

THE UNIVERSITY of
TENNESSEE



College of Social Work

**M.S.S.W.
Field Practice
Manual**

2009 - 2010

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MASTERS SOCIAL WORK EDUCATION AT THE UNIVERSITY OF TENNESSEE

I. PROGRAM MISSION & GOALS

The University of Tennessee College of Social Work provides an M.S.S.W. education program that will benefit the residents of the state. The program's mission is to educate students for culturally relevant and ethically sound social work practice within a changing global context affecting social work practice. Sensitivity to the personal, social, economic and political needs of vulnerable, high-risk populations is emphasized within a person and environment context. In accordance with professional social work's ethical code and values, importance is placed on client empowerment, individual and political advocacy for greater social and economic justice, and challenging the oppression of diverse and vulnerable populations. Both the creation and dissemination of evidence based knowledge are held to be essential. Critical thinking skills and the ability to evaluate social work knowledge to guide practice as well as the ability to evaluate one's own social work practice are emphasized. Student development of a positive professional identification and appreciation of the professional role is fostered to effectively engage, assess and intervene with individuals, families, groups, organizations and communities.

The M.S.S.W. program goals are as follows:

1. Graduates will apply advanced critical thinking skills in collaboration with and on behalf of individuals, families, groups, organizations, communities and societies;
2. Graduates will practice in accordance with social work values and ethics;
3. Graduates will practice in a culturally affirming manner that promotes social and economic justice with diverse populations as expressed through age, class, culture, disability, ethnicity, family structure, gender, relational status, national origin, race, religion and sexual orientation.
4. Graduates will evaluate, synthesize and apply the best available knowledge, and skills for practice in collaboration with and on behalf of individuals, families, groups, organizations, communities, and societies.

Programs Offered

Students are admitted to either the full-time, extended study, or advanced standing program. Application for admission to all programs is completed through the regular admissions process. The admissions and degree requirements are the same for the full-time and extended study programs.

Advanced Standing Program. Advanced standing students complete the program (36 semester hours) in three (3) semesters of full-time study beginning in the summer term.

Full-time Program. The full-time program begins in the fall semester. Students complete the full-time program (60 semester hours) in two years, or four (4) semesters of full-time study. They complete the foundation curriculum during the first year and begin the

concentration curriculum during the second session of the Spring semester of the first year.

Extended Study Program. The extended study program (60 semester hours) allows students to complete the M.S.S.W. degree in three or four years depending on individual needs. The program begins in the fall semester. Students generally take two years to complete the foundation curriculum and one or two years to complete the concentration curriculum. The foundation curriculum must be completed before beginning the concentration curriculum.

Distance Education Program. The distance education program through the college is a new online delivery of the MSSW degree and accepted its first cohort in the fall of 2008. The program is designed to accommodate students who work and hold obligations that prohibit attendance of courses through a traditional MSSW program. The program is part time for advanced standing and extended study for students enrolled at the Nashville campus. Field sites are secured within the student's geographical location.

All students are expected to develop their plan of study with their major professor. This will ensure that the recommended sequence of courses is followed, that adequate field practice plans are made, and that, to the extent possible, the course of study takes into account the student's interests and career plans.

Foundation Curriculum. The foundation curriculum for full-time and extended study students consists of 19 credit hours of course work and 6 credit hours of field instruction. It is completed by full-time students during the first year of study and by extended study students during the first two years of study.

The foundation curriculum contributes to the process of professional identification and provides a comprehensive base of theory, knowledge, and skills for students entering either concentration area so that they may operate in the future as practitioners, supervisors, managers, planners, and program developers.

The M.S.S.W. foundation curriculum is comprised of the following courses:

SW 510 Social Welfare Policies & Programs (2 cr)

SW 512 Social, Economic & Political Environments (2 cr)

SW 513 Lifespan & Neurophysiologic Development in a Cultural, Ecological, & Transactional Framework (4 cr)

SW 517 Diversity, Social & Economic Justice & Oppression (2 cr)

SW 519 Foundation Research (3 cr)

SW 522 Introduction to Practice (4 cr)

SW 538 Social Work Practice with At-Risk Populations (2 cr)

SW 542, 544 Foundation Field Practice and Seminar (6 cr)

Total 25 hrs

Concentration Curriculum. Upon completion of the foundation coursework, all students take three concentration courses. Full-time students take these three courses in the second half of the spring semester of their first year. Extended study students may take them in the spring or summer. Advanced standing students take these three courses upon admission during the summer. The three concentration courses required for all students are:

SW 520 Foundations of Evidence-based Practice (1 cr)

SW 537 Introduction to Psychopathology and Social Work Practice (2 cr)

SW 539 Leadership Skills and Knowledge for Advanced Social Work Practice (2 cr)

Students must select a concentration in either Evidence-Based Interpersonal Practice (EBIP) or Evidence-Based Practice Across Systems (EBPAS). The concentration curriculum consists of 12 credit hours of field instruction and a minimum of 23 credit hours of course work.

Evidence-Based Interpersonal Practice prepares students for professional social work practice with individuals, groups, and families. The goal of the concentration is to utilize evidence-based practices for the restoration, maintenance, and promotion of social functioning. Change objectives focus on the transactional relationships between individuals, groups, and families and their social environment.

The EBIP Concentration prepares students for ethically informed direct practice with diverse populations. Students develop competencies in advanced assessment, relationship building/enhancement, application of goal-oriented and evidence-based interventions, evaluation of practice, and life-long professional development. Potential areas of practice include mental health, child welfare, substance abuse, health care, and other settings providing services to populations at risk.

The concentration requirements are as follows:

- SW 560 Evidence-based Interpersonal Practice with Groups (3 cr)
- SW 562 Evidence-based Interpersonal Practice with Adult Individuals (3 cr)
- SW 563 Systematic Planning & Evaluation for Interpersonal Practice (3 cr)
- SW 586 Concentration Field (12 cr)
- SW electives (6 cr)

Each student selects one from the following selective courses:

- SW 570 Evidence-based Practice With Families (3 cr)
- SW 571 Evidence-based Practice with Children and Adolescents (3 cr)
- SW 572 Evidence-based Practice with Older Adults (3 cr)

Total 35 hrs

Evidence-Based Practice Across Systems (EBPAS) is a population-focused concentration, based on the underlying principle of social and economic justice and of vertically and horizontally integrated practice. The goal of this concentration is to produce social workers who are critical thinkers in ethically-sound, systemic, skill-based, evidence-based practice including activities such as, but not limited to, short-term interventions, planning, organizing, coordinating, developing, and evaluating direct and indirect interventions for targeted at-risk populations, clients, and client systems, and the use of information technology.

The knowledge, skills, and competencies acquired by students in this concentration produce practitioners who are prepared to work as professionals on trans-disciplinary teams and in interdisciplinary settings to deliver, develop, manage and evaluate programs and direct services, acquire funding, write grants, analyze and advocate for policy change in political systems and organizations both within and outside the United States.

The concentration requirements are as follows:

- SW 545 Evidence-based Resource Development Practice Across Systems (3 cr)
 - SW 546 Evidence-based Social & Economic Development (3 cr)
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- SW 548 Advanced Policy Practice (2 cr)
- SW 549 Evaluative Research (3 cr)
- SW 586 Concentration Field (12 cr)
- SW 570, 571, or 572 (3 cr) (See Above)
- SW Electives (4 cr)

Total **35 hrs**

Electives for the Concentrations. Elective courses complete the professional curriculum course work. Selection of electives is made in conjunction with the major professor's approval.

The available elective courses may vary among campuses. All courses are not offered every semester or year. Therefore, students should check the current schedule for the availability of a particular course.

II. FIELD PRACTICE

Educational Philosophy and Approach.

As articulated by the Council on Social Work Education, The College of Social Work affirms the signature pedagogy of its discipline is field education. “It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice” (Council on Social Work Education, Educational Policy 2.3).

The educational philosophy underlying field practice is a blend of the idealism and pragmatism that is characteristic of the profession. Within a framework of social work values and knowledge, the student in the practicum will test out theory, develop skills and demonstrate competencies, learn to evaluate his/her own performance, and prepare for autonomous practice. The student will also learn how to contribute to the provision of humane and equitable social services, to the development of professional knowledge, and to the creation of a more just society. The college considers the field placement agency both as the arena in which practice is carried out and as a valuable source of learning for the student. Through interaction with agency staff, service to clients, and exposure to the structure and policies of a segment of the social welfare system, the student learns from the agency and, in turn, contributes to its programs. The agency field instructor is a professional colleague entrusted by the college with the task of enabling the student to apply and integrate knowledge. The college is responsible for providing the field instructor with the academic resources and consultation to implement this task.

The college is able to provide a wide variety of field experiences for students throughout the state and surrounding areas because of its state-wide presence. Further, field opportunities are available internationally. Field sites are available in large to mid-size urban areas as well as smaller communities or in very isolated rural areas. Opportunities to work with diverse populations are abundant. Populations served include: African Americans, Cherokee and other Native Americans, Appalachian Mountain residents, refugees from Asia and Eastern Europe, and an increasing number of Hispanic immigrants. The College works closely with field placement agencies and field instructors to give each student a quality field experience. For the commuting student, every effort is made to locate or develop field sites in the community/state where the student resides and plans to practice upon graduation.

In summary, the field practicum provides an arena for students to apply and integrate the knowledge, values, and skills learned in the classroom to a real agency setting. It enables students to develop a greater respect for diversity, apply theoretical knowledge to their practice with populations at risk, use critical thinking skills as they struggle with complex practice and ethical problems, and demonstrate the use of self in the professional role. This structured and supervised practice setting allows students to develop the competencies needed for generalist and specialized advanced practice.

To the fullest extent possible, the college considers the student an adult learner, capable of

participating in the design of learning experiences that will meet the college's educational objectives and the student's own career goals. Thus, the field practicum is the result of a dynamic four-way interaction of college, agency, field instructor, and student.

Foundation Practicum. The foundation practicum both semesters consists of a field practicum and a seminar. The field seminar meets for the duration of the semester and provides students necessary skills, competencies and knowledge for functioning within an agency. The seminar includes topics such as interviewing skills, professional relationships, safety in social work, making the most of supervision, legal and ethical issues, cultural competency, and self care. The seminar provides a safe arena where students can share their initial fears, impressions, and experiences with each other. This process facilitates students' adjustment to field and normalizes some of the feelings that occur when new experiences are undertaken.

The foundation practicum is generally scheduled for two full days each week during the fall and spring semesters. Field seminar starts at the beginning of the fall semester, and students commence their agency practicum experience around October 1. During the fall semester, students in foundation field complete 128 agency hours and 39 seminar hours. Students return to their foundation field agency placement at the start of the spring semester and complete 224 agency hours and 10 seminar hours in the spring. The total number of clock hours for foundation field is 401 hours, a total of 49 seminar hours and 352 agency hours.

Foundation field placements are selected through a joint process involving the student, the field coordinator, and personnel from potential internship sites. These first placements are designed to provide students with supervised generalist practice experience, which is consistent with the generalist knowledge and skill development education experience they receive in the classroom. Accordingly, students' experiences are planned and designed to address specific foundation educational competencies.

Concentration Practicum. Students may begin the concentration practicum in either EBIP or EBPAS after they have completed the foundation curriculum. Students begin the concentration practicum in the fall after completion of all foundation course work. Students are in concentration field practice three days a week (24 clock hours) for two semesters and receive twelve credit hours. Students must complete a total of 672 hours in concentration field or 336 per semester on a full-time basis. In most cases, second year students complete their concentration field practice in two semesters, fall and spring. On occasion, students request the option to extend field over three or four semesters. They must consult with the major professor and seek the approval of the field coordinator. The following criteria are used in making the determination to extend field practice:

- The student has a circumstance that makes completing the number of hours in two semesters very difficult.
 - A field placement is available that enables the student to meet the learning competencies of the concentration practicum and that can accommodate the specific scheduling needs
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of the student. The field instructor must be willing to allow the student to extend the placement over three or four semesters.

- There are sufficient resources to provide consultation over the additional semester.
- The agency or field instructor strongly prefers the student to extend the placement over three or four semesters given the nature of the field assignments.

Advanced Standing Program

Advanced standing students begin concentration field practice in the fall semester. They are required to fulfill all requirements for concentration field in their chosen concentration. Full time students are in the same field placement for two semesters for three days a week. Part-time advanced standing students may extend their placements over three or four semesters according to the criteria listed above.

Policies for the Selection of Field Agencies

The field coordinator is administratively responsible for identifying, developing, approving and maintaining field practice settings for the MSSW program. The field coordinator is expected to continuously engage with faculty, field liaisons, students, and community practitioners regarding the identification of potential field sites. The field coordinator is also expected to identify the types of settings that are needed to provide an adequate number and variety of placements to serve student needs and interests. It is the policy of the MSSW program to give preference to placement in not-for-profit organizations that serve diverse, at risk populations. However, the policy allows for approval of for-profit settings that meet all criteria listed below and provide a specific educational opportunity for students. An example is substance abuse treatment which is dominated in certain geographic areas by for-profit organizations. Field practice sites are continuously re-evaluated as new information or changes in agency circumstances arise. Feedback from students and field liaisons is a necessary and essential ingredient in the selection, re-evaluation and retention of quality practicum sites. A field practicum site is no longer used when information indicates that the setting no longer meets selection criteria.

Criteria For The Selection of Field Agencies

The following criteria are used for field agency selection:

1. The agency's mission is consistent with the values and ethics of the social work profession.
2. Learning experiences available to students are consistent with the required competencies and practice behaviors of the foundation and/or concentration field courses.
3. A variety of learning experiences appropriate for MSSW students is available.
4. The agency is able to provide a field instructor who holds an MSSW degree from a CSWE-accredited program with two years of post-master's experience.
5. The field instructor is able to meet with the student at least one hour per week for supervision.
6. The field instructor is willing to work with the student and the field liaison in a cooperative manner to clearly identify student learning needs and develop assignments to facilitate the student's educationally directed field experience.
7. The agency is able to provide the student with the necessary physical resources for the learning experiences, e.g., office space and supplies, travel reimbursements, etc.

Procedures For The Selection of Agencies

The field coordinator identifies prospective field settings through contacts with faculty, students, field liaisons, and community practitioners. The field coordinator then contacts prospective field agencies to determine whether they are interested in affiliation with the College to provide field placements. If the organization is open to considering this, the field coordinator arranges a site visit and also collects information regarding the agency through the website and community contacts to determine whether the organization meets the specified criteria listed above. Finally, an affiliation agreement/contract specifying mutual obligations of the field setting and the MSSW Program must be agreed-upon and signed by the agency administrator, the field coordinator, the associate dean, and the university vice chancellor for finance and administration.

Agencies are selected to become foundation and/or concentration field sites depending upon the kinds of educational experiences that are available and the qualifications of available field instructors.

This determination is made in the selection process after thoughtful consideration of:

1. The congruence of the agency's mission with respect to foundation and/or concentration field and curriculum learning competencies.
2. The field instructor's qualifications, specialized training, and preference for providing supervision for the foundation or one of the concentrations.
3. The availability of learning experiences that fit the unique learning needs of the student and the competencies of the practicum.
4. The available knowledge from other sources, e.g., students, faculty, and community practitioners, regarding learning opportunities at this agency.

Some agencies are able to provide field experiences at all levels of education. When feedback from students, field liaisons, or field instructors indicates a particular placement site should be changed from foundation or from one to the other concentration, or if the site may serve in all areas, the field coordinator re-evaluates the site.

Criteria for Selection Of Field Instructors

The College of Social Work values tremendously the work of the field instructor. Field instructors in the MSSW program have a master's degree in social work and at least two years of post master's experience. Persons serving as field instructors are expected to have achieved recognition for their skills and be committed to the education of students. Previous supervisory or teaching experience is desirable. Field instructors must be committed to providing an educationally directed field experience for their students and have flexibility in their work schedule to devote adequate time to their students' practicum experience. The field coordinator is responsible for screening and selecting all field instructors. Input is solicited from faculty, students, and community practitioners. The college has a large pool of alumni who are well known to faculty and this facilitates the screening process.

The following criteria serve as guidelines in screening of field practicum instructors:

1. The field instructor has an MSSW and two years post master's practice experience. Supervisory and/or teaching experience is preferred.
 2. The field instructor must be committed to master's level social work education and be willing to supervise students with diverse learning needs.
 3. The field instructor must be available to the student while in placement and able to devote adequate time for supervision. At minimum, the student must receive
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one hour of supervision per week.

4. The field instructor must be willing to work cooperatively with agency staff, faculty, field liaisons, and the college to ensure a successful placement experience.
5. The field instructor must be willing to complete the field instructor certification training program. Field instructor certification will be offered annually.

If a student is placed in an agency program that meets all other criteria, but does not have an MSSW staff person in the program, a qualified task instructor may be selected to provide daily guidance and general oversight as long as a qualified MSSW field instructor is available to provide weekly supervision and oversight of the student's educational experience. This may be an MSSW practitioner who is working in another program of the agency and is available to provide the weekly one hour of social work supervision and will work with the task instructor to identify/create appropriate educational tasks and assignments. If an MSSW staff person is not available within the agency, the agency may locate an MSSW practitioner in the community who is willing to serve as field instructor and who meets the above criteria for field practicum instructors. This supervision can be done on a pro bono basis or the agency may pay for the supervision time. If other arrangements are made for supervision, the arrangement should be clearly identified for the student, task instructor, agency and the College.

In rare circumstances, exceptions to the college's requirement for field instructors to have a social work degree may be considered. This may occur when a practitioner possesses special expertise in an area that relates to the field competencies and to a student's practice interest/career goal, and no MSSW is available to provide field instruction. The practitioner must attend field instructor training to learn about social work education and the MSSW curriculum. She or he must also learn about and adhere to the NASW Code of Ethics. The field liaison to this site must be willing to provide extra oversight to the practicum including additional support to the student and field instructor. The field liaison needs to ensure that a social work focus and identification are sustained. When considering the request for this exception, the following issues are addressed: the student's current learning needs; the qualifications of the field instructor; the agency and its services; and the availability of additional time for the field liaison. Requests for an exception are approved by the field coordinator.

Field Instructor Orientation

Prospective field instructors receive an overview of the field practicum, information about the field instructor certification training, and the curriculum from the field coordinator at the initial contact. Whenever possible, new field instructors attend Field Instructor Certification Training prior to commencing work with a student. If this is not possible, the field coordinator meets with the new field instructor individually to provide an orientation to the roles and responsibilities of

the field instructor, additional information about the curriculum, and instruction on how to use the learning plan and evaluation tools. In addition, information is available about the curriculum, course sequencing and course content in the Field Practice Manual.

Field Instructor Training

The field instructor is central to a successful placement experience for students and every effort is made to identify, train, and nurture qualified field instructors. Field instructors are equipped and encouraged to think and act as educators as well as practitioners and supervisors. In fall 1999, the college initiated a field instructor certification training program to enhance the knowledge and skills of field instructors in their role as educators. The certification training involves a three module program that consists of content in the following areas: student orientation to field, adult learning and teaching strategies, evaluating students, diversity and pluralism in field instruction, the inter-relationships among curricular areas and among courses, legal and ethical issues, dealing with difficult students, personal safety risk management, evidence based practice and critical thinking. All modules must be completed prior to becoming certified. Field instructor certification is offered annually. Each year one or more additional training sessions are offered to field instructors. Topics have included ethics, diversity, neuroscience, and evidence-based practice. Field instructors receive contact hours for the training. The Field Coordinators also make themselves available to conduct orientation and training at the field site when necessary or requested by a particular agency.

Agency Agreements

Formal, written agreements are used with all field placement agencies to delineate the roles and responsibilities of the college, the field agency, and the student. Essentially, the agreement indicates the college, the agency, and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are on file in the college (See Appendix II). A signed copy is also provided for the agency file.

III. ROLES AND RESPONSIBILITIES IN THE FIELD PRACTICUM

To insure a quality field practicum, it is essential that key persons involved in the practicum understand the complexity of their roles and work in cooperation with one another. The following section delineates the roles and responsibilities of those key persons.

Field Coordinator

The field coordinator is administratively responsible for the oversight of the field practicum and its congruence with the overall MSSW curriculum. This responsibility includes the development and revision of all practicum materials as well as the recruitment and training of field instructors. In addition, the field coordinator carries responsibility for the effective and efficient coordination of all field practicum activities involving faculty, field liaisons, students, and agencies. Specifically, the field coordinator's responsibilities are to:

1. Identify, develop, and maintain field agencies and field instructors.
 2. Assign students to placements.
 3. Serve as field liaison for various field sites as needed.
 4. Train field liaisons regarding consultation responsibilities.
 5. Maintain efficient reporting systems and records of field practice activities.
 6. Confer with the liaison when a student's performance is below expectations and/or when a grade of "No Credit" is anticipated.
 7. Participate in the preparation and maintenance of a current field practice manual and other materials which have an educational value for field instructors.
 8. Develop and deliver certification training program for field instructors and other training as needed.
 9. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
 10. Provide an orientation to the field practicum for all incoming students.
 11. Plan, deliver or coordinate personal safety training for students.
 12. Conduct periodic evaluations of practicum methodology and outcomes and initiate
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appropriate changes.

13. Coordinate and/or deliver the field seminar for foundation students.
14. Assign student grades upon review of student competency evaluations and with recommendation from the field liaison.

Field Liaison

The field liaison serves as liaison between the agency and the College. The liaison acts as an educational consultant for the field instructor and, when necessary, provides a mediating or problem-solving function in the student's field education. The liaison's responsibilities are to:

1. Maintain ongoing contacts with the field instructor via telephone and through agency visits at least once per semester. Both the field instructor and the student need to be present for the site visit.
2. Complete and submit field liaison report forms within two weeks of a visit.
3. Meet with the student at the agency visit to discuss the placement and be available to the student if problems arise.
4. Assist the field instructor in the designing of learning experiences for the student and consult with/advise the field instructor regarding the student's learning needs.
5. Provide the field instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field practice assignments.
6. Recommend the grade after consultation with the field instructor.
7. Report to the field coordinator each semester on the progress of the student in placement and any problems encountered.
8. Contribute ideas for innovation and upgrading of the field practicum and for expansion into new agencies and practice fields.
9. Assess the quality of placement experiences and make recommendations to the field coordinator about retention of agency placement sites.

The field liaison also plays a key role in college-agency interchange. Field liaisons should be alert to opportunities that may exist beyond the routine responsibilities, including joint college/agency projects, grant-writing, teaching, research, development of student stipends, and recruitment.

Field Instructor

The field instructor has the primary responsibility for the student's education in the field practicum. The field instructor is an educator and a role model who demonstrates professional skills and behaviors and guides the student in the learning and integration of social work knowledge, values, and skills. The field instructor:

1. Selects and makes appropriate assignments that take into consideration as much as possible the student's past experience, learning styles, career goals, unique learning needs and the program's educational competencies.
 2. Provides an orientation to the agency.
 3. Informs relevant agency staff about the MSSW program and the student's role in the agency.
 4. Develops the student's learning plan after receiving input from the student and field liaison, as needed.
 5. Meets at least one hour each week with the student for an educationally focused conference and supervision.
 6. Reviews and signs student field practicum timesheet.
 7. Contacts the field liaison, if necessary, and participates in regularly held semester conferences with the liaison and student.
 8. Assesses the student's progress on a regular basis and completes all evaluation instruments in a timely manner.
 9. Participates in field instructor certification training and in other opportunities for college-agency exchange.
 10. Contributes knowledge and suggestions to the college for updating the field practicum and/or master's curriculum.
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Task Instructor

The term “task instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field instructor. The task instructor may provide direct daily supervision of the student’s learning activities. The task instructor does not replace the field instructor but is expected to be well informed of the college’s educational plan and understand his/her role in the student’s learning. The field instructor helps the student integrate the task instructor’s contribution into the overall educational experience.

Student

The student is an active adult learner with a commitment to and investment in preparation for a career in the profession of social work. The expectations for the knowledge, values, and skills that students must acquire in field practice are specified in detail in the College’s educational competencies later in this manual. Students are expected to:

1. Participate with the field instructor in examining the educational competencies and learning assignments for the field practicum.
 2. Demonstrate the professional use of supervision by preparing a written agenda for the weekly supervisory meeting, submitting written recordings and/or audio or video tapes in advance, taking the initiative by bringing and raising questions for discussion, and demonstrating the application of theoretical knowledge to practice.
 3. Participate actively in the agency staff meetings when in the field.
 4. Engage actively in the evaluation process by seeking ongoing feedback from the field instructor and participating in all formal evaluations.
 5. Use the NASW Code of Ethics as a guide in all practicum activities.
 6. Treat all information about agency clients in a confidential manner.
 7. Abide by agency policies regarding practice activities, dress codes, working hours, inclement weather, and attendance. Some agencies may have policies and norms that prohibit piercings and visible tattoos.
 8. Maintain accurate record of time on the field practicum timesheet.
 9. Report absences to the field instructor in advance when possible and make arrangements with the field instructor to make up any lost hours in a timely manner.
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10. Bring to the field instructor any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible.
11. Meet with the field liaison during each semester's visit to review progress and present any problems that may exist.
12. Transport self to and from the field practice agency.
13. Pay annual premium for professional liability insurance. Students are typically billed for their liability insurance by the bursar's office as a part of their semester fees. It must be paid before the field practicum starting date.
14. Complete the form, Student Evaluation of Field Practice, at the end of the placement.
15. Submit all required forms according to the designated schedule.

Student's Major Professor

Each entering student is assigned a major professor who is responsible for overseeing the student's progress. The major professor discusses the curriculum, helps the student plan a course of study, and is available to the student if problems arise. When the student enters concentration study, the current major professor will need to be reassigned if that professor does not teach in the student's concentration. If necessary, the major professor will assemble the student's academic committee to provide consultation in dealing with a serious problem that a particular student has encountered.

The major professor will be notified by the field coordinator when the student is doing less than satisfactory work in field. Students who experience problems in field practice may seek consultation from their major professor as well as from the field liaison. It is usually appropriate for both to be aware of problems in the field, which may or may not be related to other difficulties the student is having in academics or life situations.

IV. POLICIES AND PROCEDURES

The Placement Process

The field coordinator is responsible for initiating all contacts with agencies regarding student practicum and facilitates the placement process for all students. Foundation field placements are selected through a joint process involving the student, the field coordinator, and personnel from potential placement sites. Each student entering the foundation practicum completes a Foundation Practicum Planning Form, identifying practice interests, experiences, and needs. This information is used by the field coordinator to identify prospective placements for each student. The field coordinator communicates with each student by a combination of email, telephone, and/or in-person interviews to identify the foundation practicum sites that fit the student's interest and educational needs. This information is used in combination with email, telephone, and/or in-person conversations to determine the most appropriate foundation practicum. Interview(s) may be scheduled with field instructors depending upon field instructor preference, agency preferences and requirements, student needs, and time constraints. Given work and other responsibilities, some students may request a night/weekend practicum. Arrangement of these placements depends upon availability. The final selection of foundation placement is made jointly by the student, field instructor, and field coordinator.

The concentration field practicum addresses the competencies of the student's selected concentration. The concentration practicum provides supervision in a practice setting selected with attention to a student's academic needs, practice interests, and career goals. As with the foundation practicum, students actively participate with the field coordinator and potential agency field instructors to select their concentration placement site, but this process requires more intensive planning. Pre-practicum planning forms, interviews with the field coordinator, consultation with major professors and interviews with agency field instructors are all possible avenues of input for the student in the selection process. In addition, field agency fairs and events may be offered to enable students the opportunity to explore the options available to them. The final selection of concentration placement is made jointly by the student, the field instructor, and the field coordinator.

Although the field coordinator will make reasonable efforts to assist students in securing a practicum that meets their learning, transportation, and scheduling needs, it is significant to note that agencies participate with the college on a voluntary basis. Therefore, the college cannot guarantee a practicum in an agency unwilling to accept a student nor can the college require an agency to accept a student. Agencies reserve the right to deny practicum to a student based on a number of factors including, but not limited to, availability of night/weekend hours, availability of positions, and results of the interviewing process. Agencies will also make reasonable accommodations to students based on their particular interests and needs. It is the student's responsibility to adequately prepare for interviews and seek consultation from the field coordinator or major professors if locating or securing a practicum site becomes difficult.

Admission to Field

Students are admitted to the full-time, extended study, distance education or advanced standing program. Application for admissions to the program is completed through the regular admission programs process. All students admitted to the program are eligible for field. Students who have not been admitted to the program, have not completed prerequisite course work or are not enrolled in required co-requisite course work are not allowed to enroll in field education.

Full-time students are admitted to foundation field in the fall semester of their first year of study. Extended study students are admitted to foundation field in the fall semester of their second year of study. Students must complete Foundation Field I (SW 542) before progressing to Foundation Field II (SW 544). Students who are completing international or block placements as a part of their foundation field experience are required to complete the SW 542 seminar before entering a block or international placement (SW536).

Students completing the regular 2-year program on a full-time or extended study basis must complete foundation field (SW 542 and SW 544) before they are admitted to concentration field (SW 586). In addition, they must have completed all foundation academic courses (SW 510, 512, 513, 522, 517, 519, 538). Students who are admitted to the advanced standing program are admitted to concentration field (SW 586) in the fall semester after completion of SW 520, 537, 539, and 593 in the summer session.

Field Practicum with Stipends

- The field coordinator shall seek stipends from agencies that meet the criteria for field placements. Faculty, field liaisons, field instructors, community practitioners, and students can offer suggestions regarding agencies that may be amenable to offering stipends. The college cannot guarantee stipend availability to students in the program. The three sources of stipends are (1) employment, (2) agency and (3) faculty/other affiliated interest based. Generally, these sources are looking for social work interns who have a special interest in their missions or projects.
 - Faculty or other affiliated interests may offer stipends to students through the college and have the right/responsibility to determine the stipend amount and the recipient.
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Practicum In Employment Setting

Some students may be working in social service agencies and request a field practicum in their place of employment or former employment. The MSSW program may grant approval for students to complete practicum in their place of employment only under special circumstances and after careful consideration. The social service agency and the field instructor must meet the criteria for field agencies and field instructor as outlined in the field manual. The practicum assignment must be clearly educational rather than work related. The general principle is that the student's practicum assignments cannot replicate current or past work assignments. Further, if a student wants to pursue this option the following conditions have to be met:

1. The student must have been employed in an agency for at least one year prior to requesting a practicum at the work site.
 2. The field practicum must be in an entirely different program than where the student is or was employed.
 3. The student's work supervisor cannot be the field instructor.
 4. A person the student trained for an agency position cannot supervise the student.
 5. An MSSW practitioner, with two years of post-master's work experience, must provide on-site supervision and delegation of activities.
 6. The student must secure a letter from the agency indicating the agency's support of this plan along with a delineation of work hours and field hours. The letter must be signed by the student's current employment supervisor, the proposed field instructor and by an appropriate on site administrative staff person such as a program supervisor or executive director, and/or the human resources department director. Appropriate contact information should be provided.
 7. Field hours, activities, and supervision must be clearly delineated from work assignments.
 8. In the rarest of circumstances may both of the student's two placements be
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in the student's place of employment.

9. The agency shall allocate at least one hour per week for formal individual practicum supervision related to the student's field assignments.
10. The coordinator of field services must approve of the written plan.

Steps to obtain approval for plan to use place of employment as field site:

1. The student must notify the field coordinator of intent to submit the plan.
 2. The student must write a plan that outlines the following:
 - a. The name of current supervisor.
 - b. The name and credentials of proposed field instructor
 - c. The duties and responsibilities of proposed field practicum
 - d. How the proposed field practicum activities will fulfill the goal and competencies of the field placement as outlined in the field manual
 - e. The hours and days of the proposed field practicum and current employment hours and days.
 3. The student must obtain a letter of support from the agency with the information requested in number six above.
 4. The student must submit the packet to the field coordinator for approval within the time frame designated by the field coordinator. The packet must contain: the written plan, the letter of support from the agency and the resume of the proposed field instructor. In addition the agency may be requested to submit an Agency Information Form and an organizational chart. The field coordinator may make an agency visit.
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Block Placement in an International or Distant Setting

The College of Social Work encourages students to explore the option of block practicum in an international setting or in a city or region of the country that can offer unique learning opportunities. The college actively seeks relationships with universities in other countries and can sometimes assist students in securing funding for these experiences.

Students who are interested in pursuing these types of placements should contact the field coordinator on their campus as early as possible to discuss options and procedures. Students will also need to consult with their major professors regarding the implications of distant field experiences for completion of all curriculum requirements. If the student is interested in international practicum, the field coordinator will refer her/him to the College of Social Work International Practicum Coordinator and/or the Center for International Education for additional information and assistance.

After gathering information, the student is required to develop a written proposal for distant or international placement. Copies of this proposal should be submitted to the field coordinator and the student's major professor. This written proposal must include the following information:

- a. The site of the proposed practicum – This site may be an international university or an organization in an international or distant location. If the site is an organization, the student should provide a description of the organization's structure and services.

 - b. The name and credentials of the proposed field instructor. If the field instructor will be providing supervision on a distance basis, the student is to also identify the onsite task instructor, his/her credentials, and the plan for communication between field and task instructors.

 - c. The name of the person who will serve as field liaison. If the liaison is unable to make a visit to the site, there must be a plan for communication with the student and the field instructor and, if relevant, the task instructor at least once per semester.

 - d. A description of the learning opportunities available in the setting and how these match the competencies for the relevant field course.

 - e. A list of any concurrent required or elective course work that the student will be taking at another university and/or by distance education through the college. If the
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student plans to substitute a course at another university for a required course in the foundation or her/his concentration, s/he must provide written approval from the College of Social Work course instructor for that course to ensure is comparable and that all course competencies will be addressed.

The field coordinator and major professor will review the proposal for feedback and possible revision. After the proposal has been finalized, it will be circulated to the student's Academic Committee for approval. Students should be aware of the possibility that participation in a distant field experience may extend the length of their program. However, these types of experiences can greatly enhance a student's educational experience and career opportunities and are generally well worth any additional time, effort, and cost.

Special Considerations In The Placement Process

Some agencies require students to undergo additional screening or require certain medical vaccines, if the student desires practicum. The types of background checks, drug screens, vaccines, etc. are left in the domain of the agency. Students are alerted to the fact that some field agencies may require a criminal background check before accepting the student for practicum. The results of criminal background checks and drug screens may exclude students from specific field placements. Students may be required to incur the costs of such procedures as background checks and drug screens of the practicum.

Background Checks for School Placements

Tennessee state law requires all students entering a professional licensure program to work in school settings to complete a fingerprint background check upon admission to the licensure program. Students in the MSSW program enter the school social work licensure program when they select a field placement in a school setting. All students placed in school settings must adhere to this requirement. The law also states that the applicant is required to pay the cost of the background check. The cost for fingerprints for 2009-2010 placements is \$48. Students arrange for this through the School-based Experiences Office in the College of Education, Health, and Human Sciences. Local school systems may require additional background checks. Knox County Schools requires that student interns complete a drug screen at their own cost. This is also arranged through the School-Based Experiences Office. Field Coordinators provide information to students regarding what is required and how to arrange for background checks.

Orientation To Field Practicum

The field coordinator provides an orientation to the field practicum for all incoming first year students in the seminar of the fall semester. This orientation provides a comprehensive overview of relevant policies and procedures and addresses field practice etiquette and the initial anxieties that many beginning students may feel. The orientation provides ample opportunity to ask questions and hear the questions of fellow students.

Planning For Field Practicum

The graduate student is an adult learner who is involved from the beginning in planning for the field practicum. Before students enter field practicum, they should read and familiarize themselves with this field manual which is found on the college website at www.csw.utk.edu. During the student's orientation to the agency, the field instructor and student review the educational competencies, the student's past experiences, career interests, and make tentative plans for assignments. The college requires a written learning plan for each semester and any revisions can be made to the learning plan when necessary. The completed learning plan is forwarded to the field liaison and field coordinator and becomes a part of the student's official record (See Appendix II). The student reviews the educational competencies for field and the evaluation form in order to understand the criteria for evaluation.

Practicum Reassignment

In a small number of cases it is necessary to terminate the student's original practicum. The student, the field liaison, and the field instructor will thoroughly discuss the issues in consultation with the field coordinator. The field coordinator will make the decision to keep the original practicum or choose reassignment. Students initiating a request for reassignment must submit a written statement to the field coordinator delineating their reasons to consider reassignment. In addition, the field coordinator may consult with the associate dean and/or the student's major professor before making a final decision.

Regulations Regarding Students in Field Practicum

The student in the field practicum has the same professional responsibilities as an employed staff member and is expected to follow agency policies and abide by the rules and regulations of the agency as well as those of the college. This includes the following:

1. Abiding by the NASW Code of Ethics
(<http://www.socialworkers.org/pubs/code/default.asp>)
and as applicable by the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles <http://www.ifsw.org/home>

2. Protecting the privacy of all clients and protecting anonymity and confidentiality within the classroom setting as well.

Various laws and regulations such as HIPPA apply within agency settings. Some agencies may require special training in specific policy areas. See HIPPA at:
<http://www.hhs.gov/ocr/hipaa/>

3. Being available for client emergencies if possible and appropriate, even though these occur after regular hours.

4. Observing agency working hours.

5. Completing all field assignments on time.

6. Notifying the field instructor of unavoidable absences or lateness, in advance, if possible.

8. Making up time for absences and lateness in a timely fashion after consulting with the field instructor.

Classroom work should not be completed during field practicum and conversely students should not be asked to fulfill field obligations during class time. Field practicum does not take precedence over scheduled class times. A student who works overtime in field practicum for client emergencies or

special projects may arrange with the field instructor to take compensatory time off from regularly scheduled field time. Also, some students with part-time jobs or child care responsibilities may request flexibility in scheduling for field practice. The college has no objection to any arrangement that provides the necessary learning experiences, meets the required number of field practice hours, is mutually satisfactory to the agency and student, and ensures good services to clients. Students are entitled to holidays listed on the college calendar which fall on field practicum days. However, students on stipends may have different expectations and should discuss these with the field instructor. Each student is responsible for completing the required number of hours for practicum. The Field Practicum Timesheet must be maintained by the student and signed off by the field instructor

When a Student is Not Making Satisfactory Progress in Field

When a student is not making satisfactory progress in field practicum, the following procedure will be followed:

1. The field instructor will contact the field liaison to communicate areas of concern. The field liaison will contact the field coordinator who will notify the student's major professor.
 2. The field liaison will immediately arrange a conference with the field instructor and the student to explore the concern(s) and develop a remedial plan to improve the student's performance. The student may propose a plan to remedy his/her learning deficits. A deadline will be set for demonstrating the desired performance improvements. The student will be informed that failure to improve may result in a failing grade in the practicum course.
 3. The field instructor will document and sign the remedial plan and will secure the signatures of the student and the field liaison. The field liaison will send a copy of the plan to the field coordinator who will notify the major professor and place a copy in the student's file.
 4. If the student does not demonstrate adequate progress by the designated date, the field instructor will contact the field liaison. The field liaison will notify the field coordinator who will then contact the major professor and request a meeting of the student's academic committee. The academic committee will review the concerns and progress and determine what additional action should be taken.
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5. If the student does not achieve the competencies and performance standards of the field practicum, a grade of NC (No Credit) will be assigned. A grade of No Credit in field terminates a student from the program.

Student Removal From A Field Practicum

The decision to remove a student from a field practicum is the responsibility of the field coordinator with documentation and/or consultation from the field instructor, the field liaison, the major professor, and the student. It is critical for the field instructor to utilize the Incident Report Form (Appendix II) to document incidents. Field instructors are also urged to thoughtfully and accurately complete the scheduled evaluations, documenting all areas of concern. The student may appeal the decision to remove her/him from field practice to the Associate Dean. Students may be allowed to return to field upon approval from the field coordinator. Approval will depend upon the severity of the incident and the student's progress in managing his/her difficulties. Consideration of return to the same practicum is dependent upon the willingness of the field instructor and the field agency to accept and work with the student.

Infractions or circumstances under which a student will or may be removed from field include, but are not limited to, the following.

A student will be removed from the field practicum if s/he:

1. attempts to harm him/herself or any client or agency staff person.
 2. is repeatedly absent from field, absent without notification, or absent for a period of two weeks for any reason not approved by the field coordinator.
 3. has personal or legal hardships that negatively impact the field practicum.
 4. has physical or mental health challenges, active substance abuse issues, or undocumented disabilities that severely limit the student's effectiveness in the field practicum.
 5. performs in a manner that does not meet agency and/or school expectations.
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6. failure to follow the remedial plan.

A student may be removed from field practicum if s/he:

1. violates the NASW Code of Ethics (depending upon the nature and severity of the infraction).
2. fails to maintain confidentiality as mandated by the field agency policy, the NASW Code of Ethics, HIPAA.
3. fails to comply with agency policies, procedures, or standards of conduct.
4. is repeatedly tardy.
5. repeatedly changes scheduled field practicum hours.
6. is dismissed by the agency.

The above list is not all inclusive. Situations will be dealt with in a timely manner as they arise.

Transportation

All students must provide their own transportation to and from the agency. Use of a car is essential in most placements due to the nature of student assignments and the limited availability of public transportation. Students who do not have access to a personal vehicle will have very limited options for field practicum. If transportation is a problem, this should be communicated to the field coordinator. Many agencies will pay mileage for travel required to perform agency work. Students should ask their field instructor about mileage reimbursement if they are required to travel as part of their practicum experience.

Professional Liability Coverage

Students in field practicum can be sued for malpractice. Therefore, participation in a group plan for professional liability coverage is required by the University of all students enrolled in field practicum courses. Student Professional Liability Insurance covers liability of students and/or faculty members for the actions of the students while they are engaged in a University of Tennessee directed educational activity relating to their professional field. The malpractice fee is paid each year before beginning the practicum experience. The cost of this insurance varies according to the charges made by the University's insurance carrier. An effort is made to obtain the most economical coverage possible. Students are generally billed annually for this coverage by the University Bursar. Students are not allowed to begin field practicum without paying this fee. This policy provides \$1,000,000 per claim and \$6,000,000 per annual aggregate per student.

Students With Disabilities

Any student in need of course adaptation or accommodations because of a documented disability must contact the Office of Disability Services on the Knoxville campus at (865) 974-6087. This office will ensure that students are properly registered for services. The Office of Disability Services will inform students of the procedures for notification of faculty and field coordinators regarding their specific needs for accommodations. Students must be registered with the Office of Disability Services and provide a letter to the field coordinator documenting needed accommodation.

Personal Safety Training

All students must participate in the personal safety training provided during seminar. The training includes content on: anger management skills, infectious disease control, sexual harassment, and practical advice to minimize risks to safety at the agency, in the community, and when making home visits. If students are involved in an incident that jeopardizes their person safety, they must complete the Personal Safety Incident Report form (see Appendix II). Before students begin field practicum they must sign the document Acknowledgment of Risk in the Field Practicum (see Appendix II).

Students Who Experience Sexual Harassment at the Field Agency

Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitutes sexual harassment when grades or educational progress are made contingent upon submission to such conduct, or when the conduct

has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Students should follow the procedure below if they experience sexual harassment in their field agency.

1. Contact the field coordinator as soon as possible to report this situation and to receive advice on how to proceed. In collaboration with the student, the field coordinator may determine that the student should not return to the field setting until the issue is resolved.
2. Complete the Personal Safety Incident Report form located in the appendix(II).

The Field Coordinator will:

1. Determine, with the student, whether she/he feels safe returning to the agency setting. If appropriate, a plan may be developed to assure the student's safety and comfort in the field setting.
 2. Upon receiving such a complaint, notify the field liaison who will work with the field instructor and/or agency administrator to further assess the situation and to decide on an intervention strategy.
 3. Request a copy of the agency's sexual harassment policy.
 4. Confer, along with the field liaison, with the Office of Equity and Diversity and the Associate Dean regarding the situation and the planned strategy for intervention.
 5. Determine the status of the student's practicum in the agency after a thorough assessment.
 6. Make referrals, if needed, to appropriate resources for assisting the student to cope with the situation.
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Professional Misconduct and The Incident Report Form

Students must conduct themselves in a professional and ethical manner toward clients, students, faculty, and agency colleagues. Because membership in a profession implies commitment to an encompassing set of values, professional conduct is expected at all times, on campus and off campus. The college subscribes to the NASW Code of Ethics (see Appendix I) which is discussed in the classroom and in field placements. Any act that would constitute unethical conduct or a violation of law, whether committed in college-related activities or not, may prompt a disciplinary investigation that could result in dismissal from the program or other disciplinary actions. The college's policy on professional conduct is located in The MSSW Student Handbook. The student is required to sign a Code of Conduct form (see Appendix II). Any incident of professional misconduct which is committed during field practicum will be written up by the student's field instructor on the Incident Report form (see Appendix II), or can be submitted on agency letterhead.

In addition, the field instructor should use the Incident Report form to document other problematic behaviors of the student. It is normal for students to make mistakes because field is a learning situation. However, when the student repeatedly fails to respond to the field instructor's feedback, the field instructor should document on the Incident Report what has been happening. For example, it is a problem when a student is frequently absent or tardy and fails to inform the field instructor or when the student fails to schedule time to make up the missed field hours. The Incident Report form is a helpful supervisory tool and should be used when appropriate. The field instructor is strongly encouraged to check with the field liaison or the field coordinator if there are questions regarding when to use this form.

Commitment to Cultural Competence and Social Justice

In accordance with the NASW Code of Ethics and the CSWE Educational Policy and Accreditation Standards (EPAS) for M.S.S.W. and B.S.S.W. Degree Programs in Social Work Education, The University of Tennessee College of Social Work faculty, staff, and students shall do the following:

1. "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 [or ancestry], color, sex [gender], sexual orientation, age, marital status, political belief, religion [creed], or mental or physical disability" [NASW Code of Ethics, 6.04(d)].
2. "Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as

freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

3. Social workers:

- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice. (CSWE, Educational Policy 2.1.5)

Further the College is committed to the culturally competent practice. The NASW lists the following standards.

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multi-cultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy

Social Workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions, hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education

Social workers shall advocate for and participate in educational training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

To this end, the M.S.S.W. and B.S.S.W. curriculum shall provide content and learning experiences to prepare social workers to understand that “the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity, and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege,

power, and acclaim, (Council on Social Work Education, Educational Policy. 2.1.4)

Field Practicum Grading Policy

Students are formally evaluated by the field instructor at the end of each semester on their progress in relation to the educational competencies. The liaison confers with the field instructor before recommending a grade to the field coordinator. Field practicum is graded “Satisfactory” or “No Credit.” If a student receives a grade of “No Credit” for field, the student is not allowed to repeat the course or complete the master’s program. If a student wants to appeal this grade, he/she should refer to the “Student Appeal Process” listed in the MSSW Student Handbook. The grade of I or “Incomplete” may be given if the student has not completed the required field days or assignments for a valid reason. The incomplete grade is removed when all practicum responsibilities are completed. A grade of incomplete (I) is a temporary grade showing that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. The instructor, in consultation with the student, decides the terms for the removal of the incomplete, including the time limit for removal. If the incomplete is not removed within one calendar year, the grade will be changed to No Credit (NC).

Evaluation of Student Performance in Field Practicum

An evaluation of each student’s progress in field practicum is required at mid-term and at the end of each academic semester (see Appendix II). Due dates of evaluations can be found in the annual calendar distributed by each campus at the beginning of the academic year. Each student should read and sign the evaluation. Signing the evaluation indicates the student has read it, not that he/she agrees entirely with its contents. The student has the right to submit a written statement to the college setting forth aspects of the evaluation with which there is disagreement.

Student Evaluation of Field Practicum

At the conclusion of the practicum students are asked to evaluate their practicum experience. Using the Student Evaluation of Field Practicum form (see Appendix II), students are encouraged to comment on various aspects of the field practicum and make any recommendations for change. The completed forms are returned to the senior recorder on each student’s campus.

The field coordinator reviews this information to evaluate the quality of the field agency, field instructor and field liaison services. This is then shared with the Associate Dean.

V. COMPETENCIES FOR THE FOUNDATION PRACTICUM

The following competencies are to be achieved in the foundation practicum:

1. By the completion of the first semester course, student will be able to articulate the field agency mission, scope of service, organizational structure, and relationship to the community and social service delivery network. (EPAS 2.1.9)

By the completion of the second semester course, student will be able to develop client assessments using a cultural, ecological, transactional, developmental framework reflecting an awareness of multiple cultures within client systems, the effects of discrimination and oppression, and the capacity to engage clients as expert informants to identify client worldview and cultural strengths, resources, and natural support systems. [EPAS 2.1.4, 2.1.7, 2.1.10(b)]

2. By the completion of the first semester course, student will be able to demonstrate beginning skills in client interviewing that reflect awareness of and respect for cultural differences. [EPAS 2.1.4, 2.1.10 (a)]

By the completion of the second semester course, student will be able to demonstrate effective, differential use of communication and interviewing skills across client populations that reflect awareness of and respect for cultural differences. [EPAS 2.1.4, 2.1.10(a)]

3. By the completion of the first semester course, student will be able to demonstrate beginning engagement skills across diverse clients and diverse client systems. [EPAS 2.1.4, 2.1.10(a)]

By the completion of the second semester course, student will be able to demonstrate skills in engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems. [EPAS 2.1.4, 2.1.6, 2.1.10(a)(c)]

4. By the completion of the first semester course, student will be able to develop client assessments using cultural, ecological, transactional, and developmental frameworks reflecting an awareness of multiple cultures within client systems, client world view, cultural strengths and resources, and natural support systems. [EPAS 2.1.4, 2.1.7, 2.1.10(b)]

By the completion of the second semester course, student will be able to identify ethical and value conflicts in direct and indirect practice with client systems, exhibit capacity to tolerate ambiguity, and demonstrate effective use of strategies for resolution. (EPAS 2.1.2)

5. By the completion of the first semester course, student will be able to demonstrate professional conduct and boundaries in accordance with NASW and IFSW Codes of Ethics, applicable laws, professional standards, and organizational policies and procedures; identify ethical and value conflicts in the agency setting; seek and use supervision; and develop strategies for resolution. (EPAS 2.1.1, 2.1.2)

By the completion of the second semester course, student will be able to demonstrate professional conduct and boundaries in accordance with NASW and IFSW Codes of Ethics, applicable laws, professional standards, and organizational policies and procedures and function appropriately within the structure of the agency and service delivery system. (EPAS 2.1.1, 2.1.2)

6. By the completion of the first semester course, student will be able to identify and evaluate local, state, federal, and international policies that impact agency clients. (EPAS 2.1.8)

By the completion of the second semester course, student will be able to demonstrate consistent, effective use of supervision and consultation regarding ethical and cultural issues and appropriate assessments, interventions, evaluations, and terminations with and on behalf of client systems. (EPAS 2.1.1, 2.1.3)

7. By the completion of the first semester course, student will be able to complete client notes, records, and agency documentation in a clear, complete, organized fashion and in accordance with agency policies. (EPAS 2.1.3)

By the completion of the second semester course, student will be able to critically analyze, monitor, and evaluate interventions; select and implement those that are culturally affirming and supported by empirical evidence. [EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.10(b)(c)(d)]

8. By the completion of the first semester, student will be able to assess client access to basic human rights and social and economic justice and resources and apply beginning advocacy skills with agencies, communities, and policy makers to increase client access to needed resources. [EPAS 2.1.4, 2.1.5, 2.1.10(c)]

By the completion of the second semester, student will be able to identify gaps in and barriers to culturally relevant services, and instances of discrimination and oppression, and use evidence-based methods of advocacy to advance well-being, access to services, human rights and social and economic justice. (EPAS 2.1.4, 2.1.5, 2.1.6)

VI. COMPETENCIES FOR THE CONCENTRATION PRACTICUM

The following competencies are to be achieved in the concentration practicum:

- 1.** By the completion of the concentration year, student will be able to demonstrate use of an advanced knowledge base (synthesized from a cultural, ecological, transactional, and developmental framework) to develop comprehensive and highly differentiated assessments that incorporate effects of discrimination and oppression, multiple cultural identities of clients, and a nuanced understanding of social, economic, and political contexts. (EBIP/EBPAS 1.7, 2.7, 2.8, 3.7, 3.8, 3.9, 4.6)

 - 2.** By the completion of the concentration year, student will be able to select from among evidence-based methods to intervene in a differentiated and culturally affirming manner with client systems and articulate the evidence for the appropriateness and efficacy of the chosen method. (EBIP/EBPAS 3.7, 3.9, 4.6, 4.7)

 - 3.** By the completion of the concentration year, student will be able to analyze agency, local, state, federal, and international policies that impact clients and articulate strategies for policy development and change. (EBIP/EBPAS 4.8)

 - 4.** By the completion of the concentration year, student will be able to demonstrate effective use of leadership, team building and management skills, as well as theories of organizational change to promote program development and change and to negotiate, mediate, and advocate for clients. (EBIP/EBPAS 3.9, 4.8)

 - 5.** By the completion of the concentration year, student will be able to use appropriate and ethical professional conduct and boundaries in accordance with the NASW and IFSW Codes of Ethics, applicable laws, and organizational policies and procedures and consistent use of consultation and supervision regarding ethical and cultural issues to manage the influence of personal values on practice. (EBIP/EBPAS 1.5, 1.6, 4.9)

 - 6.** By the completion of the concentration year, student will be able to use multiple methods to evaluate their own practice with client systems. (EBIP/EBPAS 4.6, 4.7, 4.8)

 - 7.** By completion of the concentration year, student will be able to identify unmet client system needs, gaps in services, and instances of discrimination and oppression, and
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advocate for human rights, social and economic justice, and access to services at the agency, local, state, federal, and international levels. (EBIP/EBPAS 2.7, 2.8, 3.7)

8. By the completion of the concentration year, student will be able to assess their professional knowledge and skills in the field setting, identify deficits, gaps, and areas for growth, and develop a plan for ongoing self-assessment and change for career-long learning. (EBIP/EBPAS 1.5, 4.9)

Appendix I

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly

Revised by the 1999 NASW Delegate Assembly

Available Online at:

<http://www.socialworkers.org/pubs/code/code.asp>

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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the
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order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to

minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, 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, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social 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

for (a) When an individual who is receiving services from another agency or colleague as a social worker services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

 - (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' 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.
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(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.
