



Social Work Program Field Placement Manual

University of Wisconsin-River Falls

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INTRODUCTION

The Preamble from the Education Policy Statement from the Council on Social Work Education states that:

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns (CSWE, Handbook of Accreditation Standards and Procedures, 2003).

The main purpose of undergraduate social work education at the University of WI-River Falls is to prepare students to assume the responsibilities of entry level social work practice. It is designed to prepare students for leadership roles as they involve themselves in issues of social and economic justice. A quality field placement experience is essential to this purpose. Field placements are designed to provide students with opportunities to use and to expand upon, in a practice setting, the knowledge, skills, and values acquired through on-campus experiences. It also provides an opportunity for students and for the social work faculty to further assess each student's readiness to practice social work.

Field Placement is part of an integrated senior experience. During the senior year, students take a sequence of courses which are designed to comprise a total learning and integrative experience. The two senior seminars (480-481), Advanced Interviewing (424) and Theory and Practice II (426) are designed to make a complete experience covering all curriculum objectives. These courses each utilize field placement experiences to facilitate integrating the knowledge, values and skills learned in the classroom with practice.

Purpose and Design of the Manual

This manual was prepared as a guide to assist both the social work students and their Field Supervisors in understanding the philosophical orientation, specific expectations and requirements for field placement. It begins with the design of the program which includes the mission statement and then lists the program objectives which operationalize that mission. These objectives serve as guidelines for the entire social work curriculum and so logically are the basis for the structure and content of field placement. Next the manual presents the way in which these objectives are expressed in the specific design of curriculum. It proceeds to describe the admission and termination processes for field placement. It includes the standards for field settings and Field Supervisors which are required by the Council on Social Work Education (C.S.W.E.), our accrediting body, and then outlines the roles and responsibilities of the major components of field placement. Added as an appendix are the relevant forms used in field placement, the NASW Code of Ethics and finally the current C.S.W.E. curriculum policy statement.

PROGRAM DESIGN

The Social Work Program builds its curriculum from a liberal arts foundation that is designed to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; comprehend the inter-relatedness of past and present human experience; apply scientific principles to the human and natural world; engage in inquiry and critical thinking; develop and appreciate the responsibilities of individuals to themselves, each other, society, and the world (University of WI-River Falls General Education Mission Statement, 2004).

UW-River Falls Curriculum Plan

Field Placement/ Integrative Seminars						Professional Development
Macro Practice			Micro/Mezzo Practice			
Policy			HBSE			Professional Foundation
Poly. Sci	Economics	Sociology	Science: Human Biology	Psychology		
Basic Skills, including: Critical Thinking, Effective Communication, Preparation for Life-Long Learning						Liberal Arts Foundation
English	Fine Arts	Speech	Literature	Liberal Arts	Math	

Mission Statement

The primary mission of the Social Work Program at UW-River Falls is to prepare undergraduate students for ethical and competent generalist social work practice with individuals, families, groups, organizations, and communities. As graduates, students are expected to be enlightened as citizens, appreciative of diversity, committed to social justice and prepared to be life-long-learners who will contribute to the knowledge base of their profession. The Program commits itself to being an active, contributing part of the university community and the region within which the campus is located.

Social Work Program Goals and Objectives

Goal 1. To graduate students prepared for and committed to lifelong learning based on the integration of the skills of critical thinking, a foundation of liberal arts education and the knowledge base of generalist social work education.

Graduates will:

- Obj. a. Demonstrate the ability to think critically about the liberal arts foundation and the knowledge base of social work practice. (EPAS Program Objective1)
- Obj. b. Understand the absolute necessity for being a life-long learner committed to adding to the knowledge base of social work practice.

Goal2. To graduate students who are prepared for entry level generalist practice using social work professional foundation knowledge, values, ethics and skills with client systems of various sizes and in different practice settings.

Graduates will:

- Obj. a. Demonstrate competent generalist entry level practice utilizing social work knowledge and skills with systems of all sizes. (EPAS Program Objective 6)
- Obj. b. Understand and practice within the value base of social work and its ethical standards and principles. (EPAS Program Objective 2)
- Obj. c. Practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (EPAS Program Objective 3)
- Obj. d. Demonstrate a professional use of self based upon the integration of social work knowledge, skills, values and ethics.
- Obj. e. Understand and apply knowledge of biological, sociological, cultural, psychological and spiritual variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems. (EPAS Program Objective 7)
- Obj. f. Collaborate with client systems of all sizes to develop a plan(s) of action based on a thorough assessment of client system strengths and challenges.
- Obj. g. Utilize appropriate social work roles (e.g., broker, mediator, enabler, facilitator, advocate, teacher) when working with clients.
- Obj. h. Communicate effectively with a variety of client populations, colleagues and members of the community. (EPAS Program Objective 10)
- Obj. i. Demonstrate the ability to secure and use current research as applied to social work practice with systems of all sizes. (EPAS Program Objective 9)
- Obj. j. Use supervision and consultation appropriate to entry level generalist social work practice. (EPAS Program Objective 11)
- Obj. k. Use current technologies to effectively and efficiently provide services to clients.

Goal 3. To graduate students who are committed to and prepared to be leaders in seeking social justice for all people, particularly those who are experiencing poverty, discrimination and/or oppression. Graduates will:

- Obj. a. Understand and clarify for others the history of the social work professional and its current structures, values and ethics. (EPAS Program Objective 5)
- Obj. b. Analyze the impact of social policies on clients, staff, agencies and larger social systems. (EPAS Program Objective 8)
- Obj. c. Recognize the global context of social work practice.
- Obj. d. Formulate and influence social policies and social work services by involving individuals, families, groups, organizations and communities to enhance human well being in diverse political contexts. (EPAS Program Objective 8.a)
 - 1) Understanding of the forms and mechanisms of oppression and discrimination. (EPAS Program Objective 4)
 - 2) Application of strategies of advocacy and social change that advance social and economic justice. (EPAS Program Objective 4)
- Obj. e. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (EPAS Program Objective 12)
- Obj. f. Evaluate research studies and apply findings to macro practice. (EPAS Program Objective 9)
- Obj. g. Understand the necessity for pursuing prevention activities at micro, mezzo and macro levels of practice.

Goal 4. The Social Work Program will be involved in outreach activities that enrich both the quality of the Program and the well-being in the region around the University. The Social Work Program will:

- Obj. a. Continue to manage the Western Wisconsin Partnership for Children and Families.
- Obj. b. Continue to utilize the Social Work Program Advisory Board as a means of gathering feedback, reviewing program materials, providing input regarding outcomes from program evaluation processes.
- Obj. c. Continue to maintain close working relationships with the agencies providing field placements.

Goal 5. The Social Work Program will contribute to the enrichment of the UW-RF general liberal arts education so as to promote enlightened citizenship. The Social Work Program will:

- Obj. a. Continue to teach at least one section of Introduction to Social Work as a Career as a general education course.

REQUIREMENTS AND PROCEDURES

The completion of a BSW at UW-RF requires the student to proceed through three stages of admission. The first stage involves securing admission to UW-RF and declaring social work as a major. The second is applying for formal admission to the major itself. The last step is the application for admission to field placement, which is a requirement for graduation with a BSW degree. Because students will be working directly with individuals in a helping relationship, it is necessary that they meet certain standards for admission to field placement.

Requirements for Admission to Field Placement

1. Admission to the social work major at UW-RF.
2. Completion of the following courses: SWK 300, SWK 325, and SWK 350.
3. Attainment of a minimum cumulative grade point average of 2.25 overall on a 4.0 scale at the time of application.
4. Attainment of a minimum cumulative social work (all social work courses) grade point average of 2.50 on a 4.0 scale at the time of application (including a grade of "C" or better in all social work courses).
5. Grades for course work accepted at UW-River Falls as transfer credit will be included in the computation of both cumulative and social work course G.P.A.
6. The submission of most current DARS.
7. Agreement to take SWK 480 and 424 concurrently with field placement in the fall semester as well as SWK 426 and 481 concurrently with field placement in the spring semester.
8. Agreement to adhere to the NASW Code of Ethics.
9. Approval of the social work faculty.

Approval by the social work faculty is based upon the above requirements as well as an assessment of the following criteria resulting from faculty evaluations and assessments. These assessments verify a student's ability to:

1. Demonstrate the knowledge, skills and professional value system necessary to:
 - a. identify & assess situations where the relationships between people & systems in their social environment need to be initiated, enhanced, restored or terminated.
 - b. develop & implement a plan for improving the well being of people, organizations, & communities based on problem assessment & exploration of obtainable goals & available options.
 - c. enhance the problem-solving, coping and developmental capacities of people.
 - d. link people with systems that provide needed resources, services and opportunities.
 - e. demonstrate an understanding of the forms and mechanisms of oppression and discrimination and utilize the strategies of change that advance social and economic justice.
 - f. promote the effective and humane operation of organizations.
 - g. evaluate the extent to which the practice objectives were achieved.
 - h. continually develop and evaluate one's own professional growth and development.
 - i. contribute to the improvement of service delivery by demonstrating and upholding the standards and ethics of the profession.
 - j. communicate effectively with all systems relevant to a planned change process.

2. Demonstrate commitment to preparing for a professional degree by:
 - a. regular class attendance
 - b. appropriate participation in classroom activities.
 - c. observation of deadlines.
 - d. ethical conduct.
 - e. maintenance of positive relationships with faculty and other students as well as clients and supervisors in volunteer placements.
 - f. willingness and ability to examine own values and biases as they relate to social work practice.
 - g. effective communication in both written and oral form.
 - h. maintenance of at least one year in recovery if student has history of chemical dependency.
 - i. demonstrating reasonable emotional stability and maturity (serious questions raised by social work faculty in this areas will result in a requirement that student complete a psychological\psychiatric assessment by a professional agency approved by the student's advisor at the student's expense.)
 - j. lack of a criminal record indicating a history of physical violence, sexual misconduct or any other offense which would either make the student unemployable as a social work professional or be a potential threat to vulnerable client populations.

Procedure for Admission to Field Placement

Students seeking admission to social work field placement must do the following:

1. Secure a copy of the Social Work Field Manual at www.uwrf.edu/socialwork
2. By the second Monday in February, the following must be submitted to the Social Work Program Assistant, room 203 Wyman Education Building.
 - a. Completed *Application for Admission to Social Work Field Placement* form
 - b. Current DARS
 - c. Updated resume
 - d. Copy of valid driver's license
 - e. Proof of current automobile insurance coverage as required by the state within which the student will be completing the field placement

Upon receipt of all required admission materials, the social work faculty will:

1. Review the application materials.
2. Require additional information or an interview with the social work faculty if deemed necessary or appropriate.
3. Notify applicants in writing within sixty (60) days of the decision regarding admission to the field placement program. (Responsibility of Field Placement Coordinator)

Students have the right to appeal a denial of admission to social work field placement according to the procedures outlined in the Student Handbook at www.uwrf.edu/socialwork.

Securing the Field Placement

At the end of the Fall Semester, the Field Placement Coordinator meets with the juniors to provide an orientation to the process for applying for and securing a field placement. Students will be given the *Field Placement Application, Student Statement of Interest Form*, an explanation of the process of securing a placement and information about potential agency

settings with due dates for all material. Once the student is accepted into field per the process described above, the Field Placement Coordinator will begin the process of matching the student's interests and needs with potential field placements. The Field Coordinator will contact current Field Supervisors and identify and meet with additional potential supervisors in order to match agencies with students. The Coordinator will meet with the rest of the social work faculty to review possible placement matches. After consulting with the social work faculty, the Coordinator will provide students with information about possible placements. Students will inform the Coordinator whether or not he/she wishes to proceed with the suggested placement or meet with the Coordinator to discuss other possibilities. The Coordinator will contact the appropriate Field Supervisor giving that person the name of the student seeking placement. The student is then responsible for making an appointment with the potential Field Supervisor, making available a current resume and whatever else is required for application to that particular agency. The Field Supervisor will interview the student and with the student, will determine whether this is an appropriate placement. Both the Field Supervisor and student will let the Faculty Liaison know if the placement is acceptable. If both the student and Field Supervisor are in agreement, then the placement will be confirmed in writing as official by the Field Placement Coordinator.

If a student is not offered the placement after the interview she/he will meet with the Coordinator to talk about another possibility. If a student interviews in three agencies and is not successful in securing a placement, the Coordinator may choose not to offer any further placements. (Placements that do not work out because of factors not related to the student's interview do not count toward the three.) Next, the student would need to meet with the faculty as a whole to talk about how to proceed. The options would be for the Coordinator to continue seeking further interviews; for the Program to require further coursework on the part of the student or for the student to be discontinued as a social work major. The student has the right to appeal any such decision per the appeal process described in the Social Work Student Handbook.

Process is as follows:

1. Student receives approval of admission.
2. Field Coordinator offers student a potential placement with contact information.
3. Student informs the Field Coordinator, via email, whether or not he/she wishes to interview with this placement. If not interested, the student and Field Coordinator will continue a conversation about alternative placements.
4. Student arranges interview with potential Field Supervisor and completes interview.
5. Student notifies Field Coordinator as to whether he/she wants this placement or not.
6. Student writes thank you note to interviewer(s).
7. If student wants placement, she/he informs Field Supervisor of that fact if that wasn't made clear at interview.
8. Field Coordinator makes contact with interviewer to find out whether or not student is accepted.
9. If student does not want or get placement, he/she will communicate with the Field Coordinator who will secure another interview.
10. When student's placement is finalized, Field Coordinator will send a written confirmation to the Field Supervisor with a copy to the student.

Other Requirements for Field Placement

1. Students meet with their Faculty Liaison for 50 minutes once per week as a group.
2. Students complete *Field Placement Journals* which are submitted weekly to the Faculty Liaison.
3. Students complete the Field Placement Learning Agreement as indicated in the 472 Syllabus and after it is signed by themselves and the Field Supervisor, it is submitted to the Faculty Liaison for signature.
4. The students will complete any other assignments required by their Faculty Liaison.

Learning Agreement

At the beginning of each placement, the student will complete the *Learning Agreement for Field Placement* found in Appendix A. This will then be reviewed by the Field Supervisor and submitted to the student's Faculty Liaison who will also review it and then return a copy of it to the Field Supervisor. The *Learning Agreement* is based upon the Social Work Program objectives which form the basis for the entire social work curriculum. It is in placement, that the work begun in each of these eleven areas is finally brought to practice. The learning agreement then serves as the basis for evaluating the student's performance in field placement.

Evaluation

Student: *Evaluation for Field Placement* must be completed by the Field Supervisor and then reviewed with the student. It is returned to the Faculty Liaison who will use it as a basis for advising the student as well as grading the field experience. (See Appendix A.)

Field Supervisor: The Field Supervisor is evaluated by both the student who has been in the field placement and the Faculty Liaison assigned to that field placement. The evaluation is considered as the Field Placement Coordinator plans for the next year's placements. Any problem areas identified in that evaluation will be discussed with the Field Supervisor. (See Appendix A.)

Faculty Liaison: The Faculty Liaison is evaluated by the students assigned to his/her section of SWK 426. The evaluations are submitted to the Program Director who is responsible for communicating any concerns to the Faculty Liaison. The social work faculty at River Falls is serious about the continued growth and improvement of the program. Feedback from students as well as outside sources is invaluable to that process. (See Appendix A.)

Grading

It is the responsibility of the Faculty Liaison to determine the student's grade with input from the Field Supervisor. The primary sources of information for grading field placement will be the *Field Placement Evaluation* and the ongoing assessment of the Faculty Liaison regarding work at the field placement. Other factors considered in grade each semester will include the quality and timeliness of the *Field Placement Journals* and all other written work as well as the quality of participation in the weekly meetings with the Faculty Liaison.

Quality of work during field placement	70%
Attendance & quality of participation in faculty liaison meetings	20%
Timeliness and quality of work on logs & other paper work	10%

The following are the guidelines faculty will use in determining the students grade on the quality of work at the field placement:

- A = Successful completion of assigned tasks including those in the agency in a manner considered *outstanding*.
 Prompt and regular attendance at all activities, appointments ,etc. at the agency.
 Diligent adherence to NASW Code of Ethics.
 Demonstration of *superior* initiative and creativity.
 Demonstration of an *outstanding* capacity for personal growth and development
 Demonstration of *outstanding* use of knowledge and skills learned during course work.
- B = Successful completion of tasks including those in the agency as well as the student logs, and any other assignments in a manner considered *above average*.
 Prompt and regular attendance at the agency.
 Diligent adherence to NASW Code of Ethics.
 Demonstration of *very good* initiative and creativity.
 Demonstration of an *unusually good* capacity for personal growth and development.
 Demonstration of *unusually good* use of knowledge and skills learned during course work.
- C = Successful completion of most tasks in a manner considered *average* but a marked failure to complete a few others in an acceptable manner; and/or
 A few problems with attendance and/or promptness at the agency; and/or
 Adherence to NASW Code of Ethics.
 Demonstrates some initiative and creativity.
 Demonstrates some capacity for personal growth and development.
 Demonstration of good use of knowledge and skills learned during course work.
- D = Successful completion of many tasks but marked failure to complete others in an acceptable manner; and/or
 Problems with being absent from the agency, meetings, etc.; and/or problems with being late for meetings, conferences, etc.; and/or
 Some problems with adherence to NASW Code of Ethics. (There are areas of code violations that would require immediate termination from field.)
 Demonstration of use of some knowledge and skills learned during course work.
- F = Failure to complete many tasks; and/or
 Frequent absence from the agency, meetings, etc; and/or
 Frequently late for meetings, conferences, etc.; and/or
 Lack of adherence to NASW Code of Ethics.
 Failure to demonstrate use of knowledge and skills learned during course work.

Termination

The policies and procedures related to terminating a student from the social work program are described in the Student Handbook at www.uwrf.edu/socialwork. A student may be terminated from a particular field placement and then may or may not be terminated from the program as a whole.

If a Field Supervisor finds that a student is having difficulties which may result in the termination of that placement, the student's Faculty Liaison must be contacted as soon as possible. Hopefully, any difficulties can be resolved before termination is necessary. If, however, problems are so severe as to be irresolvable, the student will be immediately removed from that placement. At this time, depending upon the nature of the situation, either a new placement will be secured or the process will begin for the removal of that student from the program through the termination process described in the Student Handbook.

Employment in Field Placement

Students are not employed as Field Students. Students are not encouraged to be employed by the agency where they have a field placement. If a student is offered a position in their field placement agency toward the end of the academic year, it is possible to take that position with agreement of the Field Placement Coordinator, Field Supervisor and Social Work Program Director if certain conditions are met. These conditions include:

1. The Supervisor for new position is not the Field Supervisor.
2. The clients served by the student are not the same clients being served while in the Field Placement.
3. There is a clear understanding that what happens while the student is employed will not affect their field placement status. The exception to this is that when there is disciplinary action because of a serious violation of the NASW Code of Ethics, that disciplinary action may affect the student's status as a field student. It is expected that the Faculty Liaison would be immediately notified if any such action is being contemplated.
3. Before employment is offered, the agency Director writes a letter to the Social Work Program Director indicating the above three conditions and will have received a form agreement from the Program Director.

STANDARDS FOR FIELD PLACEMENT AGENCIES

Field settings and Field Supervisors are selected based upon the Program Mission and the Program/Field Objectives as well as those standards set by social work faculty and C.S.W.E.

Agencies are expected to:

1. Value and be committed to the education of generalist undergraduate social work students.
2. Demand high standards of professional ethics and practice.
3. Provide a variety of services through service delivery methods reflective of generalist social work practice.
4. Provide supervision by a social worker having a masters or a baccalaureate degree from an accredited social work program unless special arrangements are made with the Field Coordinator. Supervisors with a BSW must possess two years of practice experience.
5. Provide time for Field Supervisors to attend meetings, workshops, and seminars.
6. Provide adequate space and provisions for students to fulfill academic and agency requirements.
7. Provide experience in verbal and written communication.
8. Allow opportunities for attendance and participation at agency meetings that include staff and program development as well as case conferences.

ROLES AND RESPONSIBILITIES

Social Work Program

Since the field placement is a vital part of the education of social work students, the Social Work Program recognizes the importance of the agencies' contributions in promoting educational goals desired by both the Social Work Program and community agencies. The Social Work Program is responsible for selection and approval of agencies involved in the field placement program. This responsibility includes the right of inspection and review of the agency by the Social Work Program.

The Social Work Program retains primary responsibility for the quality of the educational experience and carries out that responsibility through ongoing communication with the Field Supervisor.

The Social Work Program will provide the agency with all necessary and useful information regarding the student assigned to the agency, about the U.W.-River Falls Social Work Program, and about Council on Social Work Education's requirements.

The Social Work Program will assume responsibility for providing the agency with all necessary consultation and support in carrying out the educational program. It will provide learning objectives and guidelines to plan the educational program for students and guidelines for evaluation of the students' progress. The Social Work Program will provide training for Field Supervisors to support their efforts to help students identify with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence.

Field Placement Coordinator

The Field Placement Coordinator organizes and develops appropriate field experiences for students. This responsibility includes the selection of agencies, development of new agency placements, actual placement of the student in the agency, and ongoing evaluation of participating agencies appropriateness as field placements. The Field Placement Coordinator meets with potential Field Supervisors before a student is placed as a field student in that agency. The Coordinator and Supervisor discuss placement requirements and expectations, curricular content, possible competency related experiences, and changes in the program. If a mutual decision is made to place a student in a particular agency, the Field Placement Coordinator offers an orientation and further training for the Field Supervisor. The Coordinator will provide both the student and Field Supervisor with an updated *Field Placement Manual*.

The Field Coordinator holds meetings with students ready for field placement regarding the requirements, expectations and opportunities for placement during the upcoming Fall semester. He/She also facilitates the student applying for placement and securing a placement which will meet the educational needs of the student.

Faculty Liaison

Faculty Liaisons will maintain regular contact with students under their supervision, once the student has been placed in the agency. Faculty Liaisons are to review the *Field Placement Learning Agreement* and *Field Placement Evaluation* (completed by the student and the Field Supervisor) at appropriate times, with the Field Supervisor and the student. In addition to this, the Faculty Liaison maintains contact with the Field Supervisor to ensure a rich learning experience for the students which is consistent with the Social Work Program's philosophy and objectives. The Faculty Liaison is also to help with problem solving as necessary. The Liaison meets with the field students as a group once per week during the semesters and has responsibility for grading the students.

Agency

The agency which agrees to participate in the education of social work students is responsible for providing an environment which is conducive to the educational function. In consultation with the Social Work Program, the agency shall determine the number of field placement positions available. The agency has the right to send representatives to inspect and review the Social Work Program. The field placement student shall be accepted as a member of the staff with roles which are congruent with the service functions of the agency and will be provided with a suitable working environment. The agency must be able to allocate sufficient time for field placement supervision, training, and meetings with the Faculty Liaison as agreed upon. Specific listings of standards for Field Settings are described earlier in the Manual.

Field Supervisor

The Field Supervisor assumes responsibility for orienting the student to the agency, its services, and its personnel, as well as its role in the total network of community social services. The Field Supervisor shall provide the student with ongoing supervision and evaluation. This will involve meeting with the student for a minimum of one hour weekly. She/he should inform the student and the Faculty Liaison if the student's level of performance is not satisfactory so that proper steps can be taken to correct any difficulty.

Each Field Supervisor is asked to prepare *Evaluation for Field Placement* at the end of each semester. It is expected that this will be shared with the field student prior to presenting it in a final evaluation conference with the student, Field Supervisor and Faculty Liaison. Field Supervisors are expected to participate in an initial orientation session and subsequent training sessions conducted by the Field Placement Coordinator.

Student

Following the procedures established by the Social Work Program, students are responsible for working out an approved field placement with the Field Placement Coordinator. The student must register for SWK 472, SWK 424/426 and SWK 480/481 concurrently. The student must meet with the Faculty Liaison weekly. Once the field experience begins, the student is responsible for completing the *Learning Agreement for Field Placement* with the assistance of their Field Supervisor. This agreement serves as a contract delineating expectations held for the student as both an agency service provider and an field student in the Social Work Program. The field placement student will be expected to complete a minimum of 450 hours in the field placement agency/agencies.

Students are expected to take appropriate responsibility for their own professional development during field placement. They are expected to use supervision appropriately, demonstrate initiative and dependability as they assume responsibilities for work with clients. It is their responsibility to act within the ethical guidelines of professional practice per the NASW Code of Ethics and state codes of conduct.

FREQUENTLY ASKED QUESTIONS

Do Most Students Feel Nervous and Inadequate Beginning A Practicum?

Yes, probably a majority of students beginning a new practicum experience some anxiety. Anxiety often indicates that they want to do well and are aware that they have much to learn. Changes and new experiences involve an element of risk, which is always a little scary. Consciously, or unconsciously, students may think, "what if I don't do well in this practicum?" "What if my field instructor is too critical or expects too much?" "What if I can't help my clients?" Logistical concerns can also be a source of anxiety, "where will I go for lunch?" or "what if I am late on the first day?" Many of

these concerns can usually be managed by thinking ahead. Students should also realize that it is okay to feel anxious - it is common experience - and that making specific plans often helps reduce some of the anxiety.

What Can I Expect on the First Day of a New Practicum?

A typical first day includes introductions, maybe starting to read the agency manual, conversations with the field supervisor about expectations and tasks. It may well include sitting in with the supervisor and/or other social workers as they work with clients. Agencies vary significantly in how quickly students are exposed to clients directly.

How Should I Dress for the Practicum Agency?

Generally speaking, dress conservatively, neither too formally nor informally. You certainly may contact your Field Supervisor prior to being placement and ask about appropriate dress. If the staff dresses informally then dress similarly. When in doubt, dress up a little more than you normally would for going to class.

Will I Be Asked to Share A Desk or An Office?

Students do not always find that they have their own private office in the agency. Often they share an office with other students or a worker in the agency. Ideally students should have their own desk and phone. Some agencies are often critically short of space and it is sometimes the case that students have to share desks and phones. If you share a office and you need private space for meeting with clients, the agency should have private interviewing space available for scheduled use.

How Do I Make Field Placement Work for Me?

Students have a great deal of responsibility for the quality of their own field placement. This will be a topic for class discussion during the first few weeks of the Senior Integrative Seminar, SWK 480. Field Supervisors are repositories of knowledge about the agency, the clientele and the profession of social work. They have been chosen by the Social Work Program because they are good teachers and role models. The time students spend with their Field Supervisors should be an opportunity for them to grow professionally, by availing themselves for their Field Supervisors' greater store of practice experience and knowledge. But in order for this to happen, students must be ready to talk about how they learn best, demonstrate their openness to honest feedback, and be prepared to give accurate feedback to their Supervisors. Students need to take appropriate risks in spite of feeling anxious and unsure at the same time they are ready to ask for guidance when help is needed. Students need to take responsibility for making good use of supervisory conferences, coming prepared and organized. Students need to be assertive in asking for new experiences when that is appropriate and using agency resources other than their Supervisor. Students need to keep their Faculty Liaisons informed about how the placement is going and be prepared to seek help from that Liaison when that help is needed.

What Do I Do If I Get Sick or Am Running Late and Miss My Appointments?

It is probably inevitable that at some time during the practicum students will become ill or experience a problem that they may cause them to miss scheduled appointments. Students should immediately inform the agency and the field instructor. Missed time from the field placement must be made up during the semester or at the end of the placement.

What If I am Asked to Work Outside of My Scheduled Hours?

There may be occasions when students are asked to work days or evenings beyond their scheduled time in the agency. Although students shouldn't be required to work outside of their hours unless that was discussed as part of the initial placement arrangements, it is not at all unusual for any social worker to put in extra time, or adjust their hours to accommodate some special agency or client need.

If students can put in some extra hours without cost to employment or school demands, that is up to the student and Supervisor to work out. Many students find extra hours useful as they involve themselves in a wider range of agency-related activities. With the agreement of the Supervisor, students can adjust regular hours to accommodate these “extra” duties. If there is a any difficulty over these “extra” hours, it is important for the student to talk to their Faculty Liaison about the situation.

Should I Inform the Client that I Am a Student?

Most agencies ask that students identify themselves as students, and often provide a name tag that signifies student, or intern status. It is also recommended that students indicate their status in the signing of any notes or reports in the official client record. Most agency Field Supervisors countersign any agency records or documents signed by students.

How Do I Work With Clients Who Are Different From Me?

Students can expect to encounter many different kinds of clients in a social work practicum. They may differ in religious beliefs, skin color, age, sexual orientation, lifestyle, native language or country of origin, socioeconomic class and hundreds of ways not easily anticipated. Clients’ unique needs are the result of the interplay of individual and cultural factors. To work effectively with clients students must recognize, understand, and accommodate both to the client’s universal needs (i.e., right to food, shelter, safety, fulfill their potential), and unique needs. Ignorance of a client’s culture has to be overcome consciously, by reading, listening, observing, and being sensitive to the fact that not everyone will have the same preferences and values. It is always important to remember the social work professional code of ethics, and to ensure that all social work practice is sound ethical practice.

What Do I Do When Things Are Not Going Well?

You should be talking to your Faculty Liaison when you perceive things are not going well for you in the placement. Hopefully things can be resolved within the agency, but sometimes it is necessary to seek another placement, although this is seldom the final remedy. The following are suggested guidelines that indicate another placement assignment may be necessary:

- when you are not getting adequate supervision and you and your Faculty Liaison have repeatedly requested more supervision
- when you are being given only work of a clerical nature
- when you are being harassed or feel in danger
- when you discover that you cannot be empathetic with persons you are assigned to work with because of personal or traumatic experiences with this problem (i.e., sexual abuse, substance abuse)
- when there is a significant personality clash between you and your Field Supervisor
- when unethical or illegal practices are common occurrences.

When your Faculty Liaison has determined that a new placement is needed, she/he will inform the Field Coordinator who will begin the process for that placement.

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Western WI Partnership <http://www.uwrf.edu/wwpartnership>

APPENDIX A



SOCIAL WORK PROGRAM
University of Wisconsin-River Falls

FIELD PLACEMENT APPLICATION

Name Address _____

Phone Number _____

Person to be notified in case of an accident _____

Name _____ Relationship _____

Phone Number _____

Cumulative grade point average _____ Foreign language proficiency _____

Grades in the following Social Work courses:

SWK 150 _____ SWK 205 _____ SWK 215 _____

SWK 250 _____ SWK 260 _____ SWK 300 _____

SWK 324 _____ SWK 325 _____ SWK 350 _____

SWK 389 _____ SWK 389 _____

Transportation available: Yes [] No [] Valid drivers license: Yes [] No []

Automobile liability insurance: Yes [] No []

The Social Work Program requires applicants for admission to field placement to complete the following questions. Falsification or omission of information relevant to these questions may constitute grounds for denying you admission to the field placement or for termination of your placement if the falsification or omission is discovered after admission. After you have submitted the questionnaire, while your application is being considered or while you are a student in field placement, if circumstances occur that would change any responses, you must inform the Field Coordinator or Faculty Liaison of the changed responses.

An affirmative response to an item does not mean that you will be denied admission. You will be contacted to explain the circumstances leading to the affirmative response. The information will be considered only as it substantially relates to the duties and responsibilities of professional social work practice. In addition, the Field Placement Coordinator may request a release of information to secure further information from appropriate sources. The social work facility will take the information into account in determining whether to admit you to the program, to postpone admission, or to place special conditions on your admission or to provide special accommodations.

1. Have you ever been admitted to, then withdrawn from or been asked to withdraw from or been dropped from a field placement program.

Yes [] No [] If yes, please explain.

2. Has professional licensure been denied to you or revoked from you in any state in the United States for reasons other than insufficient credits or courses.

Yes [] No [] If yes, please explain.

3. Have you ever been suspended, expelled, placed on probation or otherwise disciplined by any college or university or from any program of a college or university other than for academic reasons?

Yes [] No [] If yes, please explain.

4. Have you ever been charged with, convicted of, pled guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, excluding only minor traffic violations?

Yes [] No [] If yes, please explain.

It is the responsibility of the applicant to inform the Social Work program of the existence of any special needs which might require reasonable accommodations for physical and/or mental disabilities.

I stipulate that the information provided in this application is accurate to the best of my knowledge.

Signature: _____ Date:

Attach:

- DARS
- Copy of drivers license
- Copy of automobile insurance coverage
- Resume
- Statement of interest

LEARNING AGREEMENT

Field Placement
Social Work Program
University of Wisconsin--River Falls
Semester 1



Student _____

Field Placement Agency _____

Field Supervisor _____

Students in field must complete a minimum of 225 hours per semester in placements. These hours must be completed by the end of the last week of class. Some hours worked during Christmas vacation may be counted toward the second semester's hours with permission of the Faculty Liaison.

The student in this placement agrees to the following field schedule (include class time on schedule as well).

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00--9:00					
9:00-10:00					
10:00-11:00					
11:00-12:00					
12:00--1:00					
1:00--2:00					
2:00--3:00					
3:00--4:00					
4:00--5:00					
5:00--6:00					

The following learning agreement is based on learning objectives that are the major components of the social work curriculum at UW-River Falls. After each learning objectives, you will find a list of items which will serve as the basis for evaluating student performance on that particular objective. The evaluation will be done on a separate form, but having these items in the *Learning Agreement* may help you think about agency specific learning objectives. Next, you will see a list of activities that are typical in agencies that would lead to accomplishing the learning objective. Finally, there is a space for the Field Supervisor and the student to write the agency specific learning objectives that the student will be expected to accomplish. You will probably need to add extra pages for some of the items. You are welcome to add pages so you can word process the specific learning objectives rather than hand writing them on the form.

Students are responsible for completing the *Learning Agreement* by the end of the first month of field placement. It should then be reviewed by the Field Supervisor with the student shortly thereafter with the expectation that the Field Supervisor will have suggestions for additions and/or changes. Please note that at the end of this document there is a place for both the Field Supervisor and student to sign indicating their agreement with the document submitted. **The signed agreement should be returned to the Faculty Liaison during the 5th week of field placement.** A copy of this agreement will be returned to the Field Supervisor once signed by the Faculty Liaison.

ASSESSMENT

Learning Objective 1. Student will demonstrate use of critical thinking skills.

Student will be evaluated on extent to which he/she:

a.	Effectively uses a variety of techniques/tools in gathering information.
b.	Makes accurate interpretation of information gathered.
c.	Information presented (either in writing or orally) is well organized and useable.
d.	Draws appropriate conclusions from information gathered.
e.	Uses empirical research as basis for practice decisions.

Learning Objective 2: Student will understand and apply knowledge of biological, sociological, cultural, psychological and spiritual variables that affect individual development and behavior.

Student will be evaluated on extent to which he/she:

a.	Uses knowledge of theoretical frameworks for understanding human behavior. (e.g., Erickson, Piaget, Kohlberg, etc.)
b.	Understands and uses knowledge of the ways social systems (including field placement) promote or deter people in maintaining or achieving health and well-being.
c.	Use a strengths-based perspective through the assessment process.
d.	Completes accurate and thorough assessments per agency expectations.
e.	Recognize that diversity within & between groups may influence assessment
f.	Uses a strengths-based perspective through the assessment process.
g.	Engages client system in positive working relationship.

Likely activities:

- Learn assessment policies, practices, and procedures of agency.
- Complete written assessment using a variety of methods of data collection, e.g., interview, collateral contacts, visit, etc.

Specific Learning Objectives: List below the activities that to be completed by the student during the first semester of field placement. When appropriate, include descriptors from the evaluation items listed above. It's important to tie the activities with the more qualitative items in the evaluation. You are welcome to attach additional sheets and/or attached word processed pages instead of writing here.

Sample: (1) (Student's name) will read at least 3 assessments (whatever kind of assessment your agency does), observe at least 2 being done by supervisor. (2) (Student's name) will complete 2 assessments independently keeping in mind the items a-b in L.O. 1 and items a-d in L.O.

ORGANIZATIONAL DEVELOPMENT

Learning Objective 10. Student will understand and clarify for others the history of the social work profession and its current structures, values and ethics.

Student will be evaluated on extent to which he/she:

a.	Is knowledgeable about the agency's history, mission, goals and objectives.
b.	Is knowledgeable about community resources.

Learning Objective 11. Student will analyze the impact of social policies on clients, staff, agencies and larger social systems.

Student will be evaluated on the extent to which she/he:

a.	Understands agency policies and procedures.
b.	Participates in activities designed to evaluate services delivery.
c.	Understands how agency policies affect clients and staff.
d.	Articulates the ways in which agency resources are affected by government policies and economic conditions.

Learning Objective 12. Student will function within the structure of the agency and seek necessary agency change.

Student will be evaluated on the extent to which he/she:

a.	Keeps agreed upon work schedule.
b.	Is punctual and completes work as assigned
c.	Manages time well.
d.	Participates in activities designed to improve the quality of services to clients.

Likely activities:

- Read agency manual, annual report and any other materials relevant to understanding the history, mission, goals, funding, boundaries of agency.
- Tour the community served by the agency, when appropriate.
- Review and update materials on community resources.
- Attend meetings that talk about the agency as an organization, e.g., board meetings, staff meetings.
- Keep current about current events relevant to understanding the context within which the agency does it's work including such things as legislative changes, economic factors, local politics, etc.
- Attending community events when appropriate to understanding and supporting agency and clients.

Specific Learning Objectives:

Agreement Signatures

The following is to verify that the Field Supervisor and student have reviewed the learning agreement together and agreed upon its content.

Semester 1

The terms of this agreement will begin _____, 200____, and continue through _____, 200____.

(Field Supervisor)

(Student)

(Faculty Liaison)

Semester 2

The terms of this agreement will begin _____, 200____, and continue through _____, 200____.

(Field Supervisor)

(Student)

(Faculty Liaison)



FIELD SUPERVISOR'S EVALUATION OF STUDENT

Student's Name		Consistently	Most of the Time	Some of the Time	Never	Not Observed or N/A
<p><i>Please check the box on the rating scale which most accurately represents the work of the student. For this final evaluation, the level of practice expected is that of an entry level social work practitioner.</i></p>						
1.	Demonstrates use of critical thinking skills.					
	a. Effectively uses a variety of techniques/tools in gathering information.					
	b. Makes accurate interpretation of information gathered.					
	c. Information presented (either in writing or orally) is well organized and useable.					
	d. Draws appropriate conclusions from information gathered.					
	e. Uses empirical research as basis for practice decisions.					
	Comments					
2.	Understands and applies knowledge of biological, sociological, cultural, psychological and spiritual variables that affect individual development and behavior.					
	a. Uses knowledge of theoretical frameworks for understanding human behavior. (e.g., Erickson, Piaget, Kohlberg, etc.)					
	b. Understands and uses knowledge of the ways social systems promote or deter people in maintaining or achieving health and well-being.					
	c. Completes accurate and thorough assessments per agency expectations.					
	d. Understands and uses knowledge of the ways social systems promote or deter people in maintaining or achieving health and well-being.					
	e. Understands the forms and mechanisms of oppression and discrimination affecting clients and/or staff of the agency.					
	Comments					
3.	Demonstrates competent generalist entry level practice using social work knowledge and skills with systems of all sizes.					
	a. Effectively applies social work knowledge to work with individual clients					
	b. Effectively applies social work knowledge to work with client families/groups.					
	c. Effectively applies social work knowledge to work with non-client groups.					
	d. Uses a strength-based approach to practice with client systems of all sizes.					
	e. Engages clients in positive working relationship.					
	f. Collaborates with clients to develop a plan of action based on a thorough assessment.					
	g. Completes thorough assessments per agency expectations.					
	h. Uses appropriate social work roles when working with clients.					
	i. Communicates effectively with a variety of client populations, colleagues and members of the community					
	j. Uses current technologies to effectively and efficiently provide services to clients.					
	k. Develops clear, measurable objectives for intervention plan.					
	Comments					

4.	Practices within the values and ethics of social work per the N.A.S.W. Code.					
	a. References social work values and/or ethics when appropriate.					
	b. Demonstrates substantial commitment to the well-being of clients.					
	c. Respects client's right to self-determination.					
	d. Protects client's right to privacy.					
	d. Consults with supervisor when met with ethical dilemmas.					
	Comments					
5.	Practices without discrimination, with respect and with the knowledge and skills related to issues of diversity.					
	a. Treats all clients and co-workers with respect.					
	b. Shows capacity & interest in learning from persons with diverse backgrounds.					
	c. Demonstrates willingness to explore own values, biases and prejudices.					
	d. Identifies agency policies/practices which may interfere with effectively working with vulnerable and/or minority clients.					
	Comments					
6.	Demonstrates a professional use of self.					
	a. Presents self as professional practitioner.					
	b. Demonstrates capacity for self-awareness and personal growth.					
	c. Demonstrates willingness to take risks that promote personal growth.					
	d. Uses empathy and warmth to encourage appropriate relationships with clients.					
	e. Shows initiative in accomplishing learning objectives and work assignments.					
	f. Takes advantage of training opportunities in the agency and/or community.					
	Comments					
7.	Uses supervision and consultation appropriately.					
	a. Prepares for and actively uses time with supervisor.					
	b. Invites and uses feedback from supervisor and others.					
	Comments					
8.	Communicates effectively with a variety of client populations, colleagues and members of the community.					
	a. Written work submitted on time.					
	b. Is familiar with and understands the style of writing used within the agency.					
	c. Written work is concise and includes all necessary information.					
	d. Is appropriately assertive when dealing with clients, peers and others.					
	e. Shares professional knowledge appropriately at staff meetings, in-services, etc.					
	Comments					

9.	Demonstrates the ability to secure and use current research as applied to social work practice with systems of all sizes.					
a.	Collects data from own practice to evaluate case progress and outcomes.					
b.	Utilizes appropriate research literature as a resource for own practice.					
	Comments					
10.	Understands & clarifies for others the history of the social work profession and its current structures, values and ethics.					
a.	Is knowledgeable about the agency's history, mission, goals and objectives.					
b.	Is knowledgeable about community resources.					
	Comments					
11.	Analyzes the impact of social policies on clients, staff, agencies and larger social systems.					
a.	Understands agency policies and procedures.					
b.	Participates in activities designed to evaluate services delivery.					
c.	Understands how agency policies affect clients and staff.					
d.	Articulates the ways in which agency resources are affected by government policies and economic conditions.					
	Comments					
12.	Functions within the structure of the agency and seeks necessary agency change.					
a.	Keeps agreed upon work schedule.					
b.	Is punctual and completes work as assigned					
c.	Manages time well.					
d.	Participates in activities designed to improve the quality of services to clients.					
	Comments					

Signed _____ Date _____
(Supervisor)

Signed _____ Date _____
(Student)

Student Evaluation of Field Placement Experience



Student Name _____

Date _____

Please fill in the circle which best reflects the extent to which you agree or disagree with the following statements.

My social work field placement prepared me to:

		Strongly Agree	Agree	Disagree	Disagree Strongly	Not Applicable
1.	Think critically within the context of professional social work practice.					
2.	Apply competent generalist entry level practice utilizing social work knowledge and skills with systems of all sizes.					
3.	Practice within the value bas of social work and its ethical standards and principles.					
4.	Practice without discrimination, with respect, and with knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.					
5.	Demonstrate a professional use of self based upon the integration of social work knowledge, skills, values and ethics.					
6.	Understand and apply knowledge of biological, sociological, cultural, psychological and spiritual variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems.					
7.	Collaborate with client systems of all sizes to develop a plan(s) of action based on a thorough assessment of client system strengths and challenges.					
8.	Utilize appropriate social work roles (e.g., broker, mediator, enabler, facilitator, advocate, teacher) when working with clients.					
9.	Communicate effectively with a variety of client populations, colleagues and members of the community.					
10	Demonstrate the ability to secure and use current research as applied to social work practice with systems of all sizes.					
11.	Use supervision and consultation appropriate to entry level generalist social work practice.					

		Strongly Agree	Agree	Disagree	Disagree Strongly	Not Applicable
12.	Use current technologies to effectively and efficiently provide services to clients.					
13.	Understand and clarify for others the history of the social work professional and its current structures, values and ethics.					
14.	Analyze the impact of social policies on clients, staff, agencies and larger social systems.					
15.	Recognize the global context of social work practice.					
16.	Formulate and influence social policies and social work services by involving individuals, families, groups, organizations and communities to enhance human well being in diverse political contexts.					
17.	Understanding of the forms and mechanisms of oppression and discrimination.					
18.	Application of strategies of advocacy and social change that advance social and economic justice.					
19.	Function within the structure of organizations and service delivery systems and seek necessary organizational change.					
20.	Evaluate research studies and apply findings to macro practice.					
21.	Understand the necessity for pursuing prevention activities at micro, mezzo and macro levels of practice.					
Comments:						

The Field Placement Supervisor _____ (Supervisor's Name)						
1.	Provided sufficient orientation to the placement itself.					
2.	Provided sufficient orientation to other agencies relevant to the work of the placement.					
2.	Made expectations clear.					
3.	Had expectations that were appropriate for my level of professional development.					
4.	Was readily available for needed supervision.					
5.	Provided accurate and usable feedback.					
6.	Helped me develop independence and confidence.					
7.	Accommodated my learning style/needs.					
8.	Consistently modeled ethical professional social work practice.					

		Strongly Agree	Agree	Disagree	Disagree Strongly	Not Applicable
9.	Supported and facilitated my efforts to meet my learning objectives as identified in my <i>Learning Agreement</i> .					
10.	Was respectful of my ideas and opinions.					
Comments:						

The Field Setting _____ (Agency Name)						
1.	Welcomed me as a field student.					
2.	Provided adequate work space and equipment.					
3.	Maintained an atmosphere conducive to learning.					
4.	Afforded a variety of experiences at all levels of practice, micro, mezzo and macro.					
5.	Encouraged my participation in agency activities.					
Comments:						

Faculty Liaison _____ (Faculty Liaison Name)						
		Strongly Agree	Agree	Disagree	Disagree Strongly	Not Applicable
1.	Provided help and support if I experienced difficulties in the placement.					
2.	Facilitated opportunities to integrate classroom work with field experience.					
3.	Provided accurate and usable feedback.					
4.	Facilitated opportunities to meet learning objectives as identified in my Learning Agreement .					
Comments						

Evaluation may be shared with my supervisor [] yes [] no

Evaluation may be shared with my Faculty Liaison [] yes [] no



**FACULTY LIAISON'S EVALUATION
OF FIELD SUPERVISOR**

Faculty Liaison _____

A Name of Field Supervisor _____

B. How prepared was the Field Supervisor for the arrival of the student?

C. How effective was the supervisor in orienting the student to the agency and to the other relevant systems?

D. How willing was the Field Supervisor to meet the educational needs of the student?

E. How available was the Field Supervisor for meetings with you and with the student?

F. Overall evaluation of the Field Supervisor:

Signed _____ (Faculty Liaison) _____ (Date)

Please return to the Field Placement Coordinator at the conclusion of the field experience.

3. Describe a specific way in which you met, or moved toward meeting, a learning objective this week. (Be sure to explicitly state the learning objective.)

4. Questions for your Faculty Liaison



FIELD PLACEMENT JOURNAL II

Week _____ Dates _____ to _____

Name _____

Hours worked this week _____

Total hours this semester _____

List your professional experience activities for the past week.

Using a client relationship that is ongoing, e.g., client on your caseload, group you are working with, do an in depth analysis of the social work that you are doing during one particular interaction with a client. You will need initially to explain the situation in some detail (making sure to protect confidentiality) using a blank page (attach to this one). In subsequent journals, continue to give just enough detail so that the reader can understand the process. Each time you journal, you will describe:

Description of Client Contact: When & where interview took place; who was present, what questions were asked, body language used, how client responded, etc.	Interpretation: Your understanding or analysis of what you saw and heard
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Summary	Interpretation
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APPENDIX B

Code of Ethics of the NATIONAL ASSOCIATION OF SOCIAL WORKERS

As adopted by the Delegate Assembly of August 1996

(The following is not the entire Code of Ethics. It does not include the “Preamble” nor the “Statement of Purpose.”)

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.

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.

© In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent. (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

© 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. 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' culture and to differences among people and cultural groups.

© 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. Occasionally, 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, political or business interests.

© 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

& acute; 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 service 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 a valid consent from a client, or a person legally authorized to consent on behalf of a client.

© Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality

and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards. **1.08 Access to Records**

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

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

1.09 Sexual Relationships

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

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

workers -- not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship -- assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

© 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 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 service performed. Consideration should be given to the client's 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.

© 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.

© 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status. © Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

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 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 advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep informed of colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, and competence related to the subject of the consultation.

© When consulting with colleagues about clients, social workers should disclose the least amount of information to achieve the purposes of the consultation.

2.06 Referral for Services

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

© 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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague 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 Reporting Unethical Conduct

(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.

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

3. Social Workers' Ethical Responsibilities in Practice Setting

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.

© 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.

© Social workers who function as educators or field instructors for students should evaluate students'

performance in a manner that is fair and respectful.

© 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.

© 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 service 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 specifically by whom the service was provided in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 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.

© 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 of Ethics.

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.

© 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 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 professional literature and participate in continuing education relevant to social work practice and social work ethics.

© 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, age, religion, sex, sexual orientation, marital status, political belief, 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 of 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 organization.

© 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 other persons 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

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 t

he 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.

© 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, consultations, 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 in order to contribute to the development of knowledge.

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

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

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

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

(g) Social workers should never design

or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has

- found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
 - (I) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
 - (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
 - (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information. (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
 - (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
 - (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
 - (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
 - (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society.

6.01 General 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 persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons and groups.

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

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

APPENDIX C

Educational Policy and Accreditation Standards Wisconsin Council on Social Work Education (2001)

PREAMBLE

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.

- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

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

4.1 Diversity

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

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

4.7 Field Education

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

5. ADVANCED CURRICULUM CONTENT

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

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

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
- B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
 - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

[Note: This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

- 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
 - 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
 - 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
 - B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master's social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
 - M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
 - 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

- M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
- M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.
- 6. **Nondiscrimination and Human Diversity**
 - 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.
- 7. **Program Renewal**
 - 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
 - 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
 - 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.
- 8. **Program Assessment and Continuous Improvement**
 - 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.