documented by a medical excuse (such as a cold or the flu, your’s or a family member’s), it is your responsibility to ensure that the assignment is turned in on time, otherwise the assignment will be considered late and will have points deducted for lateness (50% off of points for unexcused lateness). Late assignments because of your absent from class due to participation in a sanctioned Union College activity that has been documented per the college policy are considered unexcused late work. Unexcused late work will have the listed points deducted (see Calculation of Final Grade section) and will not be accepted more than three (3) working days past the due date without prior arrangement. Late assignments, due to excused reasons, that are turned in past the three working days will receive a zero grade, unless prior arrangements have been made with the instructor.

**Attendance**
The nature of the learning experience is such that regular attendance and participation is essential. Excessive absences can hinder your learning, the learning of your group, and will adversely affect your grade. **Avoid doctor/dentist appointments during your class time.** These are not acceptable absences. Acceptable absences are absences due to your illness (documented by a medical excuse) or the serious illness of a close family member (documented by a medical excuse), or a minor illness of a family member for whom you are the caregiver (documented by a medical excuse), or the death of a close family member (documented by an obituary or other official documentation) or a college sponsored activities that has been documented per the college policy. Missing more than one (1) class for unacceptable reasons will lower your overall points for the course by five (5) points per occurrence.

**Participation**
As social workers, other helping people, and as citizens it is important that you be able to speak out to advocate for clients and to address issues. Participation is also important for sharing and discussion of ideas and asking questions of your instructor. This is a seminar class which relies upon your active and informed participation in each and every class. Respect is an important component of participation. You may disagree with the opinions of your instructor, classmates, or guest speakers but you must respect their opinions.

**Professionalism**
Social work majors are preparing to be professionals and are expected to behave as such in the classroom. Even if you have decided to not major in social work while you are in this course you are expected to behave in a professional manner. This includes:

a. **Participation**: Students are expected to attend class, be on time, remain throughout the class period, and be prepared to contribute. Self-awareness is crucial so that you know how
best to contribute. Learning to be assertive is important to participation. Lateness to class decreases your opportunities to learn and participate in the class and is basically rude and distracting to your classmates and the instructor. Thus, frequent lateness to class is unacceptable and will result in a loss of three (3) attendance points per occurrence. Frequent lateness is defined as being five (5) or more minutes late on more than two (2) occasions. I make most course announcements (test dates, material to be on test, etc) or provide handouts at the beginning of the class period. If you arrive late or miss class it will be your responsibility to obtain this information from one of your peers. I will not repeat announcements just because you have arrived late to class.

b. **Respect:** There will be different ideas about the material presented in class. You can debate and disagree but you must do so with respect for your peers and for the instructor. Demonstrations of respect also include paying attention during class, not talking to others while presentations/lectures are being made, having electronic equipment turned off during class, being alert and attentive in class, engaging in behavior that is civilized and appropriate for the classroom. Continued infractions of the respect policy may result in expulsion from the course. If expulsion from the course becomes necessary, you will be referred to the Social Work Program Director for possible further disciplinary action.

c. **Responsibility:** Professional behavior includes coming to class on time, being prepared for class (having done the readings/assignments), turning in assignments when they are due, and following through on commitments.

d. **Confidentiality:** Classes often demand participation and sharing which is personal in nature. It is important that students feel comfortable and safe in class. Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their peers.

Revised Syllabus

The instructor reserves the right to amend or change the syllabus in terms of the timing of exam dates, assignments and assignment due dates to meet scheduling needs. Students will be advised of any changes in a timely manner so as not to affect their final grade adversely.

X. DISABILITY ACCOMMODATIONS

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the **Director of Student Support Services, Room 105, in Centennial Hall.** The phone number is **606-546-1257.** Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. **DO NOT** request accommodations directly from the professor or instructor. Professors and/or instructors are **NOT** authorized to make reasonable accommodations.

XI. UNION COLLEGE ELECTRONIC COMMUNICATION

The only authorized electronic means of academic, administrative, and co-curricular communication between Union College and its students is through the **<unionky.edu> e-mail system.** Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily).
XII. BIBLIOGRAPHY

SWRK 489. Field Education/ SWRK 491. Senior Seminar


Branch, W. T. Jr., & Gordon, G. H. (2004). Making the most of challenging patient interviewing: Staying attuned to patients’ emotions and personality styles-and Your own reactions to them-enhances the efficacy of the medical interview. Patient Care, 38(7), 26-31.


SWRK 489- Field Education Learning Competencies

The main objective of field instruction is to help the student develop the knowledge, values and skills required for competent practice at the beginning level of generalist social work practice. Therefore, the student should acquire competencies in the following areas:

I. Knowledge of agency services, policy and procedure, and resources within the agency.

A. Learning competencies for first 7 weeks.

The student should acquire a general understanding of all agency services, policies and procedures. If the field setting has more than one unit or department, the student should have a basic understanding of all agency services and specific knowledge regarding the services or program of his/her unit. The student should be familiar with the role and function of significant staff as well as the overall agency program and function. The student should be able to:

1. Clarify and interpret agency policies, programs and services to the client system. (Promotes achievement of Program Objectives 10, 11 & 12)

2. Determine consumer eligibility for services. (Promotes achievement of Program Objectives 11 & 12)

3. Authorize services within established procedure. (Promotes achievement of Program Objectives 11 & 12)

4. Identify and make appropriate use of agency resources. (Promotes achievement of Program Objectives 11 & 12)

5. Work cooperatively with agency staff members on specific cases and/or perform as a member of a team or committee. (Promotes achievement of Program Objective 12)

6. Apply knowledge and demonstrate ability to work with client populations of different backgrounds, races, cultures, and lifestyles. (Promotes achievement of Program Objectives 3, 4, 6, & 7)
B. Learning competencies for second 7 weeks.
The student should have acquired a basic understanding of the organizational dynamics of the field setting and have the ability to function relatively autonomously within its service delivery system. There should be evidence that the student has increased skills and gained confidence in his/her ability to interpret and clarify services and policy to individuals, family, community groups and other social agencies. In addition, the student is expected to:
1. Demonstrate skills in working as a member of an interdisciplinary team and using other professional resources to meet client needs. (Promotes achievement of Program Objectives 1, 4, 6, 11 & 12)

2. Participate in agency staff meetings, discuss issues and concerns, and exchange information as appropriate. (Promotes achievement of Program Objectives 10, & 12)

3. Assess the strengths and limitations of the setting in reference to meeting the needs of its client population. (Promotes achievement of Program Objectives 1, 4, 6, 11, & 12)

4. Identify practice and/or policy issues that appear to be in contradiction to social work values and ethics. (Promotes achievement of Program Objectives 1, 2, 4, 8, 11, & 12)

II. Skill in assessment of the client situation.
(The concept of "client" refers to individual, family, group, organization or community.) This includes the ability to define the dynamics of the client's problems, obtain relevant information, and make an assessment.

A. Learning competencies for first 7 weeks.

The student should demonstrate ability to form relationships with client systems and apply relationship principles of confidentiality, non-judgmental attitude, acceptance, and self-determination to establish an atmosphere for professional intervention. The student should be able to:

1. Apply knowledge of age, racial, cultural, ethnic, and gender factors to understanding the client problem situation. (Promotes achievement of Program Objectives 1, 3, 4, 6, & 7)

2. Express empathy and concern verbally and non-verbally to the client system. (Promotes achievement of Program Objectives 3 & 10)

3. Process "routine" service requests. (Promotes achievement of Program Objectives 1, 3, 6, & 12)

4. Listen responsively and ask relevant questions to help the client system define the problem and collect data. (Promotes achievement of Program Objectives, 1, 3, 6 & 10)

5. Identify strengths and limitations of the client system, personal and environmental resources, and significant others. (Promotes achievement of Program Objectives 1, 3, & 6 & 10)
6. Understand the impact of bio-psycho-social factors on client functioning. (Promotes achievement of Program Objectives 1, 3, 4, 6, & 7)

7. Have some beginning ability to use observation in assessment, i.e., identify discrepancies in information obtained from the client system; reactions to what is being said and done; significant aspects of family interaction. (Promotes achievement of Program Objectives 1, 3, & 6)

8. Organize and evaluate data received from the client system and other sources in relationship to the request for services. (Promotes achievement of Program Objectives 1, 3, 6, & 12)

**B. Learning competencies for second 7 weeks.**

In addition to the competencies acquired the first semester of placement, the student should be able to:

1. Demonstrate beginning professional skills in interviewing and relating to the client system. The student should be more comfortable in his/her professional role and able to become more involved with the client system's problem(s). The student's interviews should reflect the ability to focus and maintain purpose and direction with the client system. The student should demonstrate skill in responding to client feelings and facilitating client expression. In addition, the student should have developed sufficient self-awareness and sensitivity as to his/her impact on the client system. (Promotes achievement of Program Objectives 1, 3, 6 & 10)

2. Respond to verbal and non-verbal communication and explore sensitive areas with the client system. (Promotes achievement of Program Objectives 1, 3, 6, & 10)

3. Demonstrate skill in working with groups and families, i.e., help each member express feelings and concerns; utilize knowledge of small group dynamics to assess group behavior. (Promotes achievement of Program Objectives 1, 3, 6, 7, 9 & 10)

4. Acquire appropriate information from the client system and significant others to write a social history. (Promotes achievement of Program Objectives 1, 6, 10, & 12)

5. Write treatment plans and diagnostic summaries using appropriate professional terminology. (Promotes achievement of Program Objectives 1, 3, 4, 6, 7, & 10)

**III. Skill in selecting and implementing an intervention plan.**

**A. Learning competencies for first 7 weeks.**

The student should be able to:
1. Assess and evaluate client systems of various sizes and have the beginning ability to determine intervention approaches to attain stated goals and objectives. (Promotes achievement of Program Objectives 1, 3, 4, 6, 7, 8, & 9)

2. Involve client system in planning intervention strategies and looking for alternatives for problem-solving as well as help client system develop support networks. (Promotes achievement of Program Objective 6 & 8)

3. Convey empathy, support and encouragement for the needs of the client system. (Promotes achievement of Program Objectives 6 & 10)

4. Understand and function effectively in social work roles, i.e., enabler, advocate, broker and activist. (Promotes achievement of Program Objectives 6 & 9)

5. Provide on-going services to individuals, families, groups and communities. (Promotes achievement of Program Objectives 6 & 9)

B. Learning competencies for second 7 weeks.

The student should be able to demonstrate:

1. Beginning professional skills in promoting the well-being of the client population through the professional use of self. The student's practice should reflect knowledge of basic concepts, skills and techniques of social work practice. For example, the student should be able to assess the appropriateness of various social work strategies and methods in working with the client system; provide supportive social work services, reassurance, problem-solving and environmental modification; help the client system identify dysfunctional behavior patterns and promote its understanding of behavior and consequences. (Promotes achievement of Program Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, &12)

2. Skill in helping the client system participate in planning ways of working on and resolving problems, and identifying support networks and resources available. (Promotes achievement of Program Objectives 6 & 9)

3. Ability to reevaluate intervention strategies in relationships to the changing needs and resources of the client system and redefine the problem when necessary. (Promotes achievement of Program Objectives 6 & 9)

4. Beginning professional skills in working with groups, i.e., organize and evaluate individuals for a group, plan and organize activities for a group, function as a leader or co-leader of a group. (Promotes achievement of Program Objectives 6, 9, & 10)

5. Beginning professional skills in the community process. For example, the student should be able to identify and form relationships with indigenous community and group leaders; work with a target community group around a particular problem or issue; participate with a community
group in planning a particular activity (Promotes achievement of Program Objectives 6, 7, 8, 9, & 10)

6. Ability to disengage or terminate relationships with the client systems effectively and prepare the client system for independent functioning and transfer. The student should be able to express personal feelings about separation and understand the dynamics of termination for the client system; and when appropriate, identify and link community resources in support of anticipated needs. (Promotes achievement of Program Objectives 6, 9, & 10)

IV. Demonstrate the ability to evaluate the extent to which the objectives of the intervention plan were achieved.

A. Learning competencies for first 7 weeks.

The student should be able to:

1. Use conferences with the field instructor and consult with appropriate staff regarding the appropriateness of intervention strategies and intervention outcomes. (Promotes achievement of Program Objectives 11 & 12)

2. Assess the client system's progress toward achievement of intervention goals and redesign strategies accordingly. (Promotes achievement of Program Objectives 6 & 9)

3. Involve the client system in determining the criteria for evaluating the result of intervention, intervention outcomes, agency services and resources received. (Promotes achievement of Program Objectives 6)

B. Learning competencies for second 7 weeks.

In addition to the skills acquired first semester, the student is expected to:

1. Specify the client behavior desired and the time limits for intervention. Specify the behavior or other changes and establish time limitations for intervention which would indicate that the goals of the intervention plan were achieved. This should also be seen in relationship to assessment and planning intervention strategies. (Promotes achievement of Program Objectives 1, 6, & 9)

2. Critically examine own role in the helping process. (Promotes achievement of Program Objectives 1, 3, 6, & 9)

3. Prepare client progress reports and closing summaries for agency records. (Promotes achievement of Program Objectives 6, 10, 11, & 12)

4. Be able to evaluate one's practice by use of single subject design or other suitable evaluative methods. (Promotes achievement of Program Objectives 1, 6 & 9)
V. Skill in the referral process.

This includes knowledge of the programs and services available within the community and the ability to help the client secure the needed services or resources.

A. Learning competencies for first 7 weeks.

The student should be able to:

1. Demonstrate knowledge of resources within the agency to accomplish a referral or the acquisition of services. (Promotes achievement of Program Objectives 6, 11, & 12)

2. Demonstrate knowledge of community agencies and resources routinely used by the field setting, assess the appropriateness of services as it relates to client needs, and negotiate with them for services knowing what information is required. (Promotes achievement of Program Objectives 6)

3. Provide information to the client system regarding resources including agency regulations and sanctions, what services they are entitled to, and procedures to follow in applying for services. (Promotes achievement of Program Objectives 1, 3, 6, & 10)

4. Assist client in overcoming obstacles that may discourage or prevent utilizing resources. (Promotes achievement of Program Objectives 1, 3, & 6)

B. Learning competencies for second 7 weeks.

The student should be able to:

1. Demonstrate a greater understanding of community resources (as compared to his/her knowledge in this area first semester.) For example, the student should be able to identify and utilize resources from a larger geographical area or agencies and resources not frequently use by the field placement to determine the most appropriate referral. (Promotes achievement of Program Objectives 6)

2. Work effectively with colleagues and other agencies in coordinating services. (Promotes achievement of Program Objectives 6, 10, 11, & 12)

3. Demonstrate skills in advocacy, securing services for the client system. (Promotes achievement of Program Objectives 6)

4. Be able to identify and locate client systems in need of/or eligible for services or resources. (Promotes achievement of Program Objectives 1, 3, & 6)

VI. Skill in written and verbal communications.
This includes the ability to verbally express ideas, information, and suggestions to the client system and handle written communication and correspondence in a professional manner.

A. Learning competencies for first 7 weeks.

The student should be able to:
1. Meet agency expectations for recording and reporting services, i.e., record interviews with individuals, family, group or community meeting, and complete required agency forms for reporting services. (Promotes achievement of Program Objectives 10, 11, & 12)

2. Organize information and prepare memos and letters for general agency correspondence. (Promotes achievement of Program Objectives 10, 11, & 12)

3. Select relevant data for use in writing reports of internal use and for outside agencies (with assistance from the field instructor). (Promotes achievement of Program Objectives 1, 3, 10, 11, & 12)

4. Write at least one process recording. (Promotes achievement of Program Objectives 1, 3, 6, & 10)

5. Write a social history. (Promotes achievement of Program Objectives 1, 6, 10, 11, & 12)

6. Actively participate as a member of a committee, or a group by taking minutes and writing reports and resolutions. (Promotes achievement of Program Objectives 10, 11 & 12)

7. Demonstrate skill in interviewing. (See learning objective II.) (Promotes achievement of Program Objectives 10)

B. Learning competencies for second 7 weeks.

The student should be able to:

1. Demonstrate beginning professional skills in recording, i.e., use appropriate terminology in recording interviews, observations and select pertinent data for assessments. (Promotes achievement of Program Objectives 1, 3, 6, 10, 11, & 12)

2. Write a diagnostic summary. (Promotes achievement of Program Objectives 1, 3, 6, 10, 11, & 12)

3. Participate actively and appropriately in interdisciplinary team and staff meetings. (Promotes achievement of Program Objectives 6, 11 & 12)

4. Demonstrate skill in interviewing (See learning objective II.). (Promotes achievement of Program Objectives 1, 3, 6, 10, 11, & 12)
VII. Knowledge of and commitment to social work values and ethics.
This includes the ability and willingness to engage in self-evaluation and to make use of self-awareness in the helping process.

A. Learning competencies for first 7 weeks.
The student should be able to demonstrate by his/her attitude and behavior knowledge and commitment to social work values and ethics in professional relationships. The student should be able to:

1. Establish relationships and work with client systems of different backgrounds, races, cultures, life styles, and socio-economic status. (Promotes achievement of Program Objectives 2, 3, 4, & 7)

2. Respect the privacy of clients and the confidential nature of case material and provide this information only in appropriate circumstances and in accordance with agency policy. (Promotes achievement of Program Objectives 2, 11, & 12)

3. Accept the client system's choices regarding solutions to problems and/or termination of services. (Promotes achievement of Program Objectives 2 & 6)

4. Assess the impact of his/her feelings and attitudes in working with the client system. (Promotes achievement of Program Objectives 1 & 9)

B. Learning competencies for second 7 weeks.
The student's practice should reflect the internalization of social work values and ethics.

The student should be able to:

1. Critically examine personal feelings, values, and ethics and avoid imposing them on others. (Promotes achievement of Program Objectives 2 & 9)

2. Utilize professional standards in evaluating services to the client system. (Promotes achievement of Program Objectives 1, 9, & 12)

3. Convey a sense of reliability and commitment in relationship with clients and colleagues. (Promotes achievement of Program Objectives 2, 3, 6, 11 & 12)

4. Advocate for the rights of groups that are vulnerable, discriminated against, socially disadvantaged, or economically disadvantaged. (Promotes achievement of Program Objectives 4, 6, 8, 9, & 12)

VIII. Skill in using supervision and consultation appropriately.
This includes the ability to share ideas and concerns about the field experience and discuss problems of service delivery with the supervisor.

**A. & B. Learning competencies first and second 7 weeks.**

The student is expected to:

1. Share ideas and concerns about the field experience and discuss problems of service delivery with field instructor. (Promotes achievement of Program Objectives 1, 3, 8, 10, 11 & 12)

2. Consult with field instructor regarding work plans, and administrative policy and procedure. (Promotes achievement of Program Objectives 11 & 12)

3. Assume responsibility for learning. (See Responsibilities of the Student in Field Instruction #5.) (Promotes achievement of Program Objectives 2)

4. Consult with field instructor and other agency professionals to gain insight and additional knowledge regarding client needs, skills and on techniques that may be used in service delivery. (Promotes achievement of Program Objectives 11 & 12)

5. Participate in activities to enhance professional growth or to promote, enhance the social work profession, i.e., agency staff development programs, professional workshops, seminars, etc. (Promotes achievement of Program Objectives 2, 5, 11, & 12)

**GENERAL STUDENT FIELD RESPONSIBILITIES**

The following statements summarize the student's responsibilities in field instruction/The General Dos and Don’ts of Field:

1. The student will spend four, eight-hour days per week in the agency placement. The usual placement days are Tues.-Fri. In some settings, special client needs or agency schedules may suggest that adjustments in field schedules should be made. The student will spend a minimum of 450 clock hours in field placement. Students who are unprepared or unable to meet this expectation will need to delay entry into field until such time that this obligation can be met.

2. The student will follow agency guidelines for reporting to work and remaining on duty throughout the entire work day. The student will notify the agency field instructor and the Field Education Director if s/he will not be able to attend field. Any missed time in field will need to be made up at the convenience of the field instructor. If the student is going to arrive late for her/his placement, it is her/his responsibility to notify the field instructor and to indicate when s/he will arrive. Failure to comply with these procedures may result in failure in this course.

3. The student will not transport clients in his/her own vehicle.

4. The student will learn about the services and programs of the field instruction setting and function within the framework of its policy and procedure. The student will learn about
community services outside his/her agency setting and will represent the agency in a professional manner to clients and others in the community as appropriate.

5. The student will handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values, and principles of the social work profession.

6. The student will participate in the development of his/her learning contract with the agency field instructor at the beginning of the semester of placement. The student will assume primary responsibility for the development of his/her learning contract for the second 7 weeks.

7. The student will keep a weekly log of significant placement activities and will record approved learning experiences at the appropriate place on the evaluation form.

8. The student will participate in regularly scheduled conferences with the agency field instructor. The student will participate in the evaluation conferences at the end of each 7-week period and submit a written self-assessment to the agency and a copy to the Field Education Director prior to the evaluation conference. The student will read the evaluation form completed by the agency field instructor and sign it to indicate that it has been read. If the student disagrees with any part of the evaluation, he/she has the privilege of noting in an addendum those areas in which there is disagreement.

9. The student will participate in regularly scheduled conferences with the Field Education Director. The student will inform the faculty field education director of any problem or difficulties in his/her agency setting.

10. The student will participate in all activities planned by the agency field instructor, i.e., conferences, seminars, workshops, community activities, etc.

11. The student will complete the Student Evaluation of Field Experience and the Evaluation of Field Instructor forms.

12. The student will complete a written social history, a process recording and a taped interview with a written critique, a case presentation, an agency presentation, a shadowing assignment, and will design and carry out a special project in his/her agency and will complete a written proposal and critique of the project.

13. The student will be assigned a small case load for which the student will provide services. The student will receive experiences with all system levels (individual, family, small group, community, and organization).

14. The student will alter her/his field schedule only after obtaining permission from the field instructor and notifying the field director of those changes.
THE LEARNING CONTRACT

A. Purpose

The Learning Contract is a means of formalizing the agreement between the student and field instructor regarding the student's learning experiences. It identifies and documents the student's learning goals and methods for evaluating the student's performance; consequently, the Learning Contract provides structure and individualized focus to the student's fieldwork experiences.

B. Development of the Learning Contract

The student and field instructor should read the section on Learning Contract in the Field Instruction Manual before attempting to develop the Learning Contract.

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

a. The overall learning objectives for field instruction;
b. The student's individual learning/career objectives; and
c. The student's learning style.

C. Methods and Usage

An outline of a learning contract is included in the Field Instruction Manual. It should be used and revised periodically, as needed. (Appendix K, pg. 142)
GUIDELINES FOR WEEKLY LOGS/SUPERVISORY CONFERENCE REPORT

(This assignment promotes achievement of Program Objectives 1, 2, 3, 4, 6, 8, 11, & 12)

A. Purpose
The ongoing written assignment for the field instruction course is the Weekly Log. An essential component of the teaching-learning process, the weekly log is the confidential record of the student's educational experiences in the field. Writing the weekly log provides the opportunity for the student to reflect and analyze what is being taught; how it is being taught; and the relationship between the student's learning activities, his/her classroom learning, and his/her learning contract/field learning competencies.

B. Method and Usage
The weekly log is not a diary; therefore it should not contain a "blow-by-blow" description of the day's activities. Rather, the log should provide a written account of the student's professional growth process. Much thought and reflection should go into the production of the log as this is your learning tool to help you integrate your learning. In order to be effective, each day should be recorded. Logs should be neatly written on three-ring notebook paper, and kept in a soft-cover binder so that it can be added to throughout the course. Weekly entries may range from 2-4 pages. Logs are due each Monday throughout the semester. Logs are graded and comments and questions will be noted by seminar instructor. Writing and grammar should be at college level. The logs will be graded upon the quality of the entries as reflected in the degree of analysis evident in the log, the thoroughness of the log, and the use of appropriate structure for the log.

It is suggested that the student reserve the last 15 minutes of each field instruction day to make notes that could be incorporated into the weekly log entry. At the student's discretion, the log may be used for discussion during the conferences with the field instructor.

Your weekly log will consist of three parts:
1. A Field Practice Activity Report Form Section (Appendix L, pg.146)
2. A Narrative Section
3. A Supervisory Conference Report Section

The Field Practice Activity Report Form will provide a summary of your activities for the week. This form will use a system that will allow you to provide numerical data, which provides an accounting of your activities. The narrative portion of your log will allow you to focus on what you have learned from your experiences and how that learning relates to your classroom learning. This section will also allow you to discuss how you see yourself as a professional social worker and discuss any concerns or problems you are having in your placement. The supervisory conference report section will provide you an opportunity to discuss and process your conferences with your supervisor and allow you a chance to formalize your next week’s agenda.

C. Content of Field Practice Activity Report and Log Entries/Supervisory Conference Reports
Your Field Practice Activity Report will contain the following information as outlined on the following pages of the Field Manual:

WEEKLY LOG - NARRATIVE
Your weekly log will contain the following information:
1. What things did you learn from your activities this week?

2. What was the most significant thing you learned at your practicum this week and how does that learning tie in with your classroom learning?

3. What was the high point of your week? Why was it a high point?

4. What was the low point of your week? Why was it a low point?

5. Have you detected any agency policies that adversely impact clients? If so, please explain the policy and how it adversely impacted a client(s) and your thoughts as to what can be done to alter the policy in order to better meet the client’s needs (discuss, using your policy practice skills knowledge, what you would do to alter this negative impact).

6. What skill did you try to use this week? How would you rate your performance of that skill? What can you do to enhance that skill?

7. Was your time used effectively this week (was it well spent)? If not, why not and what can be done to enhance your time at your placement?

8. What have you learned about yourself in relation to your own biases, your fit with the social work profession, and your own growth as a professional/how have your grown as a professional?

9. What have you learned about working with people who are different from you (race, gender, sexual orientation, value system, age, social class, and ethnicity, spiritual beliefs)?

10. Discuss any concerns/problems you experienced with your placement this week.

11. Did you experience/observe any examples of economic/political/social injustice/discrimination/prejudice involving/affecting clients? If so, briefly discuss and identify what might be done to correct this problem.

12. Did you experience/observe any examples of agency/staff behavior or agency/state/national policy/procedures that violated the SW Code of Ethics, or that perpetuated discrimination or political/social/economic injustice? If so, briefly describe the incident or policy, discuss how it violated or was incongruent with the Code and discuss how this behavior/policy/procedure could be altered. Discussion of how to alter the behavior/policy/procedure should demonstrate integration of classroom learning.

**SUPERVISORY CONFERENCE REPORT**
The following information will be included on your supervisory conference report:

1. Focus of session (purpose/agenda).

2. Content of session (brief narrative summary).
3. What were the accomplishments of the session (outcome)? Did the session achieve the purpose/focus for the meeting? If not, why not?

4. Did you actively engage in the supervisory session? If not, why not? In what ways did you engage in the session?

5. Are there any unresolved issues/concerns that were not covered/resolved during this session? If so, what are they?

6. What do you want the focus of your next session to be and what do you want to accomplish from that session (purpose and goals)?

The grading of the Weekly Log and Supervisory Report is based upon the thoroughness/thoughtfulness/insightfulness of your discussion of the pertinent questions, your organization of the logs, and your demonstrated use of appropriate college writing ability. The log should be used as a way to help you reflect on your activities and learning in field and your ability to utilize the logs in this manner will be assessed as a part of your grade. The Supervisory Report should show that you have given thought to the focus of your next supervisory session and your ability to demonstrate this will be factored into the grading of the Supervisory Report section of the logs.

SWRK 491. Senior Seminar
MarthaL.Ellison, Ph.D
Field Education Director
SELF ASSESSMENT GUIDE I (This assignment promotes achievement of Program Objectives 1, 2, 4, & 12)
In a two to four page typed paper, reflect upon the following areas:
A. What motivated you to choose social work as a major?
B. What population(s) do you feel you are best suited to work with and why?
C. What population(s) do you feel you are least able to work with and why?
D. What do you see yourself doing professionally upon graduation?
E. What are your concerns/anxieties as you enter your field placement?
F. How can you and your field instructor address these concerns?
G. How do you learn best (learning style)?
H. What are your strengths and weaknesses as a student? What can you do to overcome your weaknesses?
I. What are your learning goals for your field experience? What do you hope to gain and what do you need to gain?
J. How can your learning goals be met by your field experience? What experiences do you need to meet your learning goals?
K. What biases/prejudices do you have that might cloud your work as a social worker? What can you do to work through your biases?
L. What values/beliefs do you have that are in harmony with the values/ethics of the social work profession?
M. What values/beliefs do you have that differ/are not in harmony with the values/ethics of the social work profession?

SELF-ASSESSMENT GUIDE II/III (This assignment promotes achievement of Program Objectives 1, 2, 4, & 12)
Self-assessment is considered to be an integral part of the evaluation process. It is to be completed at the end of each seven-week period and submitted to the faculty field coordinator and shared with your agency field instructor before the evaluation conference. Each assessment should only address the previous seven weeks.

The self-assessment should be typed and include:
1. A summary of major assignments that your field instructor had you do and/or areas of responsibility. These are not the assignments that you are doing for SWRK 491. (Do not address 2nd - 7 wks).

2. A discussion of the skills you have developed during the past seven weeks. Identify those skills and discuss your proficiency with those goals and what more you need to do to continue to build those skills.

3. An evaluation of your strengths and weaknesses, identifying the areas in which you have shown improvement and the areas in which you need to improve and ways you can improve these weaknesses. (Be specific.)

4. A list of your professional goals and identification of the skills to be developed during the next term and/or after graduation.
5. An optional discussion of any other factors relating to your field placement or performance.

6. Your evaluation of your field experience up to date - learning gained/not gained - overall impressions of field so far. **(Do not address 2nd - 7 wks)**

7. A list of experiences you would like to receive but haven't received yet. **(Do not address 2nd – 7 wks).**

8. What biases/prejudices have you discovered about yourself and how have these affected your work in field and what you have done, up to date to deal with those biases/prejudices?

9. Your continued/future plans to address/work through these biases?

The grading of the self-assessments is based upon your discussion of all indicated points and the thoroughness/thoughtfulness/insightfulness of your discussion of these points. You should use these self-assessments as a way to reflect on your learning and what you need/want to learn, an honest look at your biases, an informed evaluation of your skills, and a reflection on learning gained. Your ability to demonstrate these factors will be used to evaluate these assessments.

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**SPECIAL PROJECT PROPOSAL and FINAL REPORT** (This assignment promotes achievement of Program Objectives 1, 2, 6, 9, & 10)

The special project will provide you the opportunity to research a specific topic and/or develop and implement a program in your agency to meet an identified need. You and your field instructor will identify what some of the potential needs are in the agency that you could meet or what research projects would be beneficial to the agency. Your project could include such things as: developing a support group for clients in your agency, evaluating client improvement and/or satisfaction with services or specific programs/interventions, presenting an educational program to staff and/or clients, doing a needs assessment, etc. The basic idea behind this project is that you will identify a need in your agency, research the literature regarding existing programs that have been designed to meet this need, as well as research the literature concerning the characteristics of this topic, develop a program to meet this need, implement the program and evaluate the effectiveness of the program.

To meet the requirements of this assignment you will complete a project proposal paper that will identify the need, provide a review of the literature, identify the steps you will take to develop and implement this project (how to do this), identify and develop the evaluation tool you will use to evaluate the project, and discuss how you will administer the tool and how you will
analyze your findings from your evaluation, as well as provide a timeline for accomplishment of the project.

**SPECIAL PROJECT FINAL REPORT**
You will address the need that you identified in the agency, why it was a need, address what the literature indicates regarding this need/population/program, state/concern, discuss the steps and actions you took to address the need, analyze the results of your program and the value/benefit of this project to your agency, discuss what you would do differently if you were to redo this project, and discuss what you learned from doing this project.

The grading of this assignment is dependent upon the thoroughness of your discussion of all points of the assignment, the organization of your report, your use of professional literature, the thoroughness of your evaluation plan, the thoughtfulness of your analysis of the results of the program, the value/benefit of the project, discussion of what you would do differently, and your discussion of what you learned from doing this project.

**SHADOWING ASSIGNMENT**
The purpose of the shadowing assignment is to provide you with an opportunity to see what social workers do in other settings. This is a non-graded assignment (it does count as class participation). To complete this assignment, you will do the following:
1. Pair up with a student in an agency that is very different from yours or that compliments your agency.
2. Decide on a date to visit your host agency and obtain permission from the respective field instructor concerning this date. **Note: Schedule a day when you will have some client contact, not a paperwork day.**
3. Spend the chosen day observing the activities of your classmate and others that your classmate may wish for you to meet/observe.
4. Do an oral report in seminar class concerning your visit. The report should focus on what differences/similarities you noticed between your agency and the one you visited, what you learned from your visit concerning this type of social work and whether you would want to work in this type of agency or not and why.
AGENCY PRESENTATION OUTLINE (This assignment promotes achievement of Program Objectives 1, 2, & 12)
The purpose of this assignment is to help you become better acquainted with your agency and agency subunit. This knowledge is necessary for you to understand the working of the agency and the function of the staff in the agency. The following information is needed to complete this assignment. Superficial coverage of the material will not be acceptable for this assignment.

1. Name of agency and of the practicum sub-unit.
2. Agency and practicum sub-unit address/phone number.
3. Auspices of the agency: is it public, private, for profit, not for profit.
4. Agency and practicum sub-unit goals and objectives. First provide the agency’s mission statement and practicum sub-unit’s mission statement, then its objectives.
5. Functions of the agency and practicum sub-unit.
6. Services provided by the agency and practicum sub-unit.
7. Types of clients served by the agency and practicum sub-unit (age range, racial composition, gender, types of problems, economic status: use percentage in reporting this area).
8. Number of clients served by the agency and practicum sub-unit on an annual basis.
9. Value systems of agency and practicum sub-unit, which underlie services to clients.
10. History of the agency and practicum sub-unit. How did the agency and the sub-unit get started and when? What need was the agency started to meet? How has the agency and the sub-unit's focus changed overtime? Are the agency and the sub-unit undergoing any changes at this time? If so, what are those changes and what has precipitated those changes?
11. Geographic area served by the agency and the sub-unit. Give a description of the geographic area served: income level, housing conditions, economic base, population density, demographic composition of residents (age, race, gender, education). What impact does the geographic region have on the agency staff and services (how does the region impact the services provided and staffing)?
12. Funding base of agency and sub-unit.
13. Organizational structure of agency and sub-unit. Lines of authority, linkage between departments, organizational chart, board composition, how board created, authority of the board, distribution of resources.
14. Agency and sub-unit staffing: numbers, qualifications, experience, positions (number and kind), climate of the agency and the sub-unit, staff stability (turnover), educational and in-service opportunities and orientation provided in both agency and sub-unit, climate for social work in the agency and the sub-unit. You will turn in a written (typed, double-spaced) paper, which addresses the above items and will orally provide an in-service to your classmates regarding your agency.
15. Effectiveness of the agency services (overall and effectiveness of your sub-unit)/PRESENTATION EXPECTATIONS:
The purpose of the “in-service” is to provide your classmates with a “bird’s eye view” of the agency. At the completion of your presentation your classmates should have a clear idea of what your agency is all about (their mission, services, types of clients served, eligibility criteria, geographic area served, types of programs offered) and thus be able to make appropriate referrals to the agency, if needed. Grading will be based on thoroughness of paper and manner of presentation. Use of audio/visuals is acceptable, but that cannot be your total presentation. Appropriate referencing (APA style) of material is expected. An organizational chart should accompany your paper.

Plagiarism will result in a zero grade on this assignment and possible failure for the course. Be sure to refer to APA Manual regarding referencing of material obtained from personal conversation. Lack of referencing of material obtained from personal conversations will be considered plagiarism.

The grading criteria for this assignment is two fold-1-focused on the paper and 2-focused on your presentation.

PAPER-Grading Criteria
The grading criteria is based upon the thoroughness of your discussion of each of the 15 sections of the paper, your use of APA referencing, the organization of the paper, demonstration of the use of college level writing skills.
PRESENTATION-Grading Criteria
The grading criteria is based upon the thoroughness of your “in-service”-discussion of the points as outlined under Presentation Expectations, your knowledge of your agency, your presentation style (conversational vs. reading the presentation), and the clarity of your presentation (organization and ability to get your point across to your audience).

OUTLINE FOR PROCESS RECORDING (This assignment promotes achievement of Program Objectives 1, 3, 6, & 10)
Process Recording is a traditional tool used to assist students to learn interview skills. By definition, a process recording is a detailed narrative of what transpired between the worker and client in an interview. It is a record of (1) actual verbal interactions between worker and client; (2) significant non-verbal communication; and (3) anything relative to the interview: atmosphere that might have an impact on the interview. The purpose of the process recording is to provide the student with an opportunity to demonstrate his/her interviewing skills and ability to evaluate his/her interviewing. To meet the expectation of this assignment you will need to conduct an entire interview with a client or family with whom you are working. Process recording someone else’s interview or conducting a partial interview will not be acceptable. If you tape record the interview, you will submit the tape along with the process recording. (See Appendix M, pg. 148, Evaluation Form)

Specific information contained in process recordings:
Cover Page
1. Identifying information
   a. Name of worker (student) and client
   b. Date of interview
   c. No. of interview(s) prior to process recording (i.e., Interview No. 2)
   d. Purpose of interview
   e. Setting for interview and factors that impacted the interview
2. Word-for-word account (verbatim, as much as memory permits) of transaction between worker (student) and client. Students can use a tape recorder and transcribe from the recording.
3. Description of non-verbal communication or gestures by either worker or client (analysis section).
4. Worker's (student's) feelings and reactions to the client and the interview. Those unspoken thoughts and reactions (gut level feeling section).
5. Worker’s (student's) on-going observations and analytical thoughts regarding the worker/client transaction. Analysis of the running interview (what interviewing techniques you are using,
phase of the interview, types of questions asked, errors made and specifically how to correct those errors)

6. Impressions: Sometimes referred to as "Diagnostic Summary," this section contains a written summary of the worker's impressions of the entire interview. A good way to think of this section is an integration of the content of an interview with your thoughts about what occurred, based on your comprehension of relevant theory. This section should identify your strengths/weaknesses, why you consider them as strengths/weaknesses and specifically what you would do to correct the weaknesses. The summary is not a discussion of the client.

**Note:** Examples of process recordings are on closed reserve in the library.

The grading criteria for your process recording is your ability complete all sections of the assignment, to identify and discuss with insight your strengths/weakness of the interview, identify and discuss how you would specifically improve the interview, to identify the interview techniques you used (in the running analysis), identification of interviewing techniques you should have used (running analysis), identification of gut level feelings (running analysis), identification of how you’d implement the interview technique you should have used (running analysis).

**GENERAL INSTRUCTIONS**

**SOCIAL HISTORY [STUDY]** (This course assignment promotes achievement of Program Objectives 1, 2, 3, 4, 6, 7, 9, & 10)

Please note that the attached guides for studying individuals, families, small groups, organizations, and communities were developed partly by faculty in the Social Work Program. Appropriate references are cited for your information.

The guides are designed to help you conduct a detailed social study of an individual, family, small group, organization or community, as appropriate, per your agency field experience(s) and generalist social work practice. Based on an initial identification of a client system, you should select the most appropriate guide as a tool for further investigation. In any case, for the purposes of this course you must re-identify the client system to protect the client's right to confidentiality. Social histories must be typed, double-spaced and use topical and sub-topical headings.

The grading criteria for this assignment includes: a thorough discussion of all pertinent sections of the history, the thoughtfulness/insightfulness of your assessment of the client(s), your identification of appropriate goals, plans, tasks to achieve goals, identification of timeframe to achieve tasks and goals, plans to evaluate your goals, your use of professional language and writing style for social histories, and your use of topical/sub-topical headings.

**Plagiarism of the social history will result in failure for the course.** In order to complete the requirements of this assignment you must perform the appropriate interviews with the client(s), family, and collaterals to fulfill the expectations of a social history. Any information you use from existing records must be referenced appropriately. **It is not acceptable to do a social history on a client based solely on interviews conducted by a worker other than yourself or by using information obtained from existing case records.** The intent of this assignment is for the student to gain experience/practice in conducting interviews to obtain information for a social history. Samples of social histories are on closed reserve in the library. It is recommended that each student review these examples for form, content, and writing style.
Social Assessment and Intervention Plan for Individual and Family

I. Identifying Information
   A. Worker
   B. Client(s), Race, Age, Address, Phone number, Marital status
   C. Reason for Contact
      1. Referral source
      2. Referral date
      3. Referral concerns/request for service(s)
   D. Source(s) of Information for this History - Date(s) History Obtained
   E. Presenting Problem(s)
      1. Worker's view
      2. Client's view
      3. How long experienced
      4. Experienced by whom
      5. How serious (worker/client view)
      6. Client's efforts to resolve
      7. Professional/indigenous helpers currently involved and their efforts

II. Client System
   A. Family/Household Composition/Significant Others - State of/Status of Relationship, Degree of involvement
   B. Client's Strengths
      1. Needs
      2. Coping ability
      3. Economic resources
      4. Job history
      5. Educational history
      6. Health (including alcohol/drug use)
      7. Culture/value system (description, how related to client's present environment)
      8. Attitude/state of mind/mental functioning/maturity
      9. Level of stress (current)
      10. Motivation for problem resolution
      11. Sense of responsibility
      12. Functioning in key social settings
      13. Experience with nodal events (serious losses, traumas, significant achievements)
   C. Clients Environment
      1. Housing situation/neighborhood
      2. Transportation
      3. Social supports (kind, degree of support)
      4. Problematic relationships (with whom, description of)
      5. Opportunities provided by environment
      6. Constraints of environment

III. Worker's Preliminary Assessment Statement
Give, in a summary format, your professional opinion of the client, situation, problem(s) and
interventions that will be employed. Discuss how client's background (situation) impacts upon
the current situation and your assessment of what efforts will be necessary to alter the current
concerns and how amenable the client is to interventions. Also indicate the degree of success you
believe possible with this client and situation. In essence, you will indicate what is the meaning
of the information gathered. How is the client's functioning affected by past, present, internal and
external forces?

IV. Action Plan
   A. Problems to be worked
   B. Problem Priority

V. Goals
   A. Worker’s (Long/short term)
   B. Client’s (Long/short term)
   C. Main Blocks to Goals
   D. Time Frame to Achieve Goals
   E. Plan to Evaluate Goals

VI. Intervention(s) by Problem-(show evidence of employing evidence-based practice)
   A. Tasks (what will be done, specifically)
   B. Who will be responsible (by tasks)
   C. When will each task be completed (anticipated)
   D. Reassessment/redesign of intervention plan

If case is closed address these areas:
Final evaluation of outcomes
Discharge plans/recommendations/referrals

VII. Assessment Tools Used (Indicate all that apply)
   A. open, unstructured interview with client(s)
   B. standardized/structured interview with client(s)
   C. eco-map
   D. geno-gram
   E. social network map and grid developmental assessment wheel
   F. information from collateral sources (specify)
   G. agency records/referral summary
   H. other (specify)
Social Study, Assessment and Intervention with Small Groups

I. Social Study
   A. Structure.
      1. Group boundaries.
         What is the purpose and task of group? How and why was group formed?
         (Natural group or group formed from outside.)
      2. Group membership.
         Who are group members? (Use appropriate sections of the individual/family.) Are members homogeneous/heterogeneous?
         What are the rules? How did they develop? Are rules and norms explicit or implicit?
      4. Roles and subgroup.
         How are roles designated? Are there subgroup? What purpose do subgroup serve? Does the group use scapegoats? How does this serve the group's needs?

   B. Functioning. Johnson (1982) gives:
         How does this group adapt to changing conditions Consider change both in the environment and within the group. How much time is spent on group maintenance and how much on group task? Is this balance appropriate?
      2. Decision making.
         How does the group make decisions about norms, goals, and plans for work? Describe group problem-solving mechanisms. Do any members engage in diversionary or blocking tactics that inhibit problem solving? Describe leadership as it facilitates or inhibits the group's decision making.
         How do group members influence group decisions? How is conflict resolved? Is it recognized and kept in the open?
      3. Communication.
Describe communication patterns of the group. Does the group have adequate feedback mechanisms? Is attention paid to nonverbal communication? Do all group members have adequate opportunity to communicate? Do any members tend to over-communicate? Are there any content areas that seem to be troublesome when communicating? Is attention paid to communication difficulties that arise from cross-cultural or cross-professional interaction?

4. Task Implementation.
   Describe the manner in which the group carries out its tasks. Describe the quality of interaction in carrying out tasks. Do any members engage in diversionary or blocking tactics that inhibit the carrying out of plans?

C. Development.
   1. Identify the stage of development in which the group is open.
   2. Describe any factors that may be inhibiting continued group development.

D. Strengths and limitations.
   1. Describe the strengths of the group.
   2. Describe the weaknesses of the group. (p. 202)

E. Problem/task to be resolved by group.

F. Goal identification
   1. What are the short-term goals? What are the most immediate changes in the current situation?
   2. What are the long-term goals? What is the projected outcomes agreed upon by client and worker to be at the end of their work together?

II. Assessment. Compton, Galaway (1989) states:
   A. Analysis of the major factors of the study and factors that contribute to the problem/purpose.
      1. Identification of the factors that appear most critical, definition of their interrelationships, and selection of those that can be worked with.
      2. Identification of available resources, strengths, and motivations.
      3. Selection and use of appropriate generalizations, principles, and concepts from the social work profession's body of knowledge.

III. Intervention.-(Show evidence of using evidence-based practice)
   A. Formulation of a plan of action--a mutual guide to intervention and prognosis.
      1. Consideration and setting of a feasible goal.
      2. Consideration of alternatives--likely costs--possible outcomes.
      3. Determination of appropriate service modality. What type of group will best meet the goals?
      4. Focus of change efforts.
      5. Role of the worker.
6. Consideration of forces either within or outside the client system that may impede the plan.

7. What confidence does the worker have in the success of the plan?

B. Carrying out of the plan - service contract.
   Specific as to point of intervention and assignment of tasks; resources and services to be used; methods by which they are to be used; who is to do what and when.

C. Termination.
   1. Evaluation with client system of task accomplishment and meaning of process.
   2. Coping with ending and disengagement.

IV. Evaluation.
   A. Continuous process.

   B. Was purpose achieved?

   C. Were methods used appropriate? (pp. 390-391)

Social Study, Assessment and Evaluation of a Community

I. Social Study Compton, Galaway (1989) outlines:
   A. Community as a social system.
      1. Organizations, institutions, and groups of the community that affect existing
         condition and how they are linked with one another.
      2. Location of the problem and community units related to it.
      3. Units that can be engaged to deal with the problem--their stake in change-their
         accessibility. *See "Johnson's Schema for the Study of a Geographic
         Community" (attached).
      4. How will change in any one unit affect other units?

   B. Community as an organic entity.
      1. Attitudes toward social control and conformity.
      2. Opportunities for social mobility.
      3. How the community defines success or failure.
      4. Beginning appraisal of the community power structure and how it exercises
         controls.
      5. How power is achieved in the community.
      6. How prevailing problems are identified and by whom.
      7. Beliefs held about causes of social problems.
      8. How the community labels the victims of social problems.
      9. Problem-solving capacity and resources.

   C. Inter-community structures and processes.
      1. Relationships and regulations within governmental and non-governmental
         sectors.

II. Assessment.
   A. If and how identified problems are related to needs of client system.

   B. Analysis of the situation to identify the major factors operating in it.

   C. Consideration of significant factors that contribute to the continuity of the need, lack,
      or difficulty.

   D. Identification of the factors that appear most critical, definition of their
      interrelationships, and selection of those that can be worked with.

   E. Identification of available resources, strengths, and motivations.

   F. Selection and use of appropriate generalizations, principles, and concepts from the
      social work profession's body of knowledge.
III. Intervention- (Show evidence of employing evidence-based practice)

A. Formulation of a plan of action--a mutual guide to intervention.
   1. Consideration and setting of a feasible goal.
   2. Consideration of alternatives--likely costs--possible outcomes.
   3. Determination of appropriate service modality.
   4. Focus of change efforts.
   5. Role of the worker.
   6. Consideration of forces either within or outside the client system that may impede the plan.
   7. Consideration of the worker's knowledge and skill and of the time needed to implement the plan.

B. Prognosis--what confidence does the worker have in the success of the plan?

C. Carrying out of the plan--specific as to point of intervention and assignment of tasks; resources and services to be used; methods by which they are to be used; who is to do what and when.

D. Termination
   1. Evaluation with client system of task accomplishment and meaning of process.
   2. Coping with ending and disengagement.

IV. Evaluation.

A. Continuous process.

B. Was purpose accomplished?
   C. Were methods used appropriate? (p. 398-99)


"Schema for the Study of a Geographic Community"

I. Setting, History, Demography. Johnson (1989) gives the following:
A. Physical setting.
   1. Location, ecology, size.
   2. Relationship to other geographic entities.
      a. ecological, political, economic, social.
      b. transportation, mass media from outside the community.

B. Historical development.
   1. Settlement, significant events, changes over time, cultural factors.

C. Demography.
   1. Population.
      a. age and sex distribution.
      b. cultural, ethnic, racial groups.
      c. socioeconomic distribution.
   2. Physical structure.
      a. who lives where?
      b. location of businesses, industry, institutions.
   3. Other.
      a. mobility.
      b. housing conditions.

D. Cultural setting.
   1. Community norms, values, and expectations.
   2. Community traditions and events.

II. Economic System.
   A. Employment.
      1. Industry: nature, who employed number of employees, influence from outside community, relationship to community and employees.
      2. Distribution-consumption: retail and wholesale business, kind, location, ownership, employees, trade territory.
      3. Institutions that employ large numbers of persons: nature, number of employees, types of employees, relationship to community, influence from outside community.
   
   B. Other economic factors.
      2. Leading business persons.
      3. Organization of business or organizations that influence the economic system.

III. Political System.
   A. Governmental units (structure and functioning).
      1. Span of control.
2. Personnel, elected and appointed.
3. Financial information.
4. Way of functioning--meetings, etc.

B. Law enforcement, including system.

C. Party politics: dominant party and history of recent elections.

D. Influence on social service system.

E. Services provided.

IV. Educational System.
A. Structure and administration (all levels).

B. Financing, buildings.

C. Students.
   1. Numbers at each level or other divisions.
   2. Attendance and dropout rates.

D. Instructional factors.
   1. Teacher-student ratio.
   2. Subjects available, curriculum philosophy.
   3. Provision for special-needs students.

E. Extracurricular activity.

F. Community relations.

V. Social-Cultural System

A. Recreational-cultural activities, events.
   1. Parks, public recreation program.
   2. Cultural resources: libraries, museums, theaters, concerts.
   3. Commercial recreation.

B. Religious institutions and activities.
   1. Churches: kind, location, membership, activities, leadership.
   2. Attitudes: values, concern for social welfare issues, concern for own members.
   3. Influence on community.

C. Associations and organizations
   1. Kind, membership, purpose, and goals.
2. Activities, ways of functioning, leadership.
3. Inter-group organizations and linkage within and without the community.
4. Resources available.

D. Mass media in community.
   1. Radio, TV, newspapers.

E. Ethnic, racial, and other diverse groups.
   1. Way of life, customs, child-rearing patterns, etc.
   2. Relationship to larger community.

F. Community persons.
   1. Power persons: how power is manifest.
   2. Leadership and respected persons.

VI. Human Service System.

A. Health-care services and institutions.
   1. Doctors, dentists, and other professionals.
   2. Hospitals, clinics, and other professionals.
   3. Public health services.
   4. Responsiveness of health-care system to needs of people.

B. Formal social welfare system.
   1. Agencies in community: function, persons eligible for service, how supported and how sanctioned, staff, location.
   2. Agencies from outside that serve community, location: services available, conditions of service, control of agency.
   3. Conflicts among, overlaps, complementary factors of social welfare agencies,

C. Informal helping system.
   1. Individuals and organizations.
   2. How help is given, to whom.
   3. Relationship to formal system.

D. Planning bodies.
   1. Fund-raising, regulatory, consultative

VII. General Considerations

A. Current concerns of community. Who is concerned? Why? What has been done about the concern?

B. Customary ways of solving community problems. Who needs to be involved?
C. Community decision-making process.

D. How autonomous is the community? Do various service areas coincide or are they different? How strong is the psychological identification with the community?

E. Strengths of community in terms of 'quality of life'.

F. Limitations of community in terms of 'quality of life'. (pp. 246-248)


Social Study Assessment and Intervention with Organizations

I. Social Study. Compton, Galaway (1989) gives:

A. Organization as a system with a mandate.
   1. Organization's task--its mission with the social structure.
      a. Clarity with which task is slated.
      b. How task is perceived by organization members.

   2. Individual and group roles relevant to the task.
      a. Which persons have the responsibility for carrying out the mandate of the organization?
      b. Elements and parameters of their roles.
      c. Congruence between expected role behaviors and how these roles are seen by role bearers and others.
      d. Are roles assumed, delegated, earned, or appointed?

   3. Location of organization within system of organizations.
      a. Population group organization is designed to serve.
      b. Kind of problem for which it is accountable.
      c. Organization's isolation from or cohesion with other organizations.
d. Quality of inter-organizational communication.
e. Way organization manages input from other systems.

B. Culture of the organization.
   1. Style with which organization operates.
      a. Governing beliefs of members.
      b. Expectations and attitudes of members.
      c. Theories that govern and guide organizational action.
   2. Modes of interaction and external groups or within organization itself.
      a. Formal or informal.
      b. Deference to authority—hierarchical.
      c. Ritual.
      d. Channels of communication.
   3. Organization’s technologies—resources, methods, and procedures in implementation of organization's task.
      a. Jargon.
      b. Routine and protocol.
      c. Accepted and approved modes of communication.

C. Competence of the organization.
   1. Availability and adequacy of funds, physical plant, equipment.
   2. Scope of authority vis-à-vis the community.
   3. Special status, force, and control in relation to larger community.
   4. Merit of guiding policies, flexibility, and responsiveness.
   5. Efficiency of internal decision-making process.
   6. Level of morale, spirit of commitment of members.
   7. Degree to which above factors combine to make the organization more than the sum of its parts. (p. 397)

D. Presenting problem to be worked.

E. Goal identification.
   1. Short-term goals.
   2. Long-term goals.

II. Assessment. Compton, Galaway (1989) gives:
   A. If and how identified problems are related to needs of client system.
   B. Analysis of the situation to identify the major factors operating in it.
   C. Consideration of significant factors that contribute to the continuity of the need, lack, or difficulty.
D. Identification of the factors that appear most critical, definition of their interrelationships, and selection of those that can be worked with.
E. Identification of available resources, strengths, and motivations.
F. Selection and use of appropriate generalizations, principles, and concepts from the social work profession's body of knowledge.

III. Intervention- (Show evidence of employing evidence-based practice)
   A. Formulation of a plan of action--a mutual guide to intervention.
      1. Consideration and setting of a feasible goal.
      2. Consideration of alternatives--likely costs--possible outcomes.
      3. Determination of appropriate service modality.
      4. Focus of change efforts.
      5. Role of the worker.
      6. Consideration of forces either within or outside the client system that may impede the plan.
      7. Consideration of the worker's knowledge and skill and of the time needed to implement the plan.

   B. Prognosis--what confidence does the worker have in the success of the plan?

   C. Carrying out of the plan--specific as to point of intervention and assignment of tasks; resources and services to be used; methods by which they are to be used; who is to do what and when.

   D. Termination
      1. Evaluation with client system of task accomplishment and meaning of process.
      2. Coping with ending and disengagement.

IV. Evaluation.
   A. Continuous process.

   B. Was purpose accomplished?

   C. Were methods used appropriate? (pp. 390-391)

SWRK 491-SENIOR SEMINAR- TAPED INTERVIEW (This course assignment promotes achievement of Program Objectives 1, 3, 6, & 10)

INSTRUCTIONS:
The purpose of this assignment is to demonstrate your interviewing skill and your ability to critique your interview. In addition, this assignment provides you with an opportunity to continue to improve your interviewing skills and to receive feedback from your field instructor and field coordinator concerning your interview.

Each student will do a video of an interview that you have with a client or a client’s family member. If it is impossible to do a video tape, then an audio tape is acceptable, if it has been cleared with the field coordinator. The student is responsible for supplying his/her own tape. The interview can be any type of interview, except for an interview that only gathers demographic data. The interview should be at least 20 minutes to an hour in duration. The tape should be presented to your field instructor for critiquing. You will also critique your interview using the Interview Rating Form.

When using the interview rating form it is not sufficient to merely use the check mark system; some narrative material will be required to satisfy the expectations of this assignment, explaining why you rated yourself as you did on each item. Points will be deducted for each rating area that does not contain a narrative explanation, unless that area is rated as N/A.

The assignment consist of four (4) components:
1. the cover sheet
2. the video taped interview
3. the completed SW Skills Interview Rating Form (Appendix N, pg. 155)
4. the in-depth analysis/summary of your interviewing skills

The student will be graded not only on the quality of the interview, but also on the quality of the student’s self-evaluation and ability to identify ways to strengthen one’s weaknesses. The student will provide not only narratives per individual questions using the interview rating form, but will also provide a summary (overall) comments regarding the interview. The summary should focus on your strengths and weaknesses in the interview and on how your weaknesses could be improved (specific ways). The summary should show an honest and in-depth analysis of your interviewing skills/techniques. Also factored into the grading will be your ability to provide/complete all four (4) components of the assignment.

Students will need to provide the Field Education Director with a brief written introduction/cover sheet to the interview that provides the following information:
1. Basic client demographic information (age, gender, race, etc.)
2. Identifying problem
3. Type of interview
4. Number of times you have interviewed the client prior to this interview.
5. Goal/purpose of the interview
6. Where interview took place (location)
7. Intervening factors that impacted the interview.

It is strongly recommended that before students utilize the interview rating scale they review the class hand-out on interviewing and The Social Work Skills Workbook. This book is on closed reserve in the library.
SWRK 491- SENIOR SEMINAR-CASE PRESENTATION (This course assignment promotes achievement of Program Objectives 1, 2, 3, 4, 6, 7, 9, & 10)
The purpose of this assignment is to provide you with an opportunity to orally present a case to your classmates, as you might do in an agency staffing. In addition to discussing your work with the case, this assignment provides you with an opportunity to obtain helpful suggestions/feedback from your colleagues concerning additional interventions, or ways to look at the case. Your case presentation should be approximately 20 minutes in presentation time. You should provide an accompanying typed handout for the class which helps to organize and summarize the major points of your presentation, along with an eco-map, or a social network map, or a genogram. The presentation should be succinct and to the point, providing only the highlights of the case/most pertinent information of the case. Presentations that are too lengthy will have points deducted. The case you present must be one you have actively worked with during the semester. The case should not be the same one you used for your social history. (See Appendix O, pg. 163 for Case Presentation Evaluation Form)

Your presentation should include the following information about the case:

1. Identifying Information
   A. Name (not actual name of client)
   B. Gender
   C. Age
   D. Racial/Ethnic Classification
   E. Marital Status
   F. Number of Children, if any
   G. Who referred, how referred, and referred for what
   H. If child, information regarding family - composition, income level, parent's occupation
   I. Work Status
*Include relevant identifying information which your agency requires.

2. Presenting Problem(s) and Background (relevant to setting/ additional social work concerns)
   A. Your View of the problem
   B. Client System View of the problem

3. Relevant History (Social History)
Present information (appropriate) which helps to clarify/explain the identified problems. You should use information from professional literature to help explain/analyze the contribution of the history to client's problems (identified). You should include relevant information from the literature regarding the presenting problem/background as appropriate that would help explain/analyze the contribution of the history to the client’s problems, as well as help explain the situation or expand upon the client and/ or his/her concerns. For example, if the problem or background of the problem has to do with factors of oppression, discrimination, etc, then you would include in your discussion information from the literature concerning the impact of these factors upon individuals who experience these issues as a way to explain the contributions of these factors to your client’s concerns/problems.
4. Assessment
Assessment should clearly state who has what issue/concern/problem and what caused the issue/concern/problem(s) and the change potential. Change potential should address the possibility of change as it relates to the person, the problem and the environment. The assessment should also indicate the client’s strengths and limitations, the social/environmental supports and limitations, the developmental tasks for this age of individual and their attainment of those tasks (explain your reasoning citing your information from the professional literature), where the person fits on Maslow’s Hierarchy of Needs (explain your reasoning), as well as the use of at least one other theoretical framework relevant to human behavior (individual or family) to help explain/assess your client’s behavior. Your assessment should show evidence of integration of knowledge from the literature and your course work (particularly from HBSE, Diversity, and Practice). You will include and discuss an eco-map, and/or a social network map, or a genogram (or other assessment tools used as appropriate) as part of your assessment.

Worker's Recommendations, Worker’s and Client’s Goals (Long and Short Term), Plans to Achieve Goals/Interventions (should demonstrate the use of evidence-based practice), you will need to identify why you chose the intervention(s) you did, and Evaluation of Interventions.

If the case is a closed case, you should also include information on outcome(s) of the case, how you assessed the outcome(s) and any follow-up provided. If case is still open, discuss how you plan to evaluate the case (be specific re. your evaluation).

You should be prepared to defend your conclusions and actions as the class will be expected to question your assessment/actions. This questioning will be done as a way for the entire class to learn and to help stimulate your thinking in relation to the case.

Your grade will be based on:
• thoroughness of your presentation,
• the insightfulness of your presentation (knowledge),
• integration of professional literature,
• the clarity and organization and your presentation style (use of proper English, eye contact, tone, voice projection, and manner of presentation).

See grading rubric for more specific grading criteria for this assignment.
EVALUATION OF FIELD INSTRUCTOR

The evaluation of program personnel is a routine and expected procedure, as a means of ensuring program quality. The evaluation of field instructors is no less important than the evaluation of classroom faculty and is needed to maintain the integrity of the field program. The written evaluation of field instructors is only one aspect of a comprehensive process which includes both formal and informal procedures, as well as periodic and ongoing procedures. These processes include not only written evaluations performed by the students, the field instructors, and the field coordinator but also include on-site visits with the field instructor and student and regularly held conferences with students. The written evaluation is not intended to replace the ongoing identification and correction of problems/concerns throughout the year.

The Union College Social Work Program will provide for a three-fold evaluation of its field instructors:

1. A formal evaluation process will be completed by students at the end of the semester and will be reviewed by the Field Education Director. (Appendix T, pg. 189)

2. The field instructor will complete a self evaluation form which will also be reviewed by the field coordinator. All first time field instructors will perform a self evaluation at the end of each semester for the first year of his/her field instruction. Experienced field instructors will complete the self evaluation process at the end of the Spring semester. (Appendix S, 186)

3. The Field Education Director will perform an informal evaluation of the field instructor which will be based upon limited observation of the field instructor, conferences with the field instructor, conferences with students, completion of required work by the field instructor, attendance at field events, and student and field instructor feedback.

The field education director will consider the following factors in completing the evaluation:

1. The field instructor attends field events.

2. The field instructor holds supervisory meetings with student on a weekly basis.

3. The field instructor critically evaluates the student’s performance on field assignments.

4. The field instructor provides specific, timely, and corrective feedback to the student.

5. The field instructor keeps the field coordinator and student informed of potential performance problems.

6. The field instructor completes all school required paperwork in a timely manner.

7. The field instructor models good social work practice which reflects the appropriate knowledge, skills, values, and ethics of practice.

8. The field instructor reviews student work through a variety of means.
The field coordinator will provide the field instructor with a written evaluation that discusses the field instructor’s strengths, areas needing improvement and recommendations for making improvements. An in-person conference can be scheduled if the field instructor requests one. The evaluation will provide a composite picture based upon the student's evaluation, the field instructor's self-evaluation, and the field education director’s assessment. The raw data from student evaluations will not be open for review by the field instructor without the written consent of the student.

FIELD SAFETY POLICY

Any incident that occurs in field involving you and a client, client’s family, non-client, and/or agency staff person should be documented and reported to your field instructor. If the agency has a reporting (written) system, utilize that reporting system and supply the field education director with a copy of that written report. If your agency does not have a written report form then utilize the Field Incident Report Form (Appendix W, pg. 197), making a copy for yourself, your field instructor, and the field education director. If you are injured and need medical attention, report the incident and follow the agency procedure for securing medical attention. If a client or client’s family member, or agency staff member is
injured report the injury to your field instructor and follow the agency procedure for addressing the incident. If the agency has no procedures to address this incident, report the incident to your field instructor and follow the field instructor’s instructions. Complete any required agency reporting forms and supply the field education director with a copy of the report. If you agency does not have a reporting form use the Field Incident Reporting Form, make a copy for yourself, the field education director and your field instructor.

SAFETY TIPS IN FIELD
1. Sign in and out of you agency whenever you are going to be out of the agency-state where you are going and the time you anticipate you will return. Provide phone numbers where the agency may contact you when you are out of the agency.
2. Do not make home visits after dark by yourself.
3. Do not make home visits by yourself if you believe the home to be unsafe.
4. Always knock and announce yourself and be invited in before entering a residence.
5. Do not peer in windows or walk around the house to determine if someone is home.
6. If you believe someone is home and they don’t answer the door, call them on your cell phone.
7. If you hear a disturbance in a residence, call for emergency assistance. Do not enter the residence by yourself.
8. If you believe the neighborhood to be unsafe, call the client and ask the client to escort you into the home.
9. Keep your car doors locked at all times.
10. Do not take your purse into the home with you.
11. Do not have valuables in plain sight in your car.
12. If you feel that you are in danger leave the residence and have someone return to the residence with you.
13. Carry a hand sanitizer with you to use after you have completed your home visit.
14. If an individual needs medical attention, call 911-do not attempt to move the individual unless necessary.
15. Do not give clients or client’s family member’s medicine.
16. Do not give medical advice to clients or client’s family members.
17. Do not run from a dog that appears to be vicious.
18. Do not provide rides to clients or their family members unless directed to do so by your field instructor.
19. Do not accept cash from clients to pay their bills for them or run errands for them to the store, etc.
20. Always have a clear exit from a residence.
21. Do not try to interview/reason/argue with someone who is under the influences of drugs or alcohol.
22. Do not accept gifts from clients.
23. Be sure that you are current with your vaccinations.
24. Do not accept or partake of food or drink offered to you.
25. Dress appropriately for home visits.
POLICY CONCERNING STUDENTS WITH DISABILITIES
The field program wishes to ensure that all students have full access to field placements. It is recognized that students who have special needs, due to a disability, may require certain accommodations in order to participate in field. In conjunction with the Counselor for Students with Disabilities, the field program will work to ensure that reasonable accommodations are achieved. Students who have special needs due to a disability are encouraged to indicate this on the Application for Field. The Field Education Director will refer the student to the Student Services Office for assistance with appropriate accommodations. It is recommended that the student inform the field instructor of his/her special needs during the pre-placement interview. In addition, the student should indicate that the College will assist with appropriate accommodations during the student's placement.

INSTITUTIONAL SEXUAL HARASSMENT POLICY
Union College’s educational mission is promoted by professionalism in employee-student relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Union College is committed to maintaining an academic and professional environment in which all member of the college community can freely work together, both in and out of the classroom and in all other locations in which college business is conducted. Actions of college employees (faculty, administrators, staff, advisors, coaches, residential staff members, and graduate assistants) that harm this atmosphere undermine professionalism and hinder fulfillment of the college’s educational mission. Trust and respect are diminished when those in positions of authority abuse, or appear to abuse their power. Those who abuse, or appear to abuse, their power in such a context violate their duty to the college community. Behavioral, oral, and written actions that are intellectually, ethically, and socially inappropriate regarding gender, sexual preference, race, religion, disability, or ethnicity constitute serious affronts to human dignity and are interpreted as violations of the basic rights of members of the Union College community.

SOCIAL WORK PROGRAM SEXUAL HARRASMENT POLICY
The Social Work Program strongly supports the college's Sexual Harassment Policy, violation of which also may be grounds for the filing of a complaint with the NASW Committee on Inquiry. Social work faculty members are available to discuss with students any concerns they may have in this area.

PRACTICUM SITES
Student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. The sexual harassment of such persons by a social work intern may be grounds for termination from their placement, failure of the practicum course, and/or dismissal from the social work program. Although staff of practicum agencies are not subject to the sexual harassment adjudication procedures of the college, it is expected that students will not be subjected to such behavior at these sites. Any reports of students being sexually harassed during their internships will be investigated by the field liaison. If s/he believes that such harassment has occurred, the situation will be reviewed in a meeting of all social work faculty members, at the conclusion of which a recommendation for action will be made. Examples of actions that may be taken include, but are not limited to: holding a problem-resolution conference with the harasser; reporting of the incident to the supervisor of the harasser; changing field instructors; termination of the placement, temporarily or on a long-term basis; or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

FIELD INSTRUCTOR PROCEDURES TO ADDRESS STUDENT PROBLEMS IN FIELD
The following procedures should be followed by field instructors once a problem is identified with a student's performance, behavior or exhibited attitude in field. Performance should include the student's academic work, skill level, adherence to social work values and ethics, professional conduct, judgment, and dress. Field instructors should follow the procedures as outlined below:

1. The field instructor should first verbally address his/her concern with the student. The field instructor should clearly identify the concern and actively engage the student in problem solving
to reach a resolution for that concern. The field instructor should alert the field education director of his/her concerns and plan of action. The field instructor should document this meeting, maintain a copy, provide the student and the field education director with a copy or this documentation. The documentation should contain the date that the issues was first noted, the date that the issue was first addressed, a description of the issue, a summary of the plan to address the issue, the specific actions that are to be taken and by whom, the date the actions are to be completed, and the desired outcome.

A. If this verbal warning does not correct the problem(s), the field instructor should alert the field education director and a joint meeting will be arranged with the field instructor, student and field education director. The corrective plan of action will be reviewed and revised to reflect what further actions need to be taken, by whom and by when to resolve the issue. The student, field instructor, and field education director will sign this plan. A copy will be retained by all parties and a copy will be given to the student's academic advisor. If the student does not adhere to this corrective plan of action within the specified timeframes the student may be removed from the agency or if agreed upon by all parties the timeframe may be extended if the student is demonstrating a good faith effort to correct the issue and is making progress towards resolution.

B. If the first offense is considered to be a serious problem, the field instructor will immediately contact the Field Education Director to alert him/her to the nature of the concern. The field instructor will notify the student that the Field Education Director is being informed of the concern. The Field Education Director, field instructor and student will hold a joint meeting to discuss resolution of the problem. If the problem is so egregious the student may be immediately removed from the placement and will be referred to the Social Work Program Director for further disciplinary action. Documentation of this conference and plan of action will be completed and retained by the student, the field instructor, the field education director, and the student's advisor.

2. If the field instructor has held a conference with the student, has actively engaged the student in problem-solving, has held a joint meeting with the student and field education director and a problem continues to persist, the field instructor may request removal of the student from placement. If removal becomes necessary, the field instructor should carefully document the steps that have been taken to resolve the problem, clearly identify the nature of the problem, the intensity and severity of the problem and the length of time the problem has existed. A copy of this report will be given to the Field Education Director, the student, the student's faculty advisor, and a copy retained by the field instructor. Removal of a student from placement should be a last resort and should only be undertaken for very serious offenses or for repeated offenses for which the student has had ample opportunity to correct the problem.

Student removal may be requested by any party (field instructor, field coordinator, student, agency director) if the agency, field instructor, or student is experiencing any circumstances that would seriously impair the student's learning. In these cases, the field instructor or student will notify the Field Education Director of the concern at the earliest opportunity so that a timely response can be made. If the Field Education Director is initiating the removal, the student and field instructor will be notified of the action. A joint meeting of the student, Field Education
Director, and the field instructor will be arranged to discuss the need for termination. Removal of students from field may result in disciplinary actions by the SW Program. Students that are not in agreement with the decision to terminate placement, may request a hearing that would follow the appeal process as outlined in the Social Work Student Handbook.

BEHAVIORS THAT CAN RESULT IN DISCIPLINARY ACTION

The comportment of students in field is an area for critical review and may be a reflection of a student's fit with the social work profession. Certain behaviors can be so damaging and/or disruptive to the field agency and its clients that they cannot be tolerated. A student's continuance in SWRK 489 is dependent not only on his/her academic performance but also upon his/her adherence to professional behaviors that are in keeping with the standards of the social work profession.

When a student is experiencing difficulties in SWRK 489 efforts will be made to resolve the problem. If a satisfactory resolution cannot be achieved, students may be advised to withdraw from the field program. It is recognized that each situation is unique and may indicate different types of resolutions/disciplinary action. These resolutions may include, but are not limited to: appraising a student of the concern and working out a verbal corrective plan of action, initiating a written corrective plan of action, immediate removal from field, and/or disciplinary action by the SW Program. If expulsion becomes necessary, readmission into SWRK 489 will be upon approval of the Field Education Director. Students who are removed from a field placement may be required to complete a corrective plan of action in order to reenter field placement. Students who believe that their rights have been disallowed or violated should follow the appeal and grievance procedures as outlined in the Field Manual.

Disciplinary action may be initiated for any of the following behaviors:

1. Violations of the NASW Code of ethics such as:
   A. Engaging in intimate (sexual/romantic) relations with a client, a client's family member, or your field instructor and/or his/her designee.
   B. Acting in a discriminatory manner towards a client.
   C. Engaging in illegal behavior, for example, carrying or using a weapon, physical assault, theft, distribution of controlled substances, and aiding a client or coworker/student to engage in illegal activities.
   D. Falsifying documentation in agency records.
   E. Initiating physical confrontation with a client, client's family member, field instructor, or agency staff.
   F. Exploiting clients or clients’ family.
G. Breaching client confidentiality.
H. Engaging in behavior that would constitute malpractice.
I. Engaging in abusive or degrading behavior towards a client, client's family or field instructor/field instructor designee.

2. Exhibiting disruptive or harmful behavior.
   A. Being late to placement without notifying the field instructor.
   B. Being absent from placement without notifying the field instructor and field education director.
   C. Being late in completion of agency paperwork.
   D. Missing appointments with clients or field instructor without appropriate notification to the client or field instructor.
   E. Exploiting the agency by misuse of agency supplies/resources/time.
   F. Acting in an unprofessional or inappropriate manner while at the field agency or on field business, such as inappropriate display of emotions or displays of immature behavior.
   G. Being under the influence of alcohol or other substances that alters behavior/judgment.
      Exhibiting impaired functioning/reasoning due to use of alcohol or other substances.
   H. Dressing in an inappropriate/unprofessional manner.
APPEAL AND GRIEVANCE PROCEDURES FOR FIELD STUDENTS

In cases in which a student believes that his or her rights have been disallowed or violated, he or she should pursue the following steps.

1. Request a meeting with the appropriate agency field instructor (if the concern involves the field instructor or field agency) to discuss the issue(s) to seek a satisfactory resolution. Notify the Field Education Director of your complaint. If the concern is with the field education director, then you should request a meeting with the field education director to discuss the issue(s) to seek a satisfactory resolution.

2. If the student believes that a satisfactory resolution has not been reached at the first level, the student should request a joint meeting with the field instructor and the field education director to seek a resolution (if the issue involves the field instructor or field agency). If the concern only involves the Field Education Director, then the student should follow the steps as outlined in the Social Work Student Handbook.

3. If the student believes that he or she has not received a satisfactory resolution at the second level, then the student will follow the appeal procedure as outlined in the Social Work Student Handbook.
FIELD INSTRUCTION INFORMATION

Suggested Student Orientation Handouts
The following list of written handouts, which agencies may distribute to students as a part of the orientation process, is taken from Wilson, S. J. (1981). Field instruction techniques for supervisors. New York: The Free Press.
1. Student orientation handbook
2. Orientation schedule
3. Instructions for completing agency reports and sample forms
4. Outlines for use in recording
5. Instruction and general technique for use of equipment
6. Bibliography of suggested readings
7. Agency rules and regulations
8. List of staff members in the department/agency, giving name, title, location, area of assignment, brief description of job responsibilities, and phone extension
9. List of abbreviations, symbols, and technical terminology peculiar to the setting
10. Organizational charts
11. Map of agency, city or county
12. Dress code
13. List of holidays observed by the agency
14. Examples of peer review forms, protocols, and related materials
15. A form for the student to evaluate the effectiveness of the agency's student orientation program
16. Agency procedure manual (one copy may be shared by several persons)
17. Copies of key memos covering resources and policies that update the procedure manual or existing materials
18. General job description for all levels of social work staff in the agency (if not available in the procedure manual or other readily available reference source)

Suggested Guidelines for Field Instruction Activities
The overall objective of the field instruction program is to help the student achieve competency at the entry level of generalist professional social work practice. The student's practice experiences and activities should provide opportunities for the acquisition, understanding, and integration of knowledge. The growth of the professional self should be encouraged and enhanced and professional skills developed so that the student will be able to practice effectively in any professional setting. The Field Instruction Course Syllabus outlines the areas in which the student is expected to demonstrate competency. It should be used by the agency field instructor and the student in planning specific learning tasks and activities and for developing a learning
contract. In some instances, experiences may be developed outside the agency, or agency policy and structure may be modified to achieve an educational objective. The field instructor must make an assessment of the student's motivation and capacity in determining the student's work load. The quality and variety of experiences should be the factors that influence the number of cases or assignments given the student. It is only by limiting and selecting practice activities that the student and the field instructor can focus on educational objectives other than service goals. If the student has too many assignments, there is little time for reflection and analysis.

The student should be provided learning experiences in the following categories to achieve the learning objectives of the course:

1. Orientation to Agency Setting: The student should be provided with information concerning the agency's services, function, policy and procedure, and resources within the agency. The agency policy manual and/or other material should be provided which fosters the student's independent functioning on a day-to-day basis. The role expectations of student and field instructor should be discussed.

2. Activities with Client Systems: The student should have experience working directly with the client system. (The concept of "client" refers to individual, family, group, community and organization). Learning tasks should include experiences in establishing relationships, as well as the professional use of self in working with the client system. The student should be afforded the opportunity to develop some professional skill in working with and evaluating entire family networks. Opportunities should be provided for the student to develop skills in working with groups of different kinds. The student should be given an opportunity to plan for or develop, and lead, or at least co-lead, a group. The student can develop skill in work with communities by helping to organize or become part of a community group working on a community problem, performing a community needs assessment or attending interagency meetings. Direct experience should include handling cases from intake through termination, doing social assessments, developing case plans, carrying out specific interventions, evaluating interventions, and terminating services when appropriate. Students should also have an opportunity to perform case management functions with a varied case load. Opportunities to obtain organizational skills may include attendance at an agency board meeting, staffing, peer review, task force or committee meeting. Examination or evaluation of agency policies/programs could also provide the student with organizational opportunities.

3. Problem-Solving Process: Practice activities for the student should provide for the application of a problem-solving framework in working with the client system. Learning tasks should provide the opportunity for the student to have practice in making initial contacts, defining the client's problem, obtaining relevant information, making an assessment, selecting and implementing an intervention plan, and evaluating the results of the intervention. The tasks can be approached singularly or in combination and the student should be provided assistance in planning each phase of the activity. In addition, the student should be helped to understand the interrelationship and overlapping that occurs in practice. Since this specific content area is a part of class instruction, the student will need the field experience to apply these generic concepts of social work.
4. Experiences with Other Agencies: Making referrals is an integral part of social work practice. The student should have experiences in making referrals to other agencies and in helping clients overcome obstacles in securing needed services. The student should be given practice in planning goals, approaches, and techniques to be used in these contacts. Students should have an opportunity to learn about services provided by other agencies and how to access these services. It is recommended that students be afforded the opportunity to visit key agencies to acquaint themselves with those agencies and their services. Students should be encouraged to provide appropriate follow-up on referrals made on behalf of clients with whom they are working.

5. Communication: Learning tasks for the student should include experiences which develop skill in communication. Practice activities should provide the opportunity to record social work data, write letters’, prepare reports for other agencies, courts, institutions, etc. In addition, the student should have experiences which develop skill in expressing his/her ideas, information, and suggestions to the client system and other appropriate persons.

POLICY AND PROCEDURES FOR FIELD ADVISORY COMMITTEE MEMBERSHIP

The field advisory committee is one mechanism that the field program has to provide students and field instructors with a voice in the field program. This input is vital in helping the program provide quality education and to keep the program informed of changing practice needs and concerns, which will impact the educational needs of students. The social work field advisory committee will be made up of at least four agency/field instructors who are currently providing supervision to MWSC social work students, two student representatives (one traditional and one
non-traditional), and the field coordinator. Field instructors will serve a two year term. Students will serve a one year term. Membership of the committee may consist of more than the above stated numbers for each category. A maximum of 12 persons will comprise the committee. In cases where more than 12 people volunteer for membership, those who constitute the 13th person and beyond will be placed on a waiting list and asked to fill any occurring vacancies throughout the year or the following academic year. Committee members will be solicited upon the basis of interest and will serve voluntarily on the committee. Volunteers will be obtained the beginning of each academic year. Vacancies created throughout the year that can not be filled by the use of the "waiting list" will be filled by the field coordinator seeking a volunteer. Although the members are obtained through voluntary commitment, it is expected that the committee member demonstrate active involvement in the field program through their attendance at a majority of field events. Membership retention will be based upon one’s degree of participation in the field program. Committee members who do not maintain active involvement will be asked to resign their positions. The advisory committee will meet no less than two times during the academic year. Summer meetings will be at the discretion of the committee and will require agreement by a simple majority of the committee. Decisions of the committee are considered as recommendations to the program only and are subject to approval of the social work program. Minutes of each meeting will be provided to all committee members as well as the program director.

POLICIES AND PROCEDURES FOR FIELD INSTRUCTOR MENTORING PROGRAM
The transition from practitioner to field instructor is not always an easy or smooth process. The role of the field instructor is one that requires more than just being a good social worker. The field instructor is expected to not only mirror good practice, but to help the student integrate theory with practice and to apply that learning to their practice. To accomplish this task the field instructor needs to employ appropriate teaching techniques that will help the student in his/her professional growth and development. Usually field instructors have had few formal courses in education and thus, learn how to be field instructors through on-the-job experience. It is the belief of the field program that in addition to orientation and periodic workshops, the use of a mentoring program would help in
the training of field instructors. In an effort to carry out that belief, the social work program will offer on a trial basis a mentoring program for new field instructors. Participation in the program will be voluntary for all participants. Experienced field instructors will be asked to serve as mentors to less experienced field instructors. The matching of mentors with mentees will be accomplished within the first three weeks of the semester. The field coordinator will be responsible for the matching process. The scheduling of meetings and the content of those meetings will be the responsibility of the mentor/mentee. This program is not meant to replace or negate the role of the field coordinator. Rather, it will be an additional resource which will be available to field instructors. The role of the mentor is as a colleague, who can provide suggestions, tips, information, validation and support to new field instructors. Periodic evaluation of this program will be carried out by the field coordinator. The feedback from this process will be used to determine the usefulness of the program and to make needed modifications to the program as indicated, and to determine if the program should be continued.
Appendix A

UNION COLLEGE
SOCIAL WORK PROGRAM
AGENCY PROFILE FORM

Return to: Martha L. Ellison, Ph.D.
Director of Field Education
Union College
Social Work Program
310 College Street CPO 836
Barbourville, KY 40906

Name of Agency: ________________________________
Address: _______________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Phone #: _______________________________________

Type of Agency: (Check all that apply)
___ Community Organization (Social Action)
___ Mental Health
___ Health Care
___ School
___ Public Welfare
___ Child Welfare
___ Corrections (Adult)
___ Corrections (Juvenile)
___ Substance Abuse
___ Developmental Disabilities
___ Other (Specify) _______________________________

Populations Served: (Check all that apply)
___ Adults (non-elderly)
___ Elderly
___ Children
___ Adolescents

Ethnic/Racial Groups Served: (Check all that apply)
___ Black
___ White
___ Asian
___ Hispanic
___ Native American
___ Other (Specify)

Practice Methods: (Check all that apply)
___ Individual casework
___ Group work
___ Community organization
___ Research
Family therapy
Other (specify)

Description of experiences student may anticipate. (Please be as specific as possible.)

Does this agency provide student training for colleges or institutions other than Union College?
Yes  No

Please identify other institutions/schools and level of training.
1.
2.
3.

Does this agency accept student trainees from fields of practice or disciplines other than social work?
Yes  No

Indicate other fields of practice or disciplines.
Psychology
Psychiatry
Education
Child Development
Criminal Justice
Nursing
Medicine (non-psychiatric)
Other (specify)

Is an agency car available for student use? Yes  No
Will the agency reimburse students for agency travel? Yes  No
If not, is it essential that the student has a car? Yes  No

Provide any additional information you feel would be helpful to prospective students.

Appendix B
UNION COLLEGE
FIELD INSTRUCTOR PROFILE FORM

Name: ___________________________________ Date:____________________

Position:_________________________________________________________

Agency:___________________________________________________________

Address:__________________________________________________________

____________________________________________________________________

Agency Phone #:____________________________________________________

Your email address _________________________________________________

Number of current agency supervisees you supervise: ______________________

Number of current student supervisees you supervise: ______________________

Primary job duties/responsibilities:

____________________________________________________________________

Education:
Undergraduate Degree/Date/Granting Institution:______________________

Graduate Degree/Date/Granting Institution: ____________________________

Certificate/Licensure/State/Date Granted:______________________________

Professional Affiliation(s):___________________________________________

With what profession, if any, do you most strongly identify?__________________

Employment Experience(s)/Dates:
1.________________________________________________________________

2.________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

Workshop experience(s) in supervision and dates (list for the past three years):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Books(s) and article(s) read on supervision (read in the past year):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Appendix C
FIELD PLACEMENT CHECK LIST

_____ Have attended pre-placement seminar
_____ Have attended field placement fair
_____ Have completed and turned in field application, field essay, acknowledgement of risk form, Acknowledgment of Risk Form and criminal background
_____ Have set up and completed first interview with the Director of Field Education
_____ Have completed 2nd interview with the Director of Field Education
_____ Have contacted and scheduled interviews with the three field instructors I was referred to
_____ Have sent my resume and essay to each field instructor approximately one week prior to my interview
_____ Have completed each of my interviews prior to the first working day in November and sent follow-up letters to each field instructor
_____ Have given the field instructor interview form to each field instructor and reminded them to return them no later than the first working day in November
_____ Have completed my interview rating forms and returned them to the Director of Field Education no later than the first working day in November
_____ Have applied for and/or obtained professional liability insurance.

NOTE: This insurance needs to be in force effective January 1 of the semester you will be doing your field placement. To obtain this insurance you will need to be a member of NASW, thus you should submit your application for NASW by September in order to become a NASW member and apply for professional liability coverage through NASW no later than November.

Appendix D

UNION COLLEGE
SOCIAL WORK PROGRAM
APPLICATION FOR FIELD EDUCATION

Date _____________________

Name _____________________________________________________________________________

Faculty Advisor ____________________________ ____________________________

Campus Address ____________________________________________________________________________

E-mail Address ____________________________________________________________________________

Campus Ph. ____________________________ Cell Ph. ____________________________

Home Address ____________________________________________________________________________

Home Ph. ____________________________

Expected Date of Graduation ____________________________________________________________________________

GPA (Major) ____________ (Overall) ____________

Do you have a valid Driver’s License? ____ Yes ____ No

Do you have a car available? ____ Yes ____ No

Have you done any volunteer work? ____ Yes ____ No

Volunteer work at: Agency: ____________________________

Dates: ____________________________

Attach evaluation of your volunteer experience (if available from supervisor).

Have you been convicted of a crime or are you currently under arrest or indictment for a crime (excluding minor traffic offenses)?

_____ Yes (If yes, please briefly explain, give date of conviction, or arrest, or indictment and outcome of conviction or status of your case)

_____ No
Have you ever been in violation of academic dishonesty codes at any college or university that you have attended?
___Yes (If yes, please briefly explain, provide name of the institution, and outcome of violation).
___No

Have you ever violated the NASW Code of Ethics?
___Yes (If yes, please briefly explain, give date of violation and outcome of violation)
___No

A criminal background check will be done on all students applying for admission to Field. There is a $5.00 charge for the criminal background check.

List in order of preference the type of agency you are most interested in (such as child welfare, nursing home, etc.)

1. ____________________________________

2. ____________________________________

3. ____________________________________

If you need special accommodations because of a disability, you are encouraged to discuss this with the Field Education Director at the time of your initial interview with the Field Education Director. Accommodations will only be made if you have discussed your special needs and they have been documented by Student Services.

I have read and I understand the Policy and Procedures for Admission into Field and I agree to adhere to those policies/procedures. I understand that the criminal background check will be shared with the prospective field instructor, if requested and I grant permission for that information to be released to the prospective field instructor. I understand that if I have been convicted of a criminal offense(s), other than minor or traffic violations, that I will be required to inform my prospective field instructor of that/those convictions. I am aware that my signature on this application provides the Field Education Director with permission to share other information.
about my background (academic or personal) with the prospective field instructor. I further understand that falsification of any information in this application, any information (oral and/or written) provided to the Field Education Director, and any information (oral and/or written) provided to the prospective field instructor will be cause for denial of entry into field and will be referred to the Social Work Program Director for further action. I am aware that providing false information to any faculty and/or field instructor is in direct violation of the NASW Code of Ethics and of the policies of the Social Work Student Handbook. I also acknowledge that I have read and understand the NASW Code of Ethics and agree to abide by the Code of Ethics.

Student signature ______________________________ Date_________________

Appendix E

Field Essay:
Each student applying for a field placement must write an essay that is to be submitted at the same time as the Application for Field Practicum. The essay needs to be typed, double spaced, and attached to the Application for Field Practicum. The length of the essay should not exceed three pages. Content of the essay should address the following areas:

**Be sure to save the essay as you will send this essay to prospective field instructors.**

1. Describe any special skills you possess, such as interviewing, problem solving, crisis intervention, etc. that will aid you in your field placement.
2. Discuss any personal attributes or characteristics that you feel would be assets to you as a social worker.
3. Discuss any limitations or weaknesses that you feel need to be addressed in field work.
4. Summarize the salient aspects of your volunteer or paid work experience and class experiences that influenced your preference for a field practicum experience.
5. Identify the types of learning experiences that you want to gain from your field experience.
6. Identify the populations you believe you are best suited to work with and why.
7. Identify the populations you believe you are least suited to work with and why. 8. Discuss why you decided on social work as a major.
Appendix F

UNION COLLEGE SOCIAL WORK PROGRAM
ACKNOWLEDGMENT OF RISK IN FIELD EDUCATION FORM

This document is designed to inform you about some of the potential risks associated with the field education courses (SWRK 489). It is the faculty's belief that you have a right to be informed of risks associated with this aspect of your educational preparation. We believe that risks can be minimized with proper knowledge and preparation. It is your responsibility to discuss the safety policies and procedures of your agency with your field instructor and to follow safety precautions in order to minimize risks to yourself.

LIABILITY INSURANCE: Students are required to have professional liability insurance by the first day that they start field placement.

PROFESSIONAL SELF: An important aspect of professional practice is knowing and respecting the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention or referral is appropriate, consult your field instructor. If you are in a situation where you believe you have made an error in judgment concerning your work with a client, you should inform your field instructor of the situation.

AUTOMOBILE LIABILITY INSURANCE: If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The faculty recommends that you not use your personal vehicle to transport clients. If clients are to be transported, an agency vehicle should be used.

OFFICE VISITS: Sometimes you may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event happen.

HOME VISITS: Social workers in a variety of agencies are required to conduct home visits. Such visits could expose you to health and safety risks. All home visits must be made with full knowledge of your field instructor. Your field instructor should know the time of departure and expected time of return. It is important to know whom to call and what steps to take if you should experience a vehicle breakdown or a potentially dangerous visit situation. Do not conduct a home visit on your own when you feel uncomfortable or threatened in the situation. Call or return to the agency to report your experiences to your field instructor. Be aware of dogs or other household pets that might be a threat. Do not make a visit when the presence of drugs or alcohol is detected and do not make a home visit after dark. It may be appropriate for you to make visits accompanied by your field instructor or another agency worker. Do not take irresponsible risks.
AFTER HOUR MEETINGS: Some agencies have activities that occur beyond regular eight-to-five office hours. Be aware of the location and neighborhood, note street lighting, open spaces, and shrubs that might impair visibility. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don’t take unnecessary risks.

INSTITUTIONAL SETTINGS: Many agencies serve a client population whose behavior may be unpredictable. It is important that you learn strategies for dealing with clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

ANGRY, HOSTILE, OR CLIENTS WHO EXHIBIT THREATENING BEHAVIOR: It is important that you discuss matters with your field instructor early in your practicum to be knowledgeable about agency policies and recommended courses of action for clients who are angry and who exhibit threatening behavior. Whenever you feel uncomfortable with a client or family member, inform your field instructor. It is acceptable to ask your field instructor or another staff person to participate in interviews and/or accompany you when visiting clients who may pose a danger to your health and safety.

SEXUAL MISCONDUCT: Avoid situations which could place you in a compromising position. Promptly report any sexual suggestions or overtures made towards you by clients, family members, or agency staff to your field instructor. If the field instructor is the perpetrator of these behaviors, report the incident to the Field Education Director.

TB SKIN TEST (PPD-S): There has been an increase in the prevalence of tuberculosis in recent years. It is recommended that you take the TB skin test prior to entering field. Some settings may require this test. You may receive this test at your local health department or at the Student Health Center.

HIV-AIDS: The risk of exposure to the HIV virus is low in most social work practice settings. Be knowledgeable about how the virus is transmitted. If you work in a setting with HIV+ persons, insist on completing the same infectious disease control training that other staff in the agency receive. Remember to wash your hands after having physical contact with a client, regardless of the agency setting.

HEPATITIS B VACCINE: If you anticipate a placement setting where there is a chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a 6 month period of time. The second injection is given one month following the first and the third is administered 5 months later. Given the requirements for this protection, it is important that you begin immunization prior to entering field placement. The series of immunizations can be administered by your private physician or through the Student Health Center.

CRIMINAL BACKGROUND CHECK: The Union College Social Work Program will conduct a criminal background check on all prospective field students. The student is responsible
for paying for this background check. These checks are done to ensure that students do not pose a risk to their clients, the school and the agency.

I have read the above items and understand that the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

Student ____________________________

Date ______________________________
Agency: __________________________________________

Expected Field Instructor: ____________________________

This agency seems appropriate for this student

    Yes _____ Ranking _____

    No _____

If your response is no, please explain, briefly.

Additional Comments: **Please Note:** If the student’s behavior was inappropriate please contact Dr. Ellison to discuss the concern.

Interviewer_________________________________________

**Please mail to:**  **Please return by:**
Martha L. Ellison, Ph.D.
Field Education Director
Union College
310 College St
CPO 836
Barbourville, KY 40906
Ph. (606) 546-1313, e-mail: mellison@unionky.edu
Appendix H

STUDENT FIELD INTERVIEW FORM
PRE-PLACEMENT INTERVIEW

Student's Name: ________________________________

Agency Interviewed: ____________________________

Date Interviewed: ______________________________

Person Interviewed with: _________________________

____ I would be interested in doing my field placement at this agency.

Ranking of Choice_______

____ I would not be interested in doing my field placement at this agency.
Briefly explain why.

Student's Signature: ____________________________

Date: ______________________________

Return form after all interviews have been completed to:
All forms are to be submitted no later than____________________

Martha L. Ellison, Ph.D.
Field Education Director
Union College
310 College St
CPO 836
Barbourville, KY 40906

Appendix I
SAMPLE COVER LETTER

February 10, 1995

Mr. Jim Weir
Rebound
P.O. Box 716
Lancaster, SC 29721

Dear Mr. Weir:

I enjoyed speaking with you today and would like to thank you for setting up an appointment for my field placement interview. As requested, I am enclosing a copy of my resume for your review and consideration.

I am looking forward to meeting with you on Wednesday, February 17, at 3:00 p.m.

Sincerely,

(Your name)

Enclosure

 Appendix I

123
SAMPLE RESUME

OBJECTIVE
To secure an intern position in the field of human services which will effectively develop beginning-level skills in generalist social work practice.

PERSONAL
Name, address, ph. #

EDUCATION
BSW
Winthrop University
Rock Hill, SC
Anticipated graduation: May 1999

COURSEWORK TAKEN
Introduction to Social Work
Basic course relating to the nature, philosophy, and goals of professional social work practice.

(list all social work courses taken)

Human Behavior in the Social Environment I
Study of a social systems approach to understanding human behavior and development from conception to death with emphasis on human diversity and special population

VOLUNTEER EXPERIENCE
Park Avenue Adult Day Care Center, Rock Hill, SC
Recreational interaction with adults who have special medical needs
Participated in various activities and aided in developing social skills.
September 1992 to present.

WORK EXPERIENCE
Assistant Teacher
Charlotte-Mecklenburg Schools, Charlotte, NC
Kindergarten and 2nd grades, 9-89 to 8-90.

HONORS AND ACTIVITIES
President’s Award for Outstanding Student in Social Work
Winthrop University, 8-99.

GOALS
Receive a BSW degree from Winthrop University in 1995. Work in the human services field while continuing my education with a long term goal of obtaining an MSW degree.

REFERENCES
Enclosed.
February 10, 1995

Mr. Jim Weir  
Rebound  
P.O. Box 716  
Lancaster, SC 29721

Dear Mr. Weir:

I am writing to say how much I enjoyed our conversation today. If placed with Rebound, I feel confident I could contribute effectively as a social work intern. I believe that this is the population that I would most like to work with at this time.

Thank you very much for your time and the tour of your beautiful facility.

Sincerely,

(Your name)
Appendix J

SAMPLE LEARNING CONTRACT

UNION COLLEGE
SOCIAL WORK PROGRAM

(Complete in triplicate for student, field instructor and Coordinator of Field Instruction.)*
*Please copy for use - Retain this original as a Master Copy.

Student: ________________________________________________

Field Instructor: __________________________________________

Agency: ________________________________________________

Date: ____________________________________________________

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Learning Goals/Tasks</th>
<th>Criteria for Evaluation</th>
<th>Evaluation of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>HS</td>
</tr>
</tbody>
</table>

**I. Knowledge**

(Thinking, cognitive)
Include knowledge base essential for student to perform well in agency setting such as client population, procedures, etc.

1. Amy will acquire a basic understanding of the relationship between the partnership systems where she is working. She will have ongoing exposure to DSS, CIS, and Hayfield Alternative School as separate systems. She will be able to spend time at other CIS sites to compare and contrast the different...

1. Verbal interpretation to field instructor, other professionals and clients if appropriate.
experiences. For example, Amy will visit Tyron Hills Success by Six program and will visit CIS site coordinators board meetings. Most importantly, she will see how the interrelatedness impacts interpretations from the field instructor on school based documentation.

2. Amy will learn the characteristics of the “at-risk” student, their special circumstances and needs, how this affects learning motivation for attending school, and psycho-emotional aspects that affect all adolescents to gain a more in-depth understanding of this special population.

3. Acquire a working knowledge of agencies utilized to assist students and their families. Amy will make referrals as needed on clients on her caseload. She will be given opportunities to visit agencies and other programs.

2. Discussions with field instructor in supervisory conferences regarding adolescent behavior and developmental issues.

3. Verbal Interpretation to field instructor, as well as observation.
4. Amy will relate classroom knowledge of assessment of client functioning, recording, goal planning, establishing rapport, and other social work functions to actual practice opportunities by carrying a caseload of 4-5 students this semester. She will be involved in the intake process via office or home visits, documentation of required forms for CIS, interviewing the client on a regular basis to assess functioning, establish rapport, sharpen interviewing skills, work with the client regarding their educational goals, monitor these goals and disengage when appropriate.

5. Amy will apply her knowledge of working with groups by leading a group with a staff person at Hayfield.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Goals/Tasks</th>
<th>Evaluation</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
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<td>HS S U</td>
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</table>

**II. Skill Development**

(Application of concepts to practice) Include development of generic social work skills (e.g., interviewing) as well as essential to effective functioning in agency setting.

1. Amy will acquire beginning skills interviewing, recording, establishing rapport, working with other agencies, staff members and multi-disciplinary teams.

1. Observation and discussion with field instructor during supervisory conference.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Goals/Tasks</th>
<th>Evaluation</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>HS</td>
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</tbody>
</table>
| III. Affective | (Feelings, attitudes) Include prejudices, “hang-ups” related to certain populations. | 1. Amy will evaluate her own inner responses to clients regarding age, race, cultural, ethnic and gender factors.  
2. Amy will consistently define and redefine the dynamics of the client’s situation by listening responsively, expressing empathy, asking pertinent questions for data, identifying strengths and weaknesses within the family system and maintaining a healthy helping relationship with the client. She will be aware of the pitfalls or tendencies to enable, over-identify and transference of feelings regarding her own issues. | 1. Observation and discussions with field instructor in Supervisory Conference. | | |
Appendix K

UNION COLLEGE
SOCIAL WORK PROGRAM

LEARNING CONTRACT
(Complete in triplicate for student, field instructor and Coordinator of Field Instruction.)*
*Please copy for use - Retain this original as a Master Copy.

Student: ________________________________________________

Field Instructor: __________________________________________

Agency: ________________________________________________

Date: ____________________________________________________
<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Learning Goals/ Tasks</th>
<th>Criteria for Evaluation</th>
<th>Evaluation of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Knowledge</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Thinking, cognitive) Include knowledge base essential for student to perform well in agency setting such as client population, procedures, etc.
<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Learning Goals/Tasks</th>
<th>Criteria for Evaluation</th>
<th>Evaluation of Performance</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>HS S U</td>
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</tbody>
</table>

**II. Skill Development**

(Application of concepts to practice) Include development of generic social work skills (e.g., interviewing) as well as essential to effective functioning in agency setting.)
<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Learning Goals/Tasks</th>
<th>Criteria for Evaluation</th>
<th>Evaluation of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Affective</td>
<td>(Feelings, attitudes) Include prejudices, “hang-ups” related to certain populations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student’s Signature**

**Field Instructor’s Signature**

**Date**
Appendix L

Please make copies of this form and retain the original as a Master Copy.

**PRACTICE ACTIVITY REPORT**

STUDENT ____________________________________________________________

AGENCY________________________________________________________________

FIELD EXPERIENCE FOR WEEK OF________________________________________

HOURS IN FIELD THIS WEEK ______ ACCUMULATED HOURS ______

CASES: TOTAL ACTIVE ______ OPENED ______ CLOSED ______

GROUPS: NUMBER ______ SESSIONS ______ CONDUCTED DURING THE WEEK

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. Interviews
   # Held
   Individual
   Couple/Family
   Initial
   Ongoing

2. Home Visits
   # Conducted

3. Groups: Leader/Co-leader
   Goal-oriented, Task Oriented
   Open-ended, Therapeutic

Observation of Groups
   # Observed

4. Observations
   # Observed
   Client Interviews
   Individual
   Family/Couple
   Collateral
   Field Trips/Home visits
5. Attendance at Meetings
   | Attended |
   | Client Related/Focused | ______ | ______ | ______ | ______ | ______ |
   | General Staff          | ______ | ______ | ______ | ______ | ______ |
   | In-service             | ______ | ______ | ______ | ______ | ______ |
   | Inter-agency           | ______ | ______ | ______ | ______ | ______ |

6. Conference with Fl (Time: Hours/Minutes)
   |                     |
   | Individual          | ______ | ______ | ______ | ______ | ______ |
   | Group               | ______ | ______ | ______ | ______ | ______ |

7. Conferences with Others # Held
   | Inside Agency       | ______ | ______ | ______ | ______ | ______ |
   | Outside Agency      | ______ | ______ | ______ | ______ | ______ |

8. Telephone Contacts # Made
   (Clients, Collaterals, Resources) | ______ | ______ | ______ | ______ | ______ |

9. Recording # Done
   | Social History   | ______ | ______ | ______ | ______ | ______ |
   | Progress Notes   | ______ | ______ | ______ | ______ | ______ |
   | Termination Summary | ______ | ______ | ______ | ______ | ______ |
   | Transfer Summary | ______ | ______ | ______ | ______ | ______ |
   | Intake           | ______ | ______ | ______ | ______ | ______ |

10. Other Activities
    (Specify type and amount)
Appendix M

Process Recording/Taped Interview
Check List

Please read through the process recording completely. Then evaluate the level of the interviewer on the following characteristics, circling the appropriate rating.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Beginning Interviewer</th>
<th>More Advanced Interviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The purpose of the interview concerns concrete needs rather than emotional needs. The student focuses on the concrete needs.</td>
<td>N/A 1 2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td>Student deals with concrete needs but uses various interviewing techniques to elicit and explore feelings associated with the concrete needs.</td>
<td></td>
</tr>
<tr>
<td>2. The student appears unclear or uncomfortable with the professional role of the social worker. He/she appears unsure of the purpose for being there and seems unconvinced of the necessity for asking personal questions.</td>
<td>N/A 1 2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td>Appropriate questions are asked without apparent hesitancy or discomfort.</td>
<td></td>
</tr>
<tr>
<td>3. The reader gets the feeling the student is not fully comfortable with her/his client or her/himself in the interview situation. There are obviously awkward moments when the reader can feel the student’s desperate struggle to conduct the interview.</td>
<td>N/A 1 2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td>The reader gets the feeling that the student is basically comfortable with her/himself, her/his role as a social worker, and the interview. Awkward moments are brief and rare.</td>
<td></td>
</tr>
<tr>
<td>4. There may not be a feeling of genuine warmth in the interview. Warmth may appear “contrived” or “put on,” i.e., the student knows she/he is supposed to be warm so tries to come across that way. The reader may not be certain whether the warmth is genuine or whether the student is trying to be warm because the field instructor says it is a desirable characteristic for social work interviewers to display.</td>
<td>N/A 1 2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td>The reader can actually feel the warmth the student shows for the client, and it comes through as being genuine. It is evident that this warmth was successfully and sincerely communicated to the client.</td>
<td></td>
</tr>
<tr>
<td>Beginning Interviewer</td>
<td>More Advanced Interviewer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>5. The student is generally unable to shift gears, change, or abandon the preplanned interview approach in the middle of the interview. She/he might be able to deviate from the planned approach for isolated responses to the client, but usually reverts almost immediately to the preplanned approach.</strong></td>
<td><strong>The student is able to shift gears and abandon or alter her/his preplanned approach in the middle of the interview if the client’s behavior, feelings, or needs necessitate a different approach.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. The student uses direct questioning as the primary interviewing technique. The reader may receive the impression that the student has a checklist of information that he/she is trying to obtain.</strong></td>
<td><strong>The student uses questioning selectively and in combination with other interviewing techniques. The questions flow naturally and with an obvious purpose. There is no feeling that the interviewer is getting answers to a checklist.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. When techniques such as interpretation, reflection, confrontation and empathy are used, it is usually by accident and without conscious awareness of the name of the technique that was used or why.</strong></td>
<td><strong>Techniques of reflection, interpretation, confrontation and empathy are used with obvious conscious awareness. Student is able to use the “analysis” column to label the techniques used.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. In initial interviews, the student fails to introduce her/himself fully to the client by giving his/her name, where he/she is from and why he/she is seeing the person. He/She often starts asking the client questions without explaining why he/she is there. If an explanation is forthcoming later during the interview, it is usually in response to a direct question from the client (i.e., “Who are you?” “Why are you here?” or “Who asked you to see me?”).</strong></td>
<td><strong>The student introduces her/himself to a new client by giving her/his name, where he/she is from (i.e., the social service department), and why he/she is there before asking any questions or getting beyond the preliminary, small phase of the interview.</strong></td>
<td></td>
</tr>
<tr>
<td>Beginning Interviewer</td>
<td>More Advanced Interviewer</td>
<td></td>
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<td>9. The interviewer jumps from one topic to another without exploring any one area in real depth. There appears to be no overall direction or focus to the interview- “things happen as they happen”.</td>
<td>The student keeps the interview focused- it flows in a logical pattern and seems to be moving toward some kind of objective or conclusion. The student may allow a digression or a free flow of ideas form the client, but it appears to have been done consciously and purposefully.</td>
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<tr>
<td>10. The student often changes the subject by asking direct questions when the client brings up emotionally sensitive material or makes a statement that indicates the presence of strong feelings. The interviewer may occasionally respond to the feelings, but there is a definite pattern of changing the subject quickly to “safer”, more concrete topics.</td>
<td>The student is usually able to pick up on client statements that indicate the presence of strong feelings and emotions, and to use appropriate techniques to explore them. The interviewer does not change the subject or appear to avoid responding to client feelings.</td>
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<tr>
<td>11. The interviewer rarely permits periods of silence. If the client fails to respond right away, the student jumps in rather quickly with a direct question.</td>
<td>The recording of interview indicates that the interviewer permitted appropriate period of silence where nothing was said by anyone.</td>
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<tr>
<td>12. The student rarely confronts client with anything. When a situation presents itself that calls for a confrontative response, student usually says nothing (ignores it) or asks an information seeking question. May occasionally confront regarding very simple, concrete service planning.</td>
<td>The student uses confrontation to bring to client’s attention the interviewer’s assessment of feelings, responses and behaviors. This is done consciously with a purpose and usually, though no always, results in the client’s discussing feelings and presenting emotional reactions or needs in more detail.</td>
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</table>
### 13. The student makes statements that give false reassurance (“I’m sure it wasn’t that bad” or “I know the XYZ Welfare Department can help you with that” or “Don’t worry- your check won’t get lost” or “Don’t worry, the nurses here are really very nice”).

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<th>Beginning Interviewer</th>
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The interview is characterized by an almost total absence of falsely reassuring statements. Reflective, interpretive, and empathetic techniques are used instead to explore client feelings or to define a presenting problem.

### 14. The student may share personal life experiences with the client in an attempt to communicate “I do understand what you are going through or feeling.” Student analysis reflects that this was the motivation for sharing the experience, but does no show awareness of the other pros and cons involved in using this technique.

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The student may share personal life experiences with the client in an effort to communicate empathy. However, student usually considers the pros and cons of using this approach while the interview is occurring and consciously and deliberately chooses a technique after determining that the possible benefits outweigh any negatives in that particular instance. Student analysis reflects this thinking process.

### 15. The student uses advice giving- “I think you should do this…,” or “What you should do is…” or “If I were you, I would…” The reader finds her/himself wishing that other techniques could have been used instead to explore further the problem or the client’s feelings.

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There is an almost total absence of advice-giving comments. Instead, student helps client make her/his own decision and uses appropriate techniques to help client verbalize and explore alternatives. When advice giving is used, student selects it as a treatment technique of choice as the interview is taking place.

### 16. More often than not, the student moves toward problem resolution without completely exploring all possible ramifications of the problem. Student tends to suggest solutions to the client almost immediately after client tells interviewer he/she has a problem or a need.

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Student shows obvious effort to explore both concrete and feeling aspects of a problem before discussing solutions.
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<th>Beginning Interviewer</th>
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<tr>
<td><strong>17.</strong> When the client mentions a concrete need or problem, the student often offers to resolve it for the client (e.g., make a phone call, write a letter, contact the welfare department in his/her behalf.)</td>
<td>When client presents a concrete need, the student explores the client’s ability to take care of the problem her/himself and encourages him/her to do so before offering to do it for him/her.</td>
</tr>
<tr>
<td><strong>18.</strong> The student presents a plan to the client as “this is what we can do for you” and does not give client and opportunity to express how he/she feels about the plan. He/she may ask the client directly if the plan is “okay.” This usually elects a yes or no response with no further elaboration or discussion with the client.</td>
<td>The student elicits client’s feelings about all social service plans being developed and determines whether or not client wants to follow through with them.</td>
</tr>
<tr>
<td><strong>19.</strong> Student often recognizes when something did not go well during the interview and expresses accompanying feelings of discomfort in the “gut-level feelings” column. Student usually does not know exactly what went wrong or why as reflected in analysis.</td>
<td>Student is usually able to recognize when something did not go as well as it could have during an interview and is usually, though not always, able retroactively to figure out why and suggest alternate ways that it could have been handled more effectively. Such comments appear in the “gut-level feelings” and analysis columns.</td>
</tr>
<tr>
<td><strong>20.</strong> The student may use layman’s terms rather than professional terminology to describe client behaviors. This can give the reader the impression that the student is being judgmental.</td>
<td>Professional rather than layman’s terminology is usually used. Diagnostic rather than judgmental terms are used.</td>
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<td>Beginning Interviewer</td>
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<td>21. Diagnostically significant statements or description of client behaviors may be noted by the student in the process recording. However, the absence of comments in the “analysis” or gut-level feelings” columns about the recorded factual data indicate that the student is not aware of the significance of what has been recorded.</td>
<td>Diagnostically significant statements and observed behaviors are recorded and the student makes analytical comments regarding the data in the “analysis” or “gut-level feelings” column. Student may or may not fully understand the significance of what he/she has recorded, but does respond with recognition of its importance and attempts analysis</td>
</tr>
<tr>
<td>N/A</td>
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<tr>
<td>22. Student is able to retrospectively make some preliminary analytical statements based on behaviors and statements recorded in the interview. Student is very limited in the ability to do this while the interview is taking place. Thus the student is not able to implement any ideas generated from her/his analytical thinking until the next interview.</td>
<td>Student analyzes client statements and behaviors as the interview is taking place and adjusts her/his behavior or approach during the interview to accommodate the results of his/her spontaneous analytical thinking.</td>
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<tr>
<td>N/A</td>
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<tr>
<td>23. Student deals with or evaluates client statements in the present only – very rarely ties her/his analyses into goal setting or projects implications for the future. Student may be able to do some of this retroactively, but rarely does it as the interview</td>
<td>Student usually, though not always, is aware when counter transference occurs. He/she is usually able to understand it as such, at least retroactively, in the gut-level feelings or analysis columns.</td>
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<tr>
<td>N/A</td>
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<tr>
<td>24. The student’s comments in the “gut-level feelings” column indicate lack of awareness of when counter transference occurs. The student may describe the feelings he/she experiences in response to a client’s statement or behavior, but usually questions whether he/she was supposed to have these feelings. Student does not understand the interaction as “counter transference.”</td>
<td>Student usually, though not always, is aware when counter transference occurs. He/she is usually able to understand it as such, at least retroactively, in the gut-level feelings or analysis columns.</td>
</tr>
<tr>
<td>Beginning Interviewer</td>
<td>More Advanced Interviewer</td>
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<tr>
<td>25. The recording contains such comments usually found in the “gut-level feeling” column, as “I felt good because the client was happy,” or “Client was smiling and laughing so everything is better now.” The reader gets the feeling that the student believes one is an effective social worker if the interview concludes with the client feeling happy. In other words, the goal of social work is to make clients happy.</td>
<td>There may be occasional comments regarding a client’s feeling happy, but the reader does not get the feeling that the student believes the primary goal of his/her interaction is to make his/her client happy. “Gut-level feelings” column comments indicate awareness that some discomfort may be necessary to bring about increased growth, change, or insight, and that it isn’t realistic for people with problems to be happy all the time.</td>
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<tr>
<td>N/A</td>
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<td>26. The student fails to end the interview in a structured, purposeful manner. The interview concludes when there is nothing more to talk about, or an interruption makes continuation impossible or undesirable, or the client’s behaviors or communications tell the worker clearly that it is time to end the discussion.</td>
<td>Worker concludes the interview when the objective or goal of the interview has been accomplished. There is usually a summarization with the client of what has taken place during the interview, and a review of any plans made. There may also be discussion regarding the purpose or agenda of future contacts.</td>
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Appendix N

SOCIAL WORK SKILLS INTERVIEW RATING FORM

This rating form may be used by social workers as part of the process of evaluating their own or others' performance of the social work skills during interviews with clients. It may be used, for example, by a supervisor as she observes a social worker through a one-way window or reviews an audio or videotape recording of an interview. Please use the following rating system:

N/A During the course of the interview, the skill in question was not appropriate or necessary and was therefore not used, having no effect upon the interview.

-3 During the course of the interview, the skill in question was used at an inappropriate time or in an unsuitable context, seriously detracting from the interview.

-2 During the course of the interview, the skill in question was attempted at an appropriate time and in a suitable context but was done so in an incompetent manner, significantly detracting from the interview.

-1 During the course of the interview, the skill in question was not used at times or in contexts when it should have been, detracting from the interview.

0 During the course of the interview, the skill in question was used and demonstrated at a minimal level of competence. Its use did not detract from nor contribute to the interview.

+1 During the course of the interview, the skill in question was attempted at an appropriate time and in a suitable context and was generally demonstrated at a fair level of competence. Its use represented a small contribution to the interview.

+2 During the course of the interview, the skill in question was attempted at an appropriate time and in a suitable context and was generally demonstrated at a moderate level of competence. Its use represented a significant contribution to the interview.

+3 During the course of the interview, the skill in question was attempted at an appropriate time and in a suitable context and was generally demonstrated at a good level of competence. Its use represented a substantial contribution to the interview.

+4 During the course of the interview, the skill in question was attempted at an appropriate time and in a suitable context and was generally demonstrated at a superior level of performance. Its use represented a major contribution to the interview.

Talking and Listening - The Basic Interpersonal Skills

1. Voice and Speech

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<td>3. Hearing</td>
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<td>5. Encouraging</td>
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<td>6. Remembering</td>
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<td>7. Active Listening</td>
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<td>8. Introducing Oneself</td>
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<td>Seeking Feedback</td>
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**Exploring**

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<td>20. Going Beyond What Is Said</td>
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Comments:

**Contracting**

21. Reflecting the Problem

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Comments:

22. Sharing Worker's View of the Problem

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Comments:

23. Specifying Problems for Work

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Comments:

24. Establishing Goals

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Comments:

25. Developing a Program for Change

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Comments:

26. Identifying Action Steps

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Comments:
27. Planning for Evaluation  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:

28. Summarizing the Contract  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:

Working

29. Rehearsing Action Steps  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:

30. Reviewing Action Steps  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:

31. Evaluating  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:

32. Focusing  N/A  -3  -2  -1  0  +1  +2  +3  +4
Comments:
33. Educating
   Comments: 
   N/A -3 -2 -1 0 +1 +2 +3 +4

34. Advising
   Comments:  
   N/A -3 -2 -1 0 +1 +2 +3 +4

35. Representing
   Comments:  
   N/A -3 -2 -1 0 +1 +2 +3 +4

36. Responding with
     Immediacy  
   Comments:  
   N/A -3 -2 -1 0 +1 +2 +3 +4

37. Reframing 
    Comments:  
    N/A -3 -2 -1 0 +1 +2 +3 +4

38. Confronting  
    Comments:  
    N/A -3 -2 -1 0 +1 +2 +3 +4

39. Pointing Out Endings  
    Comments:  
    N/A -3 -2 -1 0 +1 +2 +3 +4
**Ending**

40. Reviewing the Process  
N/A -3 -2 -1 0 +1 +2 +3 +4  
Comments:

41. Final Evaluating  
N/A -3 -2 -1 0 +1 +2 +3 +4  
Comments:

42. Sharing Ending Feelings and Saying Good-bye  
N/A -3 -2 -1 0 +1 +2 +3 +4  
Comments:

OVERALL IMPRESSIONS:

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**Appendix O**

**SWRK 491 – Senior Seminar**  
**CASE PRESENTATION EVALUATION FORMAT**

**Identifying Information/Presenting Problem**
1. Did worker's presentation paint a clear picture of the client (demographic)?
   _____Yes   _____No   _____Somewhat
   Comments:

2. Did worker's presentation make explicit the presenting problems from
   A. The client(s) view(s)?   ____Yes   ____No   _____Somewhat
      Comments:

   B. The worker's view? ___Yes   ____No   ____Somewhat
      Comments:

3. Did the worker's presentation integrate classroom/professional literature/knowledge into the
   presenting problem(s) in order to help explain the presenting problem?
   ___Yes, ___No ___Somewhat
   Comments:

4. What grade would you give the worker in these two areas? Give rationale for grade.

**Relevant History and Assessment Relevant History**
1. Did the worker’s history provide sufficient information to help explain the client's problem (what’s
   contributed to the problem, initiated the problem and continued the problem?)
   _____Yes   _____No   _____Somewhat
   Comments:

2. Did the history demonstrate a system’s perspective?   ____Yes   ____No   ____Somewhat
   Comments:

3. Was information from professional literature/classes integrated into the history?
   ___Yes   ____No   ____Somewhat
   Comments:

4. Was the history sufficient to support the worker's assessment?
   ___Yes   ____No   ____Somewhat
   Comments:

**Assessment**
5. Does the worker's assessment seem appropriate based upon the relevant history? Why/Why not? ____Yes  ____No  ____Somewhat
   Comments:

6. Does worker's assessment demonstrate sound social work judgment based upon social work knowledge?  ____Yes  ____No  ____Somewhat
   Comments:

7. Does worker's assessment demonstrate integration of professional literature/knowledge?  ____Yes  ____No  ____Somewhat
   Comments:

8. Does the worker's assessment demonstrate a system's perspective?  ____Yes  ____No  ____Somewhat
   Comments:

9. Does the worker's assessment include information regarding the client's strengths/weaknesses and motivation for change?  ____Yes  ____No  ____Somewhat
   Comments:

10. What suggestions would you give the worker to enhance his/her assessment?

11. What grade would you give the worker in these two areas? Give rationale for grade.

**Worker’s Recommendations: Goals, Plans, and Interventions**

1. Does the worker
   A. Identify both long-term and short-term goals and the anticipated date when the goals will be accomplished (worker and client goals)?  ____Yes  ____No  ____Somewhat
      Comments:

   B. Identify specific intervention strategies/plans/tasks will be done by whom and by when in order to accomplish each goal and employ evidence-based practice?  ____Yes  ____No  ____Somewhat
      Comments:
C. Do the goals/strategies/plans/tasks make sense in light of the identified problems, client’s history, and worker’s assessment?
   ___Yes  ___No  ___Somewhat
Comments:

2. Are the worker’s
   A. Goals
   B. Intervention strategies/Plans/Tasks feasible/achievable/sufficient in light of the client’s identified problems, history, and worker’s assessment?
   ___Yes  ___No  ___Somewhat
Comments:

3. What suggestions would you give the worker to enhance his/her goals, and interventions/plans/tasks?

**Evaluation**
4. Does the worker identify how goals will be evaluated?
   ___Yes  ___No  ___Somewhat
Comments:

5. Will the worker’s method of evaluation help improve the worker’s performance?
   ___Yes  ___No  ___Somewhat
Comments:

6. What suggestions would you give the worker to enhance their evaluation of practice?

7. What grade would you give the worker in these two areas? Give rationale for grade

**Presentation Style**
1. Was the worker’s presentation style to the point, focused and presented in a professional manner?
   ___Yes  ___No  ___Somewhat
Comments:
2. Did the worker appear to be knowledgeable about the client and case situation?
   ___Yes   ____No   ____Somewhat
   Comments:
Appendix P

Please make a copy of this evaluation for use.
Retain the original as a Master Copy.

UNION COLLEGE
SOCIAL WORK PROGRAM
FIELD INSTRUCTOR’S GENERAL COMPETENCIES EVALUATION
–FIRST SEVEN WEEKS–

Student __________________________________________________________

Field Instructor __________________________________________________

Agency ___________________________________________________________

I. Experiences and Assignments: List the student’s learning experiences.
Evaluation of Student’s Performance

Instructions
Use the following categories to rate student’s performance for Sections II and III:

- **CO** = *(Carry Over)* – Competencies to be carried over to next seven weeks.

- **N/A** = *(Not Applicable)* – Experience not available in agency setting

- **EE** = *(Exceeds Expectations)* - Student’s practice demonstrates knowledge and skill above an acceptable level, or (consistent application ninety percent of the time)

- **ME** = *(Meets Expectations)* – Student’s practice demonstrates knowledge and skill at an acceptable level, or (application at least four or more times)

- **BE** = *(Below Expectations)* – Student’s practice is below entry level professional standards in this area.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>First Seven Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>CO</strong> <strong>N/A</strong> <strong>EE</strong> <strong>ME</strong> <strong>BE</strong></td>
</tr>
</tbody>
</table>

II. The Knowledge and Skills Demonstrated in Practice
A. The student demonstrates knowledge of agency services, policy procedures and resources within the agency.

The student is able to:

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Clarify and interpret agency policies, programs, and services to the client system and other agencies as appropriate. (Helps assess Program Objective 12)</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Determine consumer eligibility for services. (Helps assess Program Objective 12)</td>
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<tr>
<td>3.</td>
<td>Authorize services within established procedures. (Helps assess Program Objective 12)</td>
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<tr>
<td>4.</td>
<td>Identify and make appropriate use of agency resources. (Helps assess Program Objective 12)</td>
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<tr>
<td>5.</td>
<td>Work cooperatively with agency staff members on specific cases and/or perform as a member of a team or committee. (Helps assess Program Objective 12)</td>
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</table>

B. The student demonstrates the ability to define the dynamics of the client’s (individual, family, group, or community) problem, obtain relevant information, and make assessment.

The student is able to:

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<tbody>
<tr>
<td>6.</td>
<td>Apply knowledge and demonstrate ability to work with client populations of different backgrounds, races, cultures, and lifestyles. (Helps assess Program Objective 3, 6, 12)</td>
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<tr>
<td>7.</td>
<td>Apply knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation to understanding the client-problem situation. (Helps assess Program Objective 3, 6)</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Express empathy and concern verbally and non-verbally to the client-system. (Helps assess Program Objective 6)</td>
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<tr>
<td>9.</td>
<td>Process “routine” service request. (Helps assess Program Objective 6)</td>
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<tr>
<td>10.</td>
<td>Listen responsively and ask relevant questions to help the client system define the problem and collect data.</td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>Identify strengths and limitations of the client system, personal and environmental resources, and significant others. (Helps assess Program Objective 6)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>First Seven Weeks</th>
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<tbody>
<tr>
<td></td>
<td>CO N/A EE ME BE</td>
</tr>
<tr>
<td>12. Understand the impact of bio-psycho-social factors on client functioning. (Helps assess Program Objective 6)</td>
<td></td>
</tr>
</tbody>
</table>
13. Identify discrepancies in information obtained from the client system, reactions to what is being said and done, and significant aspects of family interaction. (Helps assess Program Objective 1, 6)

14. Organize and evaluate data received from the client system and other sources in relationship to the request for service. (Helps assess Program Objective 1, 6)

C. The student demonstrates the ability to select and implement an appropriate intervention plan.

The student is able to:

15. Assess and evaluate client systems of various sizes and have the beginning ability to determine intervention approaches to attain stated goals and objectives. (Helps assess Program Objective 1)

16. Involve client system in planning intervention strategies and looking for alternative for problem solving as well as helping client system develop support networks. (Helps assess Program Objective 1)

17. Convey empathy, support, and encouragement for the needs of the client system.

18. Understand and function effectively in social work roles, i.e., enabler, broker, advocate, activist, mediator, negotiator, educator, initiator, empowerer, coordinator, researcher, group facilitator, public speaker, confidante, etc. (Helps assess Program Objective 1)

19. Provide on-going services to individuals, families, groups, and communities. (Helps assess Program Objective 1, 6)

D. The student demonstrates the ability to evaluate the extent to which the objectives of the intervention plan were achieved.

The student is able to:

20. Use conferences with the field instructor and consult with appropriate staff regarding the appropriateness of intervention strategies and intervention outcomes.

21. Assess the client system’s progress toward achievement of intervention goals and redesign strategies appropriately.

22. Involve the client system in determining the criteria for evaluating the results of intervention, intervention outcomes,
agency services, and resources received.

E. The student demonstrates skill in the referral process.

The student is able to:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Evaluation Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Demonstrate knowledge of resources within the agency to accomplish a referral or the acquisition of services</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Demonstrate knowledge of community agencies and resources routinely used by the field setting, assess the appropriateness of services as it relates to client needs, and negotiate with them for services knowing what information is required.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Provide information to the client system regarding resources including agency regulations and sanctions, what services they are entitled to, and procedures to follow in applying for services.</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Assist client in overcoming obstacles that may discourage or prevent utilizing resources. (Helps assess Program Objective 6)</td>
<td></td>
</tr>
</tbody>
</table>

F. The student demonstrates skill in written and verbal communications.

The student is able to:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Evaluation Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Meet agency expectations for recording and reporting services. (Helps assess Program Objective 6, 10)</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Organize information and prepare memos and letters/e-mails for general agency correspondence. (Helps assess Program Objective 6, 10)</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Select relevant data for use in writing reports for internal and external use. (Helps assess Program Objective 6, 10)</td>
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<tr>
<td>30.</td>
<td>Write a social history (Helps assess Program Objective 6, 10)</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Actively participate as a member of a committee or a group by taking minutes writing reports or resolutions or orally contributing relevant information ideas/input. (Helps assess Program Objective 6, 10)</td>
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</tr>
<tr>
<td>32.</td>
<td>Demonstrate skill in interviewing. (Helps assess Program Objective 6, 10)</td>
<td></td>
</tr>
</tbody>
</table>

III Professional Context of Practice

A. The student demonstrates knowledge of and commitment to social work values and ethics.

The student is able to:
33. Establish relationships and work with client systems without discrimination and with respect for different backgrounds, races, cultures, and lifestyles. (Helps assess Program Objective 6)

34. Respect the privacy of clients and the confidential nature of case material and provide this information only in appropriate circumstances and in accordance with agency policy. (Helps assess Program Objective 6)

35. Accept the client system’s choices regarding solutions to problems and/or termination of services. (Helps assess Program Objective 6)

36. Assess the impact of his/her (student’s) feelings and attitude in working with the client system.

B. The student demonstrates skill in use of supervision.

The student is able to:

37. Share ideas and concerns about the field experience and discuss problems of service delivery with the field instructor.

38. Consult with the field instructor regarding work plans and administrative policy and procedures.


40. Consult with field instructor and other agency professionals to gain insight and additional knowledge regarding client needs, skills and/or techniques that may be used in service delivery.

41. Participate in activities to enhance professional growth, i.e., agency staff development programs, professional workshops, seminars, etc.

C. Other areas of professionalism.

The student is able to:

42. Organize work responsibilities and use time productively.

43. Present self in a professional manner (dress, conduct/behavior).

IV. Narrative Evaluation
44. OVERALL PERFORMANCE RATING: Taking everything into consideration, has the student’s overall performance during the term exceed expectations, met expectations, below expectations.

Please comment on your response.

45. SUMMARY OF STRENGTHS AND WEAKNESSES: Comment as to the student’s major strengths and area(s) needing improvement.

Areas of Strengths

Needing Improvement

46. ASSESSMENT METHOD: Describe the methods used to monitor and assess student’s activities.
The student must sign this evaluation. The student’s signature indicates that the student has read the evaluation. Any discrepancies in the student’s and field instructor’s perception of the student’s performance should be noted below.

____________________________________
Field Instructor                                        Date

___________________________________
Student                                                   Date

Student’s Comments:
Appendix Q

*Please make a copy of this evaluation for use.
Retain the original as a Master Copy.

UNION COLLEGE

SOCIAL WORK PROGRAM

FIELD INSTRUCTOR’S GENERAL COMPETENCIES EVALUATION

–SECOND SEVEN WEEKS–

Student ___________________________________________

Field Instructor _______________________________________

Agency _____________________________________________

I. Experiences and Assignments: List the student’s learning experiences.

Evaluation of Student’s Performance

Instructions
Use the following categories to rate student’s performance for Sections II and III:

CO = (Carry Over) – Competencies to be carried over to next seven weeks.

N/A = (Not Applicable) – Experience not available in agency setting

EE = (Exceeds Expectations)-

ME = (Meets Expectations) – Student’s practice demonstrates knowledge and skill at an acceptable level, or (application at least four or more times)

BE = (Below Expectations) – Student’s practice is below entry level professional standards in this area.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Second Seven Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CO  N/A  EE  ME  BE</td>
</tr>
</tbody>
</table>

II The Knowledge and Skills Demonstrated in Practice
### A. The student demonstrates knowledge of agency services, policy procedures, and resources within the agency.

The student is able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates skill in working as a member of an interdisciplinary team and in using other professional resources to meet client needs. (Helps assess Program Objective 6)</td>
</tr>
<tr>
<td>2.</td>
<td>Actively participate in agency staff meetings, discuss issues and concerns, and exchange information/ideas as appropriate. (Helps assess Program Objective 6, 12)</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate skill in assessing the strengths and limitations of the agency in to meeting the needs of its clients and work towards programmatic change. (Helps assess Program Objective 6, 12)</td>
</tr>
<tr>
<td>4.</td>
<td>Identify practice and/or policy issues that appear to be in contradiction to social work values/ethics and work towards appropriate change. (Helps assess Program Objective 6, 12)</td>
</tr>
</tbody>
</table>

### B. The student demonstrates the ability to define the dynamics of the client’s (individual, family, group, or community) problem, obtain relevant information, and make an assessment.

The student is able to:

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<tbody>
<tr>
<td>5.</td>
<td>Conduct interviews that are focused and guided by a sense of purpose and direction. (Helps assess Program Objective 3, 6)</td>
</tr>
<tr>
<td>6.</td>
<td>Respond appropriately (empathy, support, encouragement, confrontation, etc.) to verbal and non-verbal communication and explore sensitive areas with the client system. (Helps assess Program Objective 3, 6)</td>
</tr>
<tr>
<td>7.</td>
<td>Help each member of a family/small group express feelings/concerns. (Helps assess Program Objective 6)</td>
</tr>
<tr>
<td>8.</td>
<td>Utilize knowledge of family/small group dynamics as gained through professional literature to assess family/group behavior. (Helps assess Program Objective 3, 6)</td>
</tr>
<tr>
<td>9.</td>
<td>Acquire adequate/appropriate information from the client system and significant others to write a comprehensive social history. (Helps assess Program Objective 6)</td>
</tr>
<tr>
<td>10.</td>
<td>Use appropriate professional terminology in writing treatment plans and diagnostic summaries. (Helps assess Program Objective 3, 6)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Second Seven Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO N/A EE ME BE</td>
<td></td>
</tr>
</tbody>
</table>
C. The student demonstrates the ability to select and implement an appropriate intervention plan.

The student is able to:

| 11. Assess, based upon research finding the appropriateness of various social work strategies and methods in working with the client system and select the most effective strategy as suggested by research findings. (Helps assess Program Objective 6) |       |       |       |       |
| 12. Provide supportive services when appropriate. (Helps assess Program Objective 6) |       |       |       |       |
| 13. Help the client identify dysfunctional behavior patterns and promote the client’s understanding of his/her behavior and consequences. (Helps assess Program Objective 6) |       |       |       |       |
| 14. Help the client problem solve. (Helps assess Program Objective 6) |       |       |       |       |
| 15. Help the client make appropriate environmental changes. (Helps assess Program Objective 6) |       |       |       |       |
| 16. Actively engage the client system in: (Helps assess Program Objective 6) |       |       |       |       |
| a. Planning ways of working on and resolving problems (Helps assess Program Objective 6) |       |       |       |       |
| b. Identifying support networks and resources (Helps assess Program Objective 6) |       |       |       |       |
| c. Identifying goals (Helps assess Program Objective 6) |       |       |       |       |
| d. Evaluation of outcomes (Helps assess Program Objective 6) |       |       |       |       |
| 17. a. Reevaluating interventions in relation to the client’s changing needs and resources. (Helps assess Program Objective 6) |       |       |       |       |
| b. Redefining the problem when necessary. (Helps assess Program Objective 6) |       |       |       |       |
| 18. Appropriately: (Helps assess Program Objective 6) |       |       |       |       |
| a. Organize and evaluate individuals for a group. (Helps assess Program Objective 6) |       |       |       |       |
| b. Plan and organize appropriate activities for a group. (Helps assess Program Objective 6) |       |       |       |       |
| c. Function as a leader/co-leader. (Helps assess Program Objective 6) |       |       |       |       |
| 19. a. Identify and form relationships with indigenous community and group leaders. (Helps assess Program Objective 6) |       |       |       |       |
| b. Work with a target community group around a particular problem/issue. (Helps assess Program Objective 6) |       |       |       |       |
| c. Participate with a community group in planning a particular activity. (Helps assess Program Objective 6) |       |       |       |       |
| 20. Terminate relationships with the client systems effectively and prepare the client systems for independent functioning |       |       |       |       |
and/or transfer. (Helps assess Program Objective 6)

D. The student demonstrates the ability to evaluate the extent
To which the objectives of the intervention plan were achieved.

The student is able to:

<table>
<thead>
<tr>
<th>21. Specify appropriate: (Helps assess Program Objective 6)</th>
</tr>
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<tbody>
<tr>
<td>a. Goals and time limits for intervention. (Helps assess</td>
</tr>
<tr>
<td>Program Objective 6)</td>
</tr>
<tr>
<td>b. Plans of how goals will be met. (Helps assess Program</td>
</tr>
<tr>
<td>Objective 6)</td>
</tr>
</tbody>
</table>

| 22. Critically examine his/her own role in the helping process. |
|                                                              |
| (Helps assess Program Objective 6)                           |

| 23. Use systematic way to evaluate his/her practice, i.e., single subject design. (Helps assess Program Objective 6) |

| 24. Prepare adequate client progress reports and closing summaries for agency records. (Helps assess Program Objective 6) |

E. The student demonstrates skill in the referral process.

The student is able to:

<table>
<thead>
<tr>
<th>25. Use a broad range of resources, as well as use the resources creatively. (Helps assess Program Objective 6)</th>
</tr>
</thead>
</table>

| 26. Work effectively with others in coordinating services. (Helps assess Program Objective 6) |

| 27. Demonstrate skill in advocating and securing services for the client systems. (Helps assess Program Objective 6) |

| 28. Identify/locate client systems in need of/or eligible for services resources. (Helps assess Program Objective 6) |

III Professional Context of Practice

A. The student demonstrates knowledge of and commitment to social work values and ethics.

The student is able to:

<table>
<thead>
<tr>
<th>29. Critically examine his/her personal feelings, values, and ethics and avoid imposing them on others. (Helps assess Program Objective 2, 6)</th>
</tr>
</thead>
</table>

| 30. Utilize professional standards in evaluating services to client systems. (Helps assess Program Objective 12) |

<table>
<thead>
<tr>
<th><strong>Competency Area</strong></th>
<th><strong>Second Seven Weeks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CO N/A EE ME BE</td>
<td></td>
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</tbody>
</table>

31. Convey a sense of reliability and commitment in relationships with clients and colleagues. (Helps assess Program |
Objective 12)

32. Adhere to the NASW Code of Ethics. (Helps assess Program Objective 12)

33. Advocate for the rights of groups that are vulnerable or discriminated against. (Helps assess Program Objective 6, 12)

B. Use of supervision and consultation appropriately.

The student is able to:

34. Share ideas/concerns about his/her field experiences or problems of service delivery with his/her field instructor. (Helps assess Program Objective 6, 11)

35. Consult with his/her field instructor regarding work plans and administrative policy/procedures. (Helps assess Program Objective 6, 11)

36. Actively assume responsibility for his/her learning (Helps assess Program Objective 6, 11)

37. Consult with his/her field instructor and other agency professionals to gain insight and additional knowledge. (Helps assess Program Objective 6, 11)
   a. Regarding client needs (Helps assess Program Objective 6)
   b. Regarding skills and intervention techniques (Helps assess Program Objective 6)
   c. Regarding new research studies pertinent to the population served and/or new interventions.
   d. Regarding policy (agency, public) issues/concerns and plans to address those issues/concerns
   e. Plans to seek organization change

C. Other areas of professionalism

The student is able to:

38. Actively seek out and participate in activities to enhance his/her professional growth.

39. Organize work responsibilities and use time productively. (Helps assess Program Objective 12)

40. Maintain professional standards in dress, language, and conduct. (Helps assess Program Objective 10)

41. Present an appropriate professional image in (Helps assess Program Objective 6, 10)
   a. Oral communication(Helps assess Program Objective 6, 10)
   b. Written communication (Helps assess Program Objective 6, 10)

IV Narrative Evaluation

42. OVERALL PERFORMANCE RATING: Taking everything into consideration, has the student’s overall performance during the term exceeded expectations, met expectations, below expectations.
Please comment on your response.

43. SUMMARY OF STRENGTHS AND WEAKNESSES: Comment at to the student’s major strengths and area(s) needing improvement.

Areas of Strengths

Needing Improvement

44. ASSESSMENT METHOD: Describe the methods used to monitor and assess student’s activities.
The student must sign this evaluation. The student’s signature indicates that the student has read the evaluation. Any discrepancies in the student’s and field instructor’s perception of the student’s performance should be noted below.

<table>
<thead>
<tr>
<th>Field Instructor</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Students Comments:

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**Appendix R**

**STUDENT'S EVALUATION OF FIELD EXPERIENCE-SWRK 489**

**Instructions:** This evaluation must be completed and submitted to the Coordinator of Field Instruction before the student is assigned a grade.

*(Please print)*
1. List your learning activities that the field instructor assigned you during field placement.

2. What do you feel you gained from your field experience?

3. Discuss your most meaningful learning aspect(s) of this experience.

4. Discuss your least meaningful learning aspect(s) of this experience.

5. What did you not get from this experience that you wanted and/or expected?
6. Comment on the quality of supervision you received:

A. Structure and direction

(1) Field Instructor defined expectations, goals, and objectives:
   (a) very clearly
   (b) clearly
   (c) somewhat clearly
   (d) not at all

(2) Field Instructor assigned roles, responsibilities, and tasks:
   (a) very clearly
   (b) clearly
   (c) somewhat clearly
   (d) not at all

(3) Frequency and length of supervisory sessions:
   (a) _____ times per week
   (b) _____ hours _____ minutes

(4) Field Instructor made use of a supervisory agenda.
   (a) almost always
   (b) sometimes
   (c) never

B. Evaluation of Field Instructor's performance

(1). Orientation to the agency:
   (a) no formal orientation to agency
   (b) formal orientation for (length of time)
   Brief description of orientation:
   **Additional Comments:**

(2). Field Instructor’s method of assessment of your performance or involvement with individuals, families, groups, communities, and agency staff.
   (a) observation
   (b) process recordings
   (c) taped interviews
(d) other (explain)

Comments:

(3). Field Instructor's help in integrating classroom knowledge with field learning
(a) was very helpful
(b) somewhat helpful
(c) no help at all

Explain your answer:

(4). Describe briefly the nature of the professional interaction between you and your field supervisor.

(5). Learning Opportunities
(Note: This question is an elaboration of your response to question No. 1.)

A. Describe briefly your work with individuals and families:

B. Describe briefly your work leading and/or participating in a group:

C. Describe briefly your work with organizations and community resources:

D. Describe briefly your work with community groups:
6. How would you evaluate this field experience in relation to what you have been studying in the classroom courses?
A. very relevant
B. somewhat relevant
C. not at all relevant

Discuss your response.

7. Your perception of the effect of the field work experience upon your plans following graduation:
A. very influential on future plans
B. very little influence
C. no influence on my future plans
Explain your response.

8. What suggestions or recommendations would you offer to the agency for future field experience for other students?

Note: Suanna J. Wilson’s Field instruction techniques for supervisors was consulted in the preparation of this evaluation.

Appendix S

Return to: Martha L. Ellison, Ph.D.
Union College
310 College Dr.
CPO 836
Barbourville, KY 40906

*Please make a copy of this form for use.
Retain the original as a Master Copy.
FIELD INSTRUCTOR SELF EVALUATION FORM

1. I engage the student in appropriate learning experiences.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

2. I hold regularly scheduled (at least once a week for an hour) conferences with the student.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

3. I provide students with feedback which is specific concerning the student's performance.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

4. I provide students with feedback which is timely regarding the student's performance.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

5. I provide students with feedback which is constructive and corrective regarding the student's performance.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

6. I use various methods to monitor and evaluate the student's performance in field.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

7. I assist the student with awareness of and working through value/ethical dilemmas.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

8. I act as a positive role model by upholding professional standards and ethics.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

9. I am available to the student on a regular basis.
   Never     Rarely     Sometimes     Usually     Always
   1         2          3           4            5

10. I provide adequate/appropriate information to the student for completion of learning tasks.
    Never     Rarely     Sometimes     Usually     Always
11. I help the student integrate classroom learning to the field setting.
Never Rarely Sometimes Usually Always
1 2 3 4 5

12. I help the student to develop a social work identity.
Never Rarely Sometimes Usually Always
1 2 3 4 5

13. I participate in MWSC sponsored field events.
Never Rarely Sometimes Usually Always
1 2 3 4 5

14. I complete MWSC required paperwork in a timely manner.
Never Rarely Sometimes Usually Always
1 2 3 4 5

15. I complete the student learning contracts in a comprehensive manner.
Never Rarely Sometimes Usually Always
1 2 3 4 5

16. I complete the student evaluation in a comprehensive manner.
Never Rarely Sometimes Usually Always
1 2 3 4 5

17. I am responsive to feedback from the field program.
Never Rarely Sometimes Usually Always
1 2 3 4 5

18. I am responsive to feedback from my student.
Never Rarely Sometimes Usually Always
1 2 3 4 5

19. I provide appropriate feedback to the field coordinator regarding the student's performance.
Never Rarely Sometimes Usually Always
1 2 3 4 5

20. I provide appropriate feedback to the field coordinator regarding the field program.
Never Rarely Sometimes Usually Always
1 2 3 4 5

21. List and briefly describe your strengths as a field instructor.
22. List and briefly describe your limitations as a field instructor.

23. Identify how the field program can help you improve as a field instructor.

24. Identify what steps you can take to enhance your performance as a field instructor.

Appendix T

Name: __________________________
Date: __________________________

STUDENT EVALUATION OF FIELD INSTRUCTOR  SWRK 489

Instructions: Please circle the appropriate number to reflect your evaluation of your Field Instructor’s performance. If rated anywhere from “3” to “5,” please explain your response.

1. Availability of field instructor

2. Field instructor’s knowledge base
   Describe:__________________________
Willingness to acquire new knowledge: 1 2 3 4 5

3. Ability to direct learning
   Assisted in development of learning objectives: 1 2 3 4 5
   Degree to which others directed your learning: 1 2 3 4 5
   Linked knowledge or theory to practice situations: 1 2 3 4 5
   Assigned projects relevant to learning experiences: 1 2 3 4 5

4. Ability to impact knowledge
   Reinforced your strengths: 1 2 3 4 5
   Always Sometimes Never
   Identified areas for your improvement: 1 2 3 4 5
   Challenged you by assignments: 1 2 3 4 5
   Used appropriate teaching techniques: 1 2 3 4 5

5. Evaluation process
   Was it fair? Always 1 2 3 4 5
   Sometimes 2 3 4 5
   Never 1 2 3 4 5
   Was if ongoing? Always 1 2 3 4 5
   Sometimes 2 3 4 5
   Never 1 2 3 4 5
   Was it specific? Always 1 2 3 4 5
   Sometimes 2 3 4 5
   Never 1 2 3 4 5
   Extent of agreement between you and FI regarding the evaluation:

6. Field instructor's expectations
   Realistic? 1 2 3 4 5

7. Ability to provide feedback
   Continuity: 1 2 3 4 5
   Depth: 1 2 3 4 5
   Quality: 1 2 3 4 5

8. Level of conflict between you and FI
   How resolved?
Tolerated differences of opinions?

9. Learning and teaching style
Describe:

Goodness-of-fit between you and FI:

10. Encouragement of independent learning and autonomy
Balance between freedom and guidance:  
Always  Sometimes  Never
1  2  3  4  5
Responsive to suggestions:  
Always  Sometimes  Never
1  2  3  4  5

11. Overall effectiveness of the field instructor
Describe:

12. Recommendations to Field instructor:

13. Recommendations to Field liaison and practicum coordinator:

14. Recommendations to integrative seminar instructor:
15. **Recommendations to agency/practicum setting:**

16. **Recommendations to future students:**


---

**Appendix U**

**FIELD EDUCATION DIRECTOR/FIELD LIAISON STUDENT EVALUATION FORM**

**Field Education Director Section**

1. The Field Education Director explained the field placement process
   
<table>
<thead>
<tr>
<th>Very Clearly</th>
<th>Clearly</th>
<th>Somewhat Clearly</th>
<th>Somewhat Unclear</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. The Field Education Director explained the field placement timeframe
   
<table>
<thead>
<tr>
<th>Very Clearly</th>
<th>Clearly</th>
<th>Somewhat Clearly</th>
<th>Somewhat Unclear</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
3. The Field Education Director followed the field placement process closely somewhat marginally didn’t follow.
   - Followed: 5
   - Somewhat Followed: 4
   - Marginally Followed: 3
   - Didn’t Follow: 2

4. The Field Education Director was helpful during the placement process extremely very marginally not helpful.
   - Extremely Helpful: 5
   - Very Helpful: 4
   - Marginally Helpful: 3
   - Not Helpful: 2

5. There are sufficient number of field placements to provide choices extremely very marginally not sufficient.
   - Extremely Sufficient: 5
   - Very Sufficient: 4
   - Marginally Sufficient: 3
   - Not Sufficient: 2

6. There are a sufficient variety of placement settings to provide choices extremely very marginally not sufficient.
   - Extremely Sufficient: 5
   - Very Sufficient: 4
   - Marginally Sufficient: 3
   - Not Sufficient: 2

7. The Field Education Director prepared me for the placement interview extremely very marginally not prepared.
   - Extremely Prepared: 5
   - Very Prepared: 4
   - Marginally Prepared: 3
   - Not Prepared: 2

Field Liaison Section

1. The field liaison met with me and my field instructor at least three times during the semester.
   Yes  No (If no, how often did the field liaison meet with you and your field instructor?)

2. The field liaison met with me or my field instructor or both of us when a problem was brought to his/her attention.
   Yes  No (If no, what, if anything did the field liaison do concerning the problem?)

________________________________________________________________________
________________________________________________________________________
3. The field liaison listened to my concerns about field
   Yes       No (If no, what did the field liaison do?)

4. The field liaison was helpful in working out my concerns/problems in field.
   Extremely Helpful    Very Helpful    Somewhat Helpful    Not Helpful
   5       4       3       2       1

5. The field liaison handled my field concerns/problems fairly.
   Extremely Fair    Very Fair    Somewhat Fair    Not Fair
   5       4       3       2       1

6. The field liaison dealt with my field concerns/problems adequately.
   Extremely Adequate    Very Adequate    Somewhat Adequate    Not Adequate
   5       4       3       2       1

7. The field liaison is available to discuss field concerns/problems/joys with.
   Extremely Available    Very Available    Somewhat Available    Not Adequate
   5       4       3       2       1

8. The field liaison is approachable.
   Extremely Approachable    Very Approachable    Somewhat Approachable    Not Approachable
   5       4       3       2       1

9. The field liaison visits with me and my field instructor are beneficial.
   Extremely Beneficial    Very Beneficial    Somewhat Beneficial    Not Beneficial
   5       4       3       2       1

If the visits were only somewhat or not beneficial what could have been done to make them more beneficial?
Appendix V

FIELD INSTRUCTOR EVALUATION OF FIELD EDUCATION DIRECTOR

1. The field coordinator provides opportunity for field instructors to engage in educational experiences that contribute to the field instructor's professional growth.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

2. The field coordinator maintains adequate/appropriate contact with the field instructor.

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<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
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</thead>
<tbody>
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</table>

3. The field coordinator defines the responsibilities and expectations of the field instructor.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
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<tbody>
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<td>2</td>
<td>3</td>
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</tbody>
</table>

4. The field coordinator seeks the field instructors input about the field program.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
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</tbody>
</table>

5. The field coordinator seeks the field instructor's input about his/her performance.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
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<td>3</td>
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</tbody>
</table>

6. The field coordinator is accessible to field instructors.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

7. The field coordinator keeps field instructors informed of relevant information pertaining to the field program.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

8. The field coordinator facilitates resolution of problems field instructors express concerning the field program.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

9. The field coordinator is responsive to the field instructor's expressed concerns regarding the field coordinator's performance.

<table>
<thead>
<tr>
<th>Totally Disagree</th>
<th>Somewhat Agree</th>
<th>Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
10. What suggestions would you make for improving the field program?

11. List and briefly describe the field education director’s strengths as a field coordinator.

12. List and briefly describe the field education director’s limitations as a field director.

Appendix W

* Please make a copy for use.  
Retain this as a Master Copy.

FIELD INCIDENT REPORT

Person submitting report ____________________________________________

Date of incident __________________________________________________

Date of report ____________________________________________________

Persons involved in incident _________________________________________

Description of incident (what led up to the situation and what occurred during the incident)

Nature of injury

Action taken
Appendix X

AFFILIATION AGREEMENT

For

B.A.S.W/B.S.S.W PRACTICUM STUDENTS

of

Union College

THIS AGREEMENT, made this _____ day of __________, 20___, is between Union College, hereinafter referred to as the “College”, and the (______________________________________), hereinafter referred to as the “Agency”.

WHEREAS, the purpose of this Agreement is to provide a supervised training opportunity to practicum students of the Social Work Program of the College, which will assist in meeting the requirements of the Bachelor of Arts in Social Work (B.A.S.W) or the Bachelor of Science in Social Work (B.S.S.W) degrees, and will provide for a minimum of 450 hours per academic semester of supervised field learning experiences by each student.
THEREFORE, in consideration of the mutual advantages occurring to the parties hereto, they hereby covenant and agree with each other as follows:

I. GENERAL

A. Up to ________ social work student affiliation position(s) shall be offered by the Agency to students at the College for a sixteen (16) week period of time, approximately 32 hours per week, in the Spring semester of the academic year; the total number of hours shall be at least 450.

B. Tasks and responsibilities assigned to the student shall begin with observation of Agency practices related to social work and shall increase in skill level to the point that they are professionally comparable, at the least, to those carried out by entry-level social workers at the Agency.

C. No student shall be denied consideration for the affiliation of the grounds of race, color, religion, national origin, gender, physical condition, or sexual orientation.

D. The beginning and finishing dates of the student's assignment shall be agreed upon mutually by the College and the Agency, and correspond to the academic calendar of the College.

E. The student may be compensated for any out-of-pocket expenses incurred on behalf of services to the Agency and its clients provided that such expenses are within the agency's guidelines. The provision of such compensation shall be determined within the first month of the practicum placement.

F. Field instructors provided by agency and the practicum coordinator of the college will collaborate in developing methods of instruction to implement the objectives of the practicum as stated in the course syllabus. The instructors will provide regular supervisory conferences with the students on at least a weekly basis and will be responsible for written evaluations of the students' progress at the end of the practicum. Grades will be assigned by the college director of field education in consultation with the agency and the student.

II. AGENCY

A. The agency shall determine the number of students which it is prepared to accept at any given time and shall have the opportunity to interview students recommended by the college to determine their suitability for a field practicum experience in the agency.
B. The Agency will provide supervision by an employee holding either a graduate degree in social work or a bachelors degree in social work followed by at least two years social work practice. In the absence of such an employee, the faculty Field Liaison will arrange for supplementary supervision to be provided by a professional with a graduate or undergraduate degree in social work, which person may be the liaison.

C. The Agency will provide the student with:

1. a thorough orientation to administrative policies, standards, procedures, and practices.
2. flexibility and variety in its service and its use of service delivery methods to enable the student to develop an understanding of the generic components of social work practice.
3. structured learning experiences consistent with the curriculum to include early and regular contact with consumers of the Agency’s services.
4. opportunities to gain experience in both verbal and written professional communication practices.
5. encouragement to attend and participate in agency meetings that include staff and program development and case conferences.
6. opportunities to gain a recognition of the communities network of social welfare services. Opportunities and responsibilities for communication with related agencies shall be included, as well as activities which facilitate the student’s perception of the Agency and its program in light of “total community need.”
7. a concept of professional social work identity and practice, which shall be conveyed through the provision of opportunities and models for testing and developing professional attitudes, knowledge, and skills, and through the professional role-modeling of Agency staff.
8. appropriate staff privileges, i.e., office space, supplies, secretarial support, use of a telephone, and access to the Agency’s library.

D. The agency will retain full responsibility for its clients and/or patients and will maintain administrative and professional supervision of the students insofar as their presence affects the operation of the agency and/or the direct or indirect provision of services to its clients and/or patients.

E. The agency shall be responsible for arranging immediate care in case of accident or illness of the student but is not responsible for the costs involved, follow-up care, or hospitalization.
III. **COLLEGE**

A. The College shall provide a faculty liaison to coordinate the operation of the social work practicum. This liaison shall be the primary link between the Agency and the College.

B. The College shall provide necessary information regarding the qualifications of the student(s) applying for the affiliation.

C. The College, through the liaison, shall provide recommendations for the students’ professional activities within the Agency, forms for evaluation of the students, and contact with the Agency on a regular basis.

D. The College will make every attempt to assure that courses usually taken by the students during their practicum semester are scheduled in such a way to permit thirty-two (32) hours per week of experience with the Agency.

E. The College shall provide the designated Agency supervisors with library cards allowing them to use the Weeks-Townsend Memorial library during the academic years in which they are supervising B.A.S.W/B.S.S.W students.

IV. **STUDENT SELECTION AND RETENTION**

A. Necessary qualifications of eligibility for the affiliation shall be agreed upon mutually between the College and Agency.

B. Selection of the student shall be by mutual agreement of the Agency and the College.

C. Retention of the student shall be by mutual agreement of the Agency and the College. The Agency can terminate the student if her/his performance does not meet acceptable professional standards or is not in accordance with its policies. Prior to this termination, beginning at the point at which significant performance problems are noted, there shall be joint consultation between the Agency and the College liaison regarding the action to be taken with regard to the student;
appropriate prompt and progressive discipline is expected. The College may terminate the placement if the student is not receiving professional experiences and/or supervision appropriate to the program's and/or the student's needs.

D. It is expected at all times that the student will provide services to the Agency, its staff, clients, and other agencies with which it is linked in a thoroughly professional manner as prescribed by the [Code of Ethics] of the National Association of Social Workers.

V. LIABILITY

A. The parties agree that each party to this agreement shall be responsible for its own liability with respect to any and all claims, demands, and suits of any kind arising out of its negligent acts or omissions occurring in the performance of this agreement.

B. The College does hereby agree to indemnify and hold harmless the Agency, its employees and/or representatives, from any and all acts, omissions, errors or causes of action of any kind or description arising from activities created by this agreement.

C. The Agency does hereby agree to indemnify and hold harmless the College, its employees, students or representatives, from any and all acts, omissions, errors or causes of action of any kind or description arising from activities created by this agreement.

D. The student, while at the Agency, shall be covered for professional liability with limits of not less than $1,000,000/$3,000,000.

VI. CONFIDENTIALITY

Appropriate professional confidentiality shall be maintained among and regarding the following parties: Agency, College, student, and clients. Agency and Social Work Program guidelines shall be consulted to determine the boundaries of appropriateness. The Agency and College shall have access to pertinent information concerning students that the Agency is considering for placement and/or who are assigned to the Agency. This will include information that can reasonably be expected to impact the student's work/contact with clients, such as student's academic needs, criminal records, drug test results, etc.

VII. TERMS OF AGREEMENT
A. This Agreement shall continue and be binding upon the parties hereto throughout the specified academic year unless terminated as provided herein.

B. Either party may withdraw from this Agreement by providing notice in writing to the other party of its intention to withdraw from this Agreement, whereupon withdrawal shall be effective at the expiration of the then current student assignment.

C. Notice of withdrawal from, or termination of, this Agreement shall be made in writing of the Field Education Director/Agency Director of the other party.

D. The parties may, at any time, terminate this agreement by mutual consent.

E. It is understood between the College and the Agency that there is to be no exchange of monies between the Agency and the College in providing the program.

F. It is further understood that the students participating in this program shall not be construed as employees of the Agency or the College. Therefore, program participants are not eligible for coverage of workers' compensation or unemployment insurance.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first herein above written.

AGENCY:

BY: ________________________________

TITLE: _______________________________

DATE: ______________________________

UNION COLLEGE

BY: ________________________________

TITLE: _______________________________

DATE: ______________________________
Appendix Y

CSWE PREAMBLE
Social work practice promotes human well being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY & ACCREDITATION
1. Educational Policy
The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:
- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
• Program renewal
• Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation
CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY
1. PURPOSES
1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2. Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.
- Preparing social workers to evaluate the processes and effectiveness of practice

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives. Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives
Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant
to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.
4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives
1. 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.
2.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
2.2 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.
2.3 Admits only those students who have met the program’s specified criteria for field education.
2.4 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.
2.5 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.
2.6 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
2.7 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.
3.1 The social work faculty members define program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.2 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.
3.3 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.
3.4 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.

3.5 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.

3.6 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.

3.7 The social work program has sufficient resources to achieve program goals and objectives.

3.8 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.9 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.

3.10 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.

3.11 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.12 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.

4.3 The baccalaureate social work program has a minimum of two full-time faculty with master’s social work degrees from a CSWE-accredited program, with fulltime appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

4.4 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.

4.5 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 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
5.2 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 The program has written policies and procedures concerning the transfer of credits.
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.

**PROGRAM CHANGES**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

**NASW CODE OF ETHICS**

**Summary of Major Principles**

**I. The Social Worker's Conduct and Comportment as a Social Worker**

A. **Propriety.** The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.

B. **Competence and Professional Development.** The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

C. **Service.** The social worker should regard as primary the service obligation of the social work profession.

D. **Integrity.** The social worker should act in accordance with the highest standards of professional integrity.

E. **Scholarship and Research.** The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

**II. The Social Worker’s Ethical Responsibility to Clients**

F. **Primacy of Clients' Interests.** The social worker's primary responsibility is to clients.

G. **Rights and Prerogatives of Clients.** The social worker should make every effort to foster maximum self-determination on the part of clients.

H. **Confidentiality and Privacy.** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

I. **Fees.** When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

**III. The Social Worker's Ethical Responsibility to Colleagues**

J. **Respect, Fairness, and Courtesy.** The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

K. **Dealing with Colleagues' Clients.** The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

**IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations**

L. **Commitments to Employing Organizations.** The social worker should adhere to commitments made to the employing organizations.
V. The Social Worker's Ethical Responsibility to the Social Work Profession
M. Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
N. Community Service. The social worker should assist the profession in making social services available to the general public.
O. Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

VI. The Social Worker's Ethical Responsibility to Society
P. Promoting the General Welfare. The social worker should promote the general welfare of society.

Appendix Z
Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
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 meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the
environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

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

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

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Ethical Standards**

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

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

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

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

   1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional
relationship based, when appropriate, on valid informed consent.
Social workers should use clear and understandable language to inform clients of the purpose of
the services, risks related to the services, limits to services because of the requirements of a third-
party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent,
and the time frame covered by the consent. Social workers should provide clients with an
opportunity to ask questions.
(b) In instances when clients are not literate or have difficulty understanding the primary
language used in the practice setting, social workers should take steps to ensure clients’
comprehension. This may include providing clients with a detailed verbal explanation or
arranging for a qualified interpreter or translator whenever possible.
(c) In instances when clients lack the capacity to provide informed consent, social workers
should protect clients’ interests by seeking permission from an appropriate third party, informing
clients consistent with the clients’ level of understanding. In such instances social workers
should seek to ensure that the third party acts in a manner consistent with clients’ wishes and
interests. Social workers should take reasonable steps to enhance such clients’ ability to give
informed consent.
(d) In instances when clients are receiving services involuntarily, social workers should provide
information about the nature and extent of services and about the extent of clients’ right to refuse
service.
(e) Social workers 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 potential conflict of interest arises take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

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

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

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

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person 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 workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for 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 circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues
2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, 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 well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

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

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

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.
2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

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

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

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

3. Social Workers’ Ethical Responsibilities in Practice Settings
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in whom 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.
If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

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

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

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

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

4. Social Workers’ Ethical Responsibilities as Professionals

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

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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, psycho social 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, psycho social distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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