



TEXAS A&M
UNIVERSITY
KINGSVILLE

BSW STUDENT GUIDE TO FIELD

TEXAS A&M UNIVERSITY-KINGSVILLE
SOCIAL WORK PROGRAM

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Introduction

The purpose of this manual is to guide and support students entering the BSW Field Program at Texas A&M University-Kingsville. The manual provides an overview of the field practicum, its nature and requirements, information on field policies and procedures, and tips for enhancing the many opportunities in the practicum. Students are often inundated with information about field at both the Program's Field Orientation and the agency's orientation. Hopefully, by providing written information, this manual will allow students more time to assimilate basic field information and be better prepared to begin one of the most exciting parts of their undergraduate education! As students move through the practicum experience, the manual can also serve as a resource for reflection on their personal and professional awareness and growth.

The manual is organized into five sections. Section one covers the BSW Program's Goal and Mission. Section two covers field education, requirements for the practicum and the roles and responsibilities of the Field Coordinator, field instructor and student. Section three provides information on general field policies such as field hours, changing and terminating placements and the grievance process. Section four provides information to enhance the students' utilization of the field experience as an educational experience. This section contains "tips" on a variety of areas such as scheduling hours, use of supervision, safeguarding confidentiality and time management. Finally, section five contains useful forms and guides which the student may use during the practicum. The material contained in this manual is in effect from the semester that students enter field through the completion of all field requirements.

Section One
The BSW Program

Mission of the Social Work Program

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 primary mission of the social work program is to offer an educational program that will prepare graduates to provides competent entry-level generalist social work to an ethnically and culturally diverse population with an educational emphasis on social justice and empowerment for people who are vulnerable, oppressed, and living in poverty. The social work program is committed to promoting professional social work practice and values in the development of social work knowledge and responsive social service delivery systems.

Social Work Program Goals

The social work programs has goals derived from the program mission and reflect the purposes of social work education as defined in the Educational Policy of the Council on Social Work Education.

The BSW Program goals are:

- To prepare students as competent, generalist social work practitioners.
- To promote the development of social work knowledge.
- To promote leadership in the development of social service delivery systems.

BSW students must possess the knowledge, values, and skills that are needed to work with individuals, families, groups, organizations, and communities within the context of an ethnically and culturally diverse population. Due to the primarily rural and economically limited nature of South Texas Region, the need for competent generalist social work practitioners is extremely important. The social work program aims to prepare its graduates to not only deliver social work services but to address social justice and empowerment for people who are vulnerable, oppressed, and living in poverty by actively participating and influencing the development and evaluation of responsive social service systems. The program's mission statement and goals were developed in the context of scare social work resources in the South Texas region.

Social Work Program Objectives

The BSW Program Objectives are derived from the program goals:

Goal 1 : To prepare students as competent, generalist social work practitioners.

Objective A: Students will demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities. (EP: B3.o.6; 3.0.1; 3.0.7; 3.0.10;3.0.11;3.0.12)

Objective B: Students will be expected to apply concepts of human diversity to their practice. (EP:3.0.3;B3.0.6;3.0.10)

Objective C: Students will demonstrate self awareness and apply social work values in their practice. (EP:3.0.2;3.0.11)

Objective D: Students will demonstrate an understanding of the form and mechanisms of oppression and discrimination and the strategies for change that advance social and economic justice. (EP:3.0.1;3.0.4;3.0.5;3.0.9;3.0.12)

Objective E: Students will demonstrate professional use of supervision. (EP: 3.0.1;3.0.2;3.0.7;3.0.11)

Objective F: Students will demonstrate effective problem solving and communication skills in all areas of social work practice. (EP: 3.0.1;3.0.2;3.0.3;3.0.6;3.0.8;3.0.10)

Goal 2: To promote the development of social work knowledge

Objective A: Students will be expected to apply empirical knowledge to their professional practice, using skills of assessment and evaluation. (EP:3.1;3.7;3.8;3.9)

Objective B: Faculty will use systematic program assessment to evaluate and develop program excellence.

Objective C: Graduates will demonstrate social work knowledge in the provision of services.

Objective D: Faculty will demonstrate knowledge-building and scholarship

Goal 3: To promote leadership in the development of social service delivery systems.

Objective A: Students will be expected to apply knowledge of social welfare policies and services to their practice. (EP:3.0.1;3.0.5;3.0.8;3.0.9)

Objective B: Graduates will demonstrate participation and leadership within the structure of organizations and in the development of responsive service delivery systems. (EP:3.0.1;3.0.2;3.0.3;3.0.4;3.0.7;3.0.8;3.0.12)

Objective C: Faculty will demonstrate participation and leadership within the structure of organizations and the development of responsive service delivery systems. (EP: 3.0.1;3.0.2;3.0.3;3.0.4;3.0.7;3.0.8;3.0.12)

Goals for Field

Adult Learning

Students need individualized, educationally-focused field instruction to maximize their personal and educational strengths as they prepare for professional practice. This is particularly critical where many students have no theoretical background and little to no experience in Social Work. Therefore, the field year includes educational assessment, the socialization process, and the knowledge and skills-based training necessary for beginning practitioners geared at a level that addresses individual differences. Social Work Program conduct an initial assessment and matching process to place students in settings where they can best achieve their educational and personal goals. In addition, use of a weekly seminar on campus facilitates the student's processing of field experiences in a context which helps to acknowledge the individual student and his or her experiences while broadening the knowledge and skills of the peer group. The Field Coordinator visits each placement site to facilitate and support each agency-based field instructor in the individualization of student goals, within the parameters of each field course and the agency's mandate.

Critical Thinking

Field seminars facilitate the integration of theory and practice experiences. An integrative seminar course is provided during each of the two semesters in which undergraduate students do field work. These seminars focus on the linkage of theory and practice, including professional modeling and an emphasis in critical thinking. Organizational dynamics, social policy issues impacting practice, limitations of intervention approaches, and issues regarding populations at risk are addressed by field faculty who are closely attuned to practice as well as to the theoretical contexts in which students are involved within the other courses. Specialists also encourage agency-based field instructors to “stretch” field experiences so that the student can consistently utilize alternative options for intervention and their potential consequences for all systems involved.

Professional Development

Faculty-based field instruction will be offered to some students if they were placed in nontraditional agencies which could not provide an BSW or MSW agency-based field instructor. This will permit the Social Work Program to introduce social workers as competent personnel in organizations within the criminal justice system, public education, the private sector, gerontological services, employment offices, neighborhood organizations, and some medical facilities. It is the emphasis on educational soundness, through educationally-focused supervision and classroom linkage, as provided by a strong undergraduate field program, which contributes to the development of these linkages with agencies and which assisted in expanding the role of social work in South Texas.

Educational Coordination

The field faculty teach the initial methods course as well as provide instruction for all field seminars. Teaching methods content by someone who is informed about the concurrent field experiences of each student in terms of communities, organizations, supervisors and clientele groups seeks to make methods content as current and real as possible for students. Another advantage is that when a student is having problems in class or field, these can be more readily addressed in both contexts. While application of policy, research, human and organizational dynamics covered in classroom courses can be facilitated by field faculty for both students and agency-based field instructors, it is the coordination of methods courses and field instruction in which field specialists are the most active. There is continuous, and very active, coordination carried out through the development and implementation of standardized objectives and requirements for each integrative field seminar.

Involvement of Practice Community

Field faculty are at the forefront of the Social Work Program’s interaction with the practice community. On a daily basis, field faculty stay abreast of changes in the practice community, identify and encourage practitioners as potential field instructors, and facilitate agency-based field instructors’ work. Field faculty then bring back to the rest of the faculty ideas on curricular changes which can prepare students for a changing profession. For example, field faculty significantly contributed to curricular evaluation and ultimate changes to address preparation for work with culturally diverse clients.

Quality Control

The preference for this field model has widespread support in the professional community. Nevertheless, the Social Work Program will seek feedback from the students and the practice communities to improve methods and field teaching and the workshops offered to prepare practitioners for their field teaching functions.

Outcome objectives of the Social Work Program are closely tied to the foundation which BSW methods and field teaching can provide. By making sure that instruction for BSW students is faculty coordinated, the Program can confidently count on students who are sufficiently socialized in the basic values and principles for social work practice, as well as competent in basic methodology and the critical thinking skills which can contribute to a profession consistently responsive to changing human needs.

Social Work Advisory Council

During the 1999 - 2000 School year an advisory council was appointed to be an active force for the advancement of social work/social work education in South Texas. The Advisory Council meets regularly each year for the purpose of program and progress review. This group of individuals serve both as a visiting committee and a developmental influence for the Social Work Program and is composed of leaders in business, social work and other professions throughout the South Texas. This diverse group will be able in providing guidance for resource development. They will assist in raising funds for further development of the Program and scholarships for students as well as plan for a MSW program at TAMUK.

Section Two
BSW Field Requirements

Field Education

Social work is a multifaceted professional activity and thus requires students to develop knowledge, skill, and value base which can support a complex configuration of activities across a diversity of settings. The field practicum has historically been one of the key elements in social work education, providing an opportunity for the student to build, integrate, and apply knowledge in work with a client population within an agency setting. It also provides students with an opportunity to build a repertoire of skills and enhance their sense of identification with the profession. Field serves as the culminating experience for the undergraduate and as the transition to the professional work world. For these reasons, students often report that field is one of the most important and challenging parts of the curriculum.

Organization of Field

The field practicum consists of two courses, SCWK 4641 and SCWK 4643, taken during the student's senior year. The field sequence is based on a concurrent field plan which requires that students be in field approximately 16 hours a week, 200 hours in both the first and second semesters, for a total of 400 clock hours. Each of these courses provides 6 credit hours, for a total of 12 credit hours. Students remain in the same agency for these two consecutive semesters. Students must also attend the three-hour weekly integrative seminar. Prerequisites for field are described in the BSW Student Handbook.

In the field placement, student assignments revolve around service-giving responsibilities. Assignments are structured to allow the student to apply theory as s/he develops practice skills. All students receive supervision from the designated agency-based field instructor, who generally holds a BSW or MSW degree from a Council on Social Work education-accredited program. The Field Coordinator, is the designated faculty person responsible for monitoring and evaluating the students' performance in field.

A generalist approach is the underlying foundation of the field sequence. This approach is seen as encompassing an ecological framework where students learn the importance of the interaction between the person and the environment to understand and enhance the developmental and problem-solving capacities of clients, especially vulnerable populations. Students learn to identify and prioritize a wide range of needs of their client systems and to link clients with appropriate resources when needed. Within the generalist approach the student is also encouraged to consider the broader implications of client problems, to work to contribute to the improvement of human service systems and policies, and to identify needed resources for clients to reach their potential. The problem-solving approach to intervention at the individual, family, group, organizational, and community levels is also emphasized. Students learn to apply the problem-solving approach including the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes. Students also learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice.

Field instruction is thus structured to support knowledge, value and skill base for generalist practice and includes educationally focused assignments in intervention at the individual, family, small group, organizational, and community levels with varying skills. The practicum occurs within the organizational context of an approved human service agency and includes both direct and indirect service assignments which are supervised by the field instructor.

The Field Partnership

Success of the field practicum requires forming and sustaining a partnership among the three key actors in this experience- the Program, the Agency, and the Student. This partnership begins during the placement process and is sustained throughout the field practicum. Without the commitment and the dedication of each of these actors in the action system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a beginning- level, generalist social work practitioner who has a strong professional identity and is capable of knowledge and value guided practice.

The Agency

In the field partnership, the Social Work Program assumes the central responsibility and leadership for the educational focus of the student's learning experience. However, agencies are a critical resource in a field program and carry a large responsibility for the education of students. The Social Work Program's selection of agency settings and field instructors is a crucial part of insuring the educational focus of field and the overall success of the field program.

Fortunately, Kingsville and the surrounding area have a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the Social Work Program's needs for field placements. The Social Work Program is affiliated with a broad spectrum of these agencies which enables it to be selective in the choice of appropriate settings. Available agencies may differ from year to year due to changes in staffing or ability to work with students. A variety of agencies are utilized in areas of service such as mental health, health, schools, and child welfare, and serving a diversity of client populations including the elderly, children and adolescents and families. Some student units may also be available, which allow students to work closely with an identified field faculty member.

Agencies utilized in the BSW field program are in or near Kingsville to accommodate the concurrent field plan. This keeps commuting for the students and faculty to a minimum. Exceptions are made on an individual basis with the Field Coordinator and depend on a number of factors including readiness of the student to bear the extra stress of an out-of-town placement and field resources.

Criteria for Selection of an Agency

Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences
2. The willingness of the agency executive and staff to support the educational goals of the Program
3. The availability of appropriate supervision
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele

6. The agency/organization is committed to the educational goals of the Social Work Program as demonstrated by the field instructor's participation in the Program's educational program. These activities might include: guest lectures, attendance at field instructor workshops, participation in Social Work Program committees
7. The agency/organization must support the placement and allow sufficient release time for the field instructor to give educational supervision to the student
8. A reasonable stipend for the services of the student is encouraged for those agencies where possible. This will vary by organization and is based on similar programs for student internships within that organization, as well as on hours of service
9. Generally, an agency must provide a field instructor with a Master's in Social Work from an accredited University. For supervision of BSW students, two years of postgraduate social work experience is preferred
10. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, secretarial support, etc.)
11. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s)
12. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency
13. The agency must communicate changes in supervision to the Program Office as soon as possible to make the necessary arrangements for student supervision

These criteria represent the basic elements for safeguarding the educational nature of the field experience.

The Field Instructor

The field instructor remains at the center of field education and is the key to the quality of the field experience for an individual student. Potential field instructors are identified in conjunction with the agency but approval rests with the Program Office.

Criteria for the Selection of Field Instructors Include the Following:

1. The primary Field Instructor of record must have a Master's degree or Bachelors Degree from an accredited Social Work Program and at least two years of post-graduate experience.

2. The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Instructor in the educational role.
3. The Field Instructor must agree with the learning goals of professional Social Work education and be committed to quality education for the student.
4. The Field Instructor is required to work closely with the Program in the assignment of case material and is responsible for providing timely feedback to the Program on the progress of the individual student through the Field Coordinator.
5. The Field Instructor is expected to participate in the ongoing mutual exchange of ideas with the faculty. One arena for this is in the seminars and workshops which are held throughout the year.
6. New Field Instructors are expected to attend orientation sessions and/or be available for individual orientation by field faculty where attendance would provide undue hardship.

The agency-based field instructor's primary role, in relation to the student and the Program, is as an educator. The field instructor is viewed as the primary teacher who creates and protects a positive educational climate to facilitate student learning and engages the student in knowledge, value and skill development related to social work practice and the service-giving assignments in the agency.

Other Responsibilities of the Field Instructor are:

1. To orient the student to the setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping, intake, referral, transfer and termination, special auspices, etc.
2. To establish an educational contract with each student
3. To provide the necessary experiences to meet the educational goals
4. To teach the appropriate use of supervision including when and how it is utilized and to what purposes
5. To serve as a professional role model
6. To help the student understand and appropriately use the network of human services available to that agency and the clients
7. To evaluate with the student and the Field Coordinator the progress of the student throughout the semester
8. To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills

9. To provide necessary training and monitoring of students' compliance with safety policies and procedures
10. To notify the Field Coordinator as soon as possible should problems regarding the student arise in the field setting. If necessary, the Field Coordinator and Field Instructor might then confer with the Program Director and make decisions regarding the student
11. To participate with the Program in a continuing mutual effort to upgrade and enhance the Field Program and to attend Program workshops for field instructors
12. To participate with the Program as faculty whenever possible by sharing with them their expertise in specific areas
13. To communicate to the Field Office any planned or unexpected changes which would impact actual or future supervision of students

The Field Coordinator

It is the Field Coordinator who attempts to make the fit between the Program/agency/ and student work through continual communication and feedback. Students are assigned to a Field Coordinator based upon agency placement and the expertise and interests of the Field Coordinator. Undergraduate students have access to their Field Coordinator on a weekly basis in the integrative seminar, during field visits, and by scheduling office appointments.

Responsibilities of the Field Coordinator

A brief list of the responsibilities of the Field Coordinator in relation to monitoring of student placements includes the following:

1. Visit the agency at designated times during the semester to confer with the instructor and the student about the student's professional development in relation to the educational objectives
2. Participate with the field instructor and student in the assessment of the student's learning needs and help identify goals and service giving assignments
3. Help the field instructor deal with problems that are related to educational progress of students
4. Attempt to identify early possible problem areas with individual students and move in to assist both student and agency to meet educational needs and resolve conflicts
5. Aid in the growth of field instructors in their education as field faculty
6. Assign the grade for students

The Student

The primary responsibility of the student in field is to meet the educational objectives of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients

who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge base and skills necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the field instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing this with the Field Coordinator and field instructor.

A partial listing of more specific responsibilities of the student is provided below.

Responsibilities to Self:

1. To identify learning needs and objectives
2. To be ethical in all activities
3. To fulfill as fully as possible all legitimate expectations of the learner in the field and to go beyond them as feasible
4. To apply self fully to learning and services--including realistic allotment of time to outside demands
5. Willingness to recognize the needs of others in the field instruction partnership system and commitment to be helpful, if possible

Responsibilities to the Program:

1. To maintain open, honest and sharing communication for achievement of system goals and maintenance goals, which includes problem solving in the field instruction partnership system
2. To complete all expected reports fully and on time
3. To provide feedback from agency in the form of case illustrations for classes and sharing of knowledge gained in the field; to question and comment on the usefulness of concepts and methods taught in class in relation to field work
4. To fulfill all educational requirements including spending the full time expected in the field as usefully as possible
5. To work diligently to solve problems arising out of inadequacies or misunderstanding in the field instruction system, including evaluation of the system and its functioning in relation to its goals
6. To work to improve ways in which the Program functions with respect to field instruction through channels provided, such as committees, suggestions for improvements, and sharing in general

7. To responsibly budget time to allow for adequate attention to both class and field and other student responsibilities

Responsibilities To Field Setting:

1. To fully cooperate with the field instructor and other partners in obligations of learning and reporting responsibilities including dictation, agendas for conference, identification of goals, problems, needs and so on
2. To carry out service and other field activities in compliance with agency policy and practices
3. To help field instructor keep an educational focus, if this help is needed
4. To question and evaluate agency policies and practices and work responsibly for their improvement
5. To furnish all reports and other work required on time and fully, to devote the full amount of time expected in the field, and to be flexible when asked to change the specific hours worked for good reasons
6. To discover how one's own learning experiences may simultaneously promote one's growth as a professional and augment the agency's capacity to function
7. To enhance agency efforts, when possible, through extra service to clients, development of new resources, public relations contacts, feedback, sharing new learning

Responsibilities To Clients:

1. To practice social work in a disciplined manner and at the highest level of competence possible in view of time and skill limitations
2. To work to maintain and improve social work service, of one's own and others
3. To offer service promptly, courteously, and without prejudice, and in other ways to put the client's interests first, before one's own convenience
4. To respect the privacy of clients but also their right to opportunity to make use of service (outreach)
5. To never exploit clients in one's own interest and to share with appropriate persons the instances in which the agency and Program policies or requirements collide with a client's needs

Field Objectives

The educational objectives for first and second semester field (SCWK4641/SCWK4643) are contained in Section Five of this manual. Each major objective is broken down into specific components to assist

the student and field instructor in understanding the intent of the objective. These provide a guide for structuring the field assignments and represent minimal expectations to be achieved by the end of the semester. These also serve as a guide for the evaluation of the student's performance.

Service-Giving Assignments

The service-giving assignments of field provide the experiential base on which a student realistically moves toward completion of the objectives of the field sequence and toward becoming a professional social worker. Assignments are identified by the field instructor with consultation from the Field Coordinator and are based on the educational objectives. Students are given a minimum set of assignments, regardless of agency setting, but these are individualized for every student. Specific assignments are identified within the educational contract which links the assignments to the goals of the practicum. The underlying principle in the delineation of service-giving assignments is that these provide meaningful learning experiences. Assignments are geared toward helping the student meet the educational objectives of the field experience and to support a generalist approach to practice within the social work domain. Furthermore, assignments are chosen for their usefulness in assisting the student to transfer knowledge and skills from the field practicum to other settings in the future.

Service-giving assignments also encompass opportunities to perform a variety of social work roles in practice with individuals, families, groups, and communities including: outreach, enabler, broker, advocate, teacher, planner, researcher, evaluator, etc. Both direct and indirect assignments are required during the two- semester practicum.

Student assignments include opportunities to work with individuals and families with a wide variety of needs and concerns. Experience involving the entire problem-solving process from engagement to evaluation is required. Over the course of the placement, students have opportunities to perform intake duties, to carry out assessments, to work with collateral contacts, and to carry ongoing cases. Students carry some cases from intake through termination while others are referred to them from within the agency. The field instructor is responsible for screening and assigning cases for the student. In addition, cases are selected to give the student an understanding of the richness of human diversity and thus represent differences in age, gender, ethnicity, lifestyle, and socioeconomic levels. All students must have an opportunity to work with disadvantaged populations. Emphasis on assessment and linkage with appropriate referrals in the community is another aspect of the students' work. Case documentation of work with individuals and families is also required. Students must submit process recordings, social histories, assessments, ongoing case recordings, and other forms of recording for review by the field instructor and Field Coordinator.

Students are also given assignments to work at the group level during their placement. All students are expected to co-plan and co-facilitate a group within their agency. This entails responsibility for planning for the group, curriculum development, implementation, and evaluation of the group experience. Generally, students plan for the group in their first semester and facilitate it during the second semester. This time frame gives the students sufficient time to integrate themselves into the agency, have opportunities to identify client needs best met at the group level, and to undertake the planning portion of this assignment in the first semester. Students usually co-plan and co-facilitate the group with their field instructor or another designated staff member in the second semester. Reflection and processing of the experience are important parts of the student's supervision with the field instructor. Students must document their group experience in a paper for the integrative seminar which covers all aspects of their work with the group. Summary recordings of group meetings are also required. The field instructor is responsible for assisting

the student in the identification of an appropriate learning experience in this area. Generally, opportunities for group work involve educationally-focused groups such as parenting skills training, independent living skills training, development of problem-solving skills, etc.

Students are also expected, under supervision, to carry out an administrative/planning assignment as part of their field experience. Responsibilities in this area include: the identification of a need within the agency or community; consideration of policy implications of the project; consideration of alternative approaches to addressing the need; delineation of a plan to address the concern including methods to be used and resources needed; implementation of the plan; coordination of the action systems involved; and evaluation of the process and outcomes. Minimally, students are expected, with assistance from their field instructors, to identify their project in the first semester. Projects are then carried out in the second semester. Projects which are identified must be within the normal duties of the professional staff within the agency and must have agency sanction. A part of this assignment may also entail an oral presentation of the project to the staff and/or Board of Directors of the agency.

Students must also be given opportunities to engage in a number of other indirect service activities in the two-semester placement. Students are expected to attend staff meetings, case reviews, and other staff development opportunities within the agency. Attendance at staff meetings is a critical part of the student's ability to integrate himself/herself into the agency setting. In addition, students may attend meetings of the agency's Board of Directors or other policy-making group during the year. This experience is processed within supervision with the field instructor and is discussed in the integrative seminar. Students are also encouraged to visit other agencies and attend other community meetings including inter-organizational meetings, NASW chapter meetings, and meetings of other city, county, state, and federal policy making bodies. In particular, students are encouraged during state legislative sessions to observe and participate in the legislative process. In their first semester integrative seminar, students are also expected to complete an analysis of their placement agency. This entails collection of a wide range of data concerning: the agency's history; auspices; services; clients served including disadvantaged populations; major laws which impact service delivery; agency structure and implications for clients; staffing patterns; the funding sources and budget; research and evaluation carried out within the agency; and the roles of the social workers employed by the agency. An additional part of this assignment entails a comparison between the student's placement agency and another agency in the community, usually one which is represented by another student in the integrative seminar. This assignment assists the students, via data collection and interviewing and analysis, in understanding their agencies and the human service network within the community in which it is located. It also assists the students in understanding the impact that the organizational context has on service delivery and their clients.

Emphasis is placed on the student's carrying a manageable and sequenced load in the field. This is supported in the agencies by the field instructors. Although care is taken to structure and sequence the student's learning as much as possible, the reality of the agency-based field model implies that, at times, students will feel unprepared to take on some service-giving assignments. Reflection on this in supervision with the field instructor and with the Field Coordinator in the field log and during integrative seminar are helpful ways of processing these experiences.

Teaching Methodologies Used in Field

The teaching model utilized by field instructors is rooted in the concept of the student as an adult learner. Considerable emphasis is given to the individualization of the student and her/his learning needs. Likewise,

the student is seen as an active partner in the learning process. The pedagogical methods employed are based on the premise that experiential learning is the cornerstone of field instruction.

There is a concerted effort to standardize BSW field instruction requirements as much as possible within the natural constraints of the agency-based field instructor model. This effort includes a standard list of assignments and experiences expected at all sites encompassing: a caseload of three to six individual cases; a group assignment; an administration/planning project; attendance at board meetings and staff meetings; representation of the agency in the community; development of a knowledge base of community resources; process recordings and other case documentation; field logs; visits to the agency by field faculty; BSW/MSW supervision; and the implementation of evaluation procedures which are the same for all field sites.

Field instructors use a variety of teaching techniques to assist the student in the practicum. Direct supervision is employed by the majority of field instructors as a basic method of supervision within the agency. Field instructors utilize direct observation of student's work, student observation of the field instructor, audio and video taping of sessions, feedback, and co-working of assignments. Field instructors also use indirect methods for teaching such as role playing, process recording, review and discussion of case documentation, and discussion of events and experiences. Field instructors meet with their students for a minimum of one hour per week in the field. Students also have access to field instructors on an as needed basis.

Students are encouraged throughout field, and especially in the first semester, to reflect on their own learning style and to share this information with their agency-based field instructors. Additionally this is discussed during Field Coordinator visits at mid-semester of the first semester and again at the end of the first semester so that adjustments can be made in supervision if necessary.

Liaison Visits

Field Coordinators and agency-based field instructors work jointly to foster individualized student learning and to monitor and evaluate student progress in meeting field objectives. Liaison visits are made to the field setting at designated times during the semester for a total of between five and six visits for the two-semester practicum. Each semester, these consist of an initial visit to establish the educational contract; a mid-semester visit to review progress; and a final visit to focus on end-of-the-semester evaluation of student performance. If the format needs to be varied due to individual learning needs, that decision is made in consultation between the Field Coordinator, the field instructor and the student. The Program has a commitment to make as many additional field visits as may be necessary when a student or agency is having difficulties.

In addition, students may be required to continue in an agency for additional hours to obtain a satisfactory level of performance. This arrangement might be in lieu of an unsatisfactory or failing grade (i.e., less than a C is not passing) if it is felt that additional time will add significantly to the student's ability to master the material. Those types of situations are carefully reviewed to insure that, in fact, the student has a chance to correct deficiencies within an allotted time frame. During the visits to the agency, the Field Coordinator also focuses on the fit between field instructor's teaching style and student's learning pattern and adjustments in the identification of assignments which might enhance student learning.

Integrative Seminars

The concurrent integrative seminars are a critical part of the learning experience and help support students in integrating the curriculum and the field experience. It is in these 2-hour weekly seminars, taught by the Field Coordinator, that students discuss and explore their attempts in field to make use of the knowledge which they have acquired throughout the curriculum. The overall goals of the seminars are to assist the student with the field experience and strengthen the relationship between the classroom content and the field.

Another contribution of the integrative seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar also assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, client self determination and worker's influence, etc. Time allotted for problem solving around field issues is common throughout the two semesters but is particularly a part of the beginning semester when students are seeking to clarify their assignments, their roles within the agency, and the roles of the field instructor and the Field Coordinator. Students become increasingly adept at problem solving and in using their resources in this regard. The second semester integrative seminar also assists students in making the transition from the university setting to professional work by exploring possible areas of practice and professional issues such as continuing professional development, social work certification and job interviewing.

Course Objectives

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- Demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities
- Demonstrate the ability to apply the principles of the social work program solving and client involvement in assessment, goal formulation, intervention planning, contracting, carrying out intervention at all levels
- Demonstrate understanding of human behavior concepts and the interactions between the individual and the environment
- Communicate professionally and collaborate with colleagues and other professionals the staff, and use supervision effectively
- Demonstrate the use of communication skills differentially with a variety of client populations, colleagues, and members of the community
- Performs professional social work role within the agency setting, and community
- Demonstrate self-awareness and apply social work values in their practice
- Identify and use the formal and informal channels of communication in the agency, and between the field setting and other agencies

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- Demonstrate knowledge of the skill in practice with individuals, families, groups, organizations, and communities
- Examine practice dilemmas from the perspective of personal values, client system values, agencies and social unless and professional values, client system values, agencies and social unless and professional values
- Demonstrate an understanding of the agency as part of a system itself, and identifies ways in which agencies can be responsive to the clients
- Makes productive use of on-going supervisor and self-evaluation
- Demonstrate an understanding of human behavior concepts and their interactions between the individual and the environment
- Apply knowledge of organizations and communities and how it impacts practice setting and clients
- Utilize knowledge of the scope of social welfare policies and services at the local, state, and national levels in work with client, and with assistance, plans intervention that can be used to improve policies and services to the agency's constituency

The nature of the class, with its emphasis on student involvement and sharing of field experiences, is a new experience for most undergraduate students. This usually takes some time for the students to learn how to more actively participate in a seminar environment. Students form a strong support group during these two semesters together and assist each other in dealing with the demands of their new roles and the demands of field.

Students are assigned to the integrative seminars by the Field Coordinator in groups of 15-18 students, depending upon the number of students entering field. Students are grouped in seminars depending on their agency assignment. Usually, a variety of agencies and client populations are represented in each seminar, with an emphasis on a cluster of agencies dealing with a particular practice area or population such as child welfare, women's services, health, mental health, etc. This model allows students to become familiar with a variety of agencies and client populations, while also being exposed to more in-depth content in one specific area. Students enjoy this exposure to various agencies and populations and learn from each other.

Seminar assignments revolve around the students' service giving assignments in the agency. Although assignments vary by semester and instructor, they usually include: agency analysis; social history and case assessment; analysis of group experience; and case staffing. In addition, quizzes over readings are usually given.

Grading for Seminars

It should be noted that the field and the seminar are graded together. Therefore, progress in both class and field is expected. Students may not carry an incomplete in either part of course into the next semester. Students must receive a C or better in first semester to continue. Course outlines for the integrative seminars will be provided to the student at the beginning of the semester for more specific details.

Evaluation of Student Performance and Grading

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives of the field sequence. Evaluation is viewed as a process which is jointly undertaken with the student, field instructor and Field Coordinator participating. Key elements in the process include:

1. A delineation of the student's present capabilities in terms of knowledge, values, and skill development
2. Areas where growth is needed including what the student has already accomplished and not accomplished in these areas
3. What specifically must be done in the future to address any concerns

Grades are assigned by the Field Coordinator, not by the agency-based field instructor. Input is obtained from the field instructor in the agency during the liaison visits.

Guidelines and procedures for evaluation of student performance are standardized throughout the field sequence. The evaluation instruments are designed to measure the performance of each student as assessed against course objectives and the goals of the educational contract.

Student progress may be reflected in verbal presentation of material, in interaction with clients and collateral contacts, in discussion of assignments with the field instructor and Field Coordinator, entries in the log, in student recording and case documentation, and in interaction with other personnel within the setting. The field objectives represent the minimum expectations of performance at the completion of each semester. If a student is not performing at an acceptable level, the Field Coordinator works with the field instructor to specify in writing the concerns and a plan of action to achieve the course objectives.

Evaluation of student performance in field is an ongoing process throughout the placement period, with the student participating as an integral part of this process. Field instructors are encouraged to give ongoing regular feedback to their students. The purpose of the evaluation process is to help the student examine her/his educational progress in meeting the objectives of field instruction. Through the student's own self assessment, it is intended that the student will develop an ongoing self awareness which will serve as the foundation for future learning and development.

Procedures for Evaluation of Field

Student Evaluation of the Field Experience

At the end of the placement period, each student is asked to complete a survey concerning the student's field experience. This survey covers the orientation provided by the agency, the service giving assignments, field instruction, the integrative seminar, the curriculum in terms of its fit with field, and the liaison.

Students return these to the Field Coordinator and can choose whether this will be shared with the liaison and/or field instructor. This information is then used by the Field Coordinator in making decisions regarding the use of the agency and field instructor in the future. Liaisons and field instructors can also use the information to improve their teaching skills for other students.

Field Instructor Evaluation of the Field Program

Field instructors are also given an opportunity to provide feedback regarding the placement process, the liaison, the training workshops, and the field program in general. Surveys are sent out at the end of the field experience to all field instructors. This information is reviewed by the Field Coordinator and used to make changes to improve the program. Field instructors also provide feedback to the field program during workshops and through the ongoing communication with the Field Coordinators.

Field Coordinator Evaluation of the Agency Setting

In addition to ongoing monitoring of the field settings, the field office also requests liaisons to complete a formal survey of the agency and field instructor for use in future placement decisions. This questionnaire solicits information about the learning environment of the agency, the field instructor's level of expertise, the appropriateness of the learning assignments, and the match between the student and the field instructor.

Section Three
General Field Policies

General Field Policies

There are several general policies which refer to all students in field. These are summarized in the following areas.

Completion of Hours and Absence from Field

1. All students are expected to complete the requisite number of hours in field. If this is not going to be accomplished within the time frame of a semester, arrangements must be made to make up the time before the start of the new semester. Using the period between semesters, plus holiday time, this can usually be done without undue hardship.

It must be noted that the student cannot begin the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student will have to postpone field until eligible for matriculation into second semester field. If the time cannot be made up by the end of the semester, the student may receive an “incomplete,” which will delay graduation.

2. If a student must be absent from field, he/she is responsible for calling the field instructor and Field Coordinator. The field instructor needs to inform the Field Coordinator of any concerns regarding student absence.
3. If a student is absent a for significant period of time, there are four options:
 - a. Withdraw from field, with the consent of the Field Coordinator,
 - b. Be assigned by the Field Coordinator to repeat the semester either in the same agency or a different one,
 - c. Take an “incomplete” and finish the next time that field semester is offered,
 - d. Earn a failing grade.
4. Holidays: Students may take all School holidays and whatever holidays are observed by the agency. If the student elects to work through a holiday, such as Spring Break, that will count toward the time fulfillment. The student must, however, complete all required hours for field.

Change of Placement

The following are policies regarding the change of students from an agency or organization:

1. If the student views the agency match as unworkable:
 - a. The student must talk with the Field Coordinator about the proposed move. The Field Coordinator, student and field instructor will then discuss the issues involved. If they can be resolved to everyone’s satisfaction and the student decides to remain in the agency, nothing further is done.

- b. Should the student still desire a change, the Field Coordinator clarify the status of the student and agency.
 - c. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin study there. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
 - d. If it is at the very beginning of placement, within the first two weeks, and the student has been actively involved in appropriate activities, then the student may be excused from making up that time. However, if it is well into the semester, then the student may need to start over or negotiate an appropriate number of hours. This is done to provide the student with a placement which is long enough for completion of the required assignments and attainment of the objectives for beginning field.
 - e. The required 200 hours must be completed before starting second semester field. Refer to “Completion of Hours and Absence From Field” above.
2. Should an agency request the removal of a student, for whatever reason:
- a. The Program will remove the student within a time frame which is agreeable to the agency.
 - b. Before removal of a student from an agency, depending on the urgency of the removal and/or the agency concerns, the Field Coordinator will discuss the situation which led to the agency request.
 - c. If the agency simply wishes to explore whether a student should be removed or whether the situation is remediable, the Field Coordinator will immediately respond with a conference.
 - d. Obviously, if it is possible for the student to remain until the end of the semester, with special attention from the University, it is better for the student. If this is not possible, replacement of the student will follow the guidelines above.
3. Should the Program find it necessary to move a student:
- a. The request will probably originate from the Field Coordinator
 - b. This will be discussed with the student and the field instructor.
 - c. Once the decision has been made to move the student, placement of the student will follow the guidelines above.

Removal of a Student From Field

A student may be removed from field under the following circumstances:

1. Request of the student
2. Decision of the Program Office, including the recommendation of the Field Coordinator and consultation with the Program Director. The following are grounds to remove the student from field:
 - a. Failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW Code of Ethics.
 - b. Failure to abide by the NASW Code of Ethics.
 - c. An attempt to harm oneself.
 - d. An attempt to harm someone else.
 - e. Repeated tardiness at the agency and/or tardiness without notification.
 - f. Repeated absences from the agency and/or absence without notification.
 - g. Repeated change in scheduled field hours without prior approval.
 - h. Inappropriate behavior in connection with the field placement.

The final decision regarding removal from field will be made by the Field Coordinator, with documentation from the field instructor, and agency. The student may appeal the decision following the guidelines in the BSW Student Handbook. Whether the student would be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the problem. The Program Office will have the responsibility to work with the student around the issues and set conditions for a return to field.

When a Student is Not Making Satisfactory Progress in Field

1. When a student is not progressing at a satisfactory rate:
 - a. The field instructor needs to notify the Field Coordinator as soon as a problem is suspected.
 - b. The Field Coordinator will arrange a conference with the field instructor immediately.
 - c. The student, field instructor and Field Coordinator are involved in an analysis of the problem.

- d. The student is given formal notification that the performance is substandard.
 - e. Guidelines are developed for the student to follow in bringing up the standard of his/her performance. These are given to the student in writing.
 - f. If the student does not meet the requirements, a failing grade is earned.
2. When it is possible that a student may meet the objectives if given extra time:
 - a. The field instructor, Field Coordinator, and student will discuss the student's rate of progress. If the student can meet the field objectives given extra time and attention, then a plan will be developed. This must be a joint decision, based on the following: the student's work to date, the agency's willingness to commit continued resources, the field instructor's willingness to commit extra time, and the student's commitment to the identified plan.
 - b. A specific amount of extra time, usually Two (2) to three (3) weeks, is allotted at the end of the semester for the student to continue in field. This does not represent an absolute date for the end of field, but is a target which will be reevaluated as the end of that period is reached.
 - c. If the student has not accomplished the objectives of field by the end of the extra period, then the following options exist:
 - (1) The student may repeat the semester providing the availability of a current methods seminar
 - (2) The student may earn a failing grade
3. If a student does not wish to spend the extra time necessary to successfully complete that field assignment, the options are as follows:
 - a. Withdraw from field, with the consent of the Field Coordinator
 - b. Be assigned by the Field Coordinator to repeat the semester either in the same agency or a different one
 - c. Take an "incomplete" and finish the next time that field semester is offered
 - d. Earn a failing grade
4. Documentation of student progress can be assessed using the following tools:
 - a. Direct observation of skills
 - b. Client records

- c. Process recordings
- d. Feedback from other agency staff or other professionals
- e. Written work
- f. Use of supervision

Student Standards for Social Work Education

Because of the nature of professional social work practice, the Social Work Program requires different expectation of students than do nonprofessional programs. These standards highlight key criteria for admission and continuance linked to students' abilities to be effective social work professionals. This document formalizes the standards so that students and faculty can be clear about expectation and procedures to address concerns. The ultimate goal of the Standards is to help students have a successful experience in the Social Work Program.

All social work students will be provided with and expected to read the Students Standards and NASW Code of Ethics. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the student's files. The Student Standards and NASW Code of Ethic can be found in the BSW Student Handbook.

Out of Town Field Placements

For some BSW students, field placements out of Kingsville will be required or will be requested due to personal circumstances. Students considering out of town field placement will need to:

1. Inform the Field Coordinator of the necessity for an out of town placement at the beginning of the application process
2. Submit a letter of intent at the field placement process interview. This letter should include the following: the preferred geographic location; the reasons for relocating; any classes that need to be taken, e.g., Methods, and the plan for taking them; and any planned work or volunteer hours. This letter should be addressed to the Field Coordinator.
3. Understand that placement choices will be limited based on available approved agencies in that location. Placements in some areas may not be feasible due to limited resources and availability of approved agencies.
4. Be available for interviews at those agencies if requested by the agency.
5. Travel back to Kingsville each week for the Methods and seminar classes as well as complete all class requirements.

Mileage Reimbursement

Agencies should provide mileage reimbursement to students as they do professional staff. Please orient the students in the beginning of field to your procedures for obtaining mileage reimbursement for home visits and other required travel.

Supervision of Student Activities

Students should not be left alone in the agency without professional staff who are in charge. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not prepared to take on those types of staff responsibilities.

Malpractice Liability Insurance

Both the University and field agencies require that all social work students in field placement be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. All social work students in field courses must obtain this coverage before entering field placement and must be covered for the duration of their field placement.

NOTE: Under the terms of this coverage and program policy, students are not permitted to transport clients either in their own vehicle or in an agency vehicle.

Grievance Process

The grievance process as stated in the BSW Student Handbook applies to the termination of a student from field. The process is designed to give the student further channels for appeal of the decisions made regarding termination from field. Although a student will be involved in the decision-making process, should the student wish to appeal a decision made, the first step is with the Field Coordinator and finally to the Program. Director.

Section Four

Tips for Maximizing the Field Experience

Supervision

Students are supervised in the field by a person with an MSW/BSW degree from a CSWE accredited program. This person is designated by the Program as the field instructor. Supervision is expected to be both administrative and educational in nature. Administrative supervision includes topics such as a description of policies of the agency, assignment of work and coordination of staff efforts. Educationally focused supervision includes a focus on theory and helping the student connect agency assignments to the educational objectives of the placement. Both types of supervision are important and should be a part of your practicum experience.

In terms of time, the student should receive one to two hours of supervision from the field instructor per week. Usually, field instructors provide much more than this, especially in the beginning. Some field instructors opt for a weekly scheduled conference in addition to being available to the student on an as needed basis. However, the field instructor is a busy staff person in addition to having an educational role with the students. Negotiation of the expectations around supervisory time should be a part of the work on the educational contract. The contract is written by the student after discussion with the field instructor and sets out and guides the field experience. It is an overview of the objectives of the placement, ways the student will meet the objectives, and how the field instructor will assist the student in meeting the objectives. A suggested form for the contract is included in the following section of the manual. Your Field Coordinator will discuss this with you during the field seminar and initial field visit.

Students are expected to play an active role in supervision. This includes coming prepared and on time for the supervisory session. Although the field instructor will have topics selected for discussion, the expectation is that students will also have any topics identified which they feel need to be covered. You should immediately begin to reflect on how you learn best and share this with your field instructor. One of the most important areas for growth during field is understanding the need for a commitment to lifelong learning and self evaluation as a beginning practitioner. Field instructors also use other methods for teaching and supervision which are covered in the second section of the manual.

Learning how to prepare for and use supervision may be a new experience for students. Planning is very important in making productive use of supervision. Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the educational contract. The goals stated in the contract may be used as a guide for the supervisory session. Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps in knowledge and skills
2. Discussing process recordings in supervision
3. Reflecting on values, feelings, and attitudes
4. Requesting feedback on performance and skills
5. Seeking additional readings and resources to improve practice effectiveness

6. Using supervision as a vehicle for examining the impact of the field experience on the development of “professional use of self”
7. Acting on feedback from supervisor

Agency Documentation

Students must submit all agency documentation in an appropriate written format and in a timely fashion. It is important to understand, from the beginning of the internship, what each agency requires for documentation of client activity. Students should receive training on documentation during the agency orientation. The content of client records often follows a certain format to protect both the client and the agency. Initially, students may write drafts of client documentation to be reviewed and signed by the field instructor before being entered into the client file. Some field instructors may continue to sign all documentation. Students must be clear on this process and should continue to seek supervision as new situations arise. Students should not write anything in a client file without learning the proper agency procedures. Confidentiality of documentation is discussed later in this section.

Student Safety

The agency must provide necessary measures to protect student safety. This includes orientation regarding policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies. Field instructors must also screen all student assignments. Students are not to be left alone in the agency. Students and field instructors should work out a plan, in advance, for what to do and how to get help if a situation feels unsafe. Students may use supervision, logs, and seminar class to discuss any fears or concerns they have regarding unsafe situations. Students who feel that they are being placed in potentially unsafe situations should discuss this immediately with their field instructor and should also contact the Field Coordinator immediately.

The Code of Ethics

The National Association of Social Workers Code of Ethics is the most widely used statement of the profession’s expectations for the conduct of social workers. The Code provides statements about what social workers should and should not do. The code is based on the fundamental values embodied in the profession and serves as a guide for our behavior in the following areas: our conduct as social workers; our responsibilities to clients; our ethical responsibility to employers and employing agencies; our ethical responsibilities to the profession; and our ethical responsibility to society. A copy of the Code can be found in the final section of this manual.

All students are expected to abide by the Code in their practice within the field agency and within the field seminar. Discussions within the field seminar and with the field instructor should help students in the understanding and internalizing of these principles. Although you are expected to abide by the Code in your placement, undoubtedly, you will not fully understand all of the implications of this in each practice situation. Through active examination of your values, the values of the profession, the agency’s services, and the clients’ values, you will achieve a greater awareness of the meaning of this for your professional growth.

Confidentiality

The NASW Code of Ethics also serves as a guide for our professional behavior concerning confidentiality of client matters. Confidentiality is not only an ethical concern but a legal issue as well. Social workers, including student interns, are legally bound to safeguard the confidentiality of matters concerning clients. Breaking client confidentiality is grounds for malpractice. The Code also proscribes behavior in areas related to confidentiality concerning treatment of colleagues and co-workers and the responsibilities and obligations of social workers to their employing agencies.

In addition to the NASW Code of Ethics, students are expected to abide by any agency-based policy concerning confidentiality. The agency's policies usually cover areas such as: storage and maintenance of client records; what information, if any, can be shared about the client with persons outside of the agency; with whom can information be shared; how to obtain informed consent of a client to release information; internal procedures for discussing client concerns, etc. Students should request a copy of the agency's policy on client confidentiality during the agency orientation.

Discussions with Field Coordinators and within the integrative seminar about client matters are educationally focused and are considered legitimate methods for receiving supervision. Therefore, although standard precautions should be taken to de-identify information concerning clients, these discussions are covered under the NASW Code of Ethics arenas for discussion of client concerns to enhance professional development. Agencies and field instructors are also aware that students must utilize client and agency information to complete classroom assignments and in field seminar discussions. These matters are agreeable to the agency. However, students within the seminar are bound by the Code to keep this information confidential.

Some guidelines for use of client and agency information within the field seminar include:

1. Information about clients, their relatives, and significant others used in written assignments such as social histories, case assessments, logs, etc. should be de-identified to the greatest extent possible. Initials should be used to disguise names or names should be erased
2. Information which is highly personal and detailed should be reviewed to see if it need be used at all
3. Process recordings should not become part of the client's file
4. Materials on clients in which a court case is pending or suspected to be imminent should not be used to meet assignments or removed from the agency
5. Audio and/or video recordings of clients require informed consent releases by clients following the agency guidelines. Students should discuss this with their field instructors prior to seeking client approval
6. Supervision regarding confidentiality should be scheduled early during the orientation period

Arranging Hours in Field

Students are expected to complete a minimum of 200 hours per semester in field. Field agencies are for the most part open to negotiating students' hours in field at both the convenience of the student and the needs of the agency and its clients. Students and field instructors should negotiate at least a tentative schedule during the placement process. The Field Coordinator will discuss this during the first liaison visit, if not before, at the request of either party. The main factors in determining the student's schedule should be the ability to access educationally focused assignments at the agency and the student's access to the field instructor. Most agencies can easily accommodate students' preferences and/or can clarify early during the placement process their own preferences so that students can consider other agencies if needed. There are some general guidelines which can be helpful in determining schedules at the agency:

1. Students' hours should overlap the field instructors' schedules the majority of the time
2. Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency
3. Students must be willing to have some flexibility in their schedules if this is needed in the agency.
4. Students should not need to consistently stay beyond the estimated 16-20 hours a week at the agency during a long semester. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed.
5. Students should monitor their hours and keep track of their progress toward completing the requisite number of hours. If extensions are needed for grading purposes the more notice to the field instructor and Field Coordinator, the better.
6. Students should take credit for the extra time spent on agency business. This may include longer hours spent in conferences, workshops, working late on projects, etc. This, however, needs to be cleared in advance with the field instructor.
7. Students should consult with their Field Coordinators if they have concerns about this issue.
8. ***Students should not be left alone in the agency.*** This includes coverage for staff meetings or retreats or other agency "emergencies." Students should notify their field instructor and Field Coordinator immediately if this happens.

The primary focus in field needs to continue to be the educational nature of the student's field experience and not simply counting hours.

Sexual Harassment

It is the policy of Texas A&M University-Kingsville to maintain an educational environment free from sexual harassment. Although the Program Office evaluates and monitors agencies on a continual basis, we believe that preventive steps should be taken to ensure that sexual harassment does not become part of

the student's field experience; or, if it should occur, that the student has sufficient information to be able to deal effectively with it.

Toward that end, the University has formulated a policy which prohibits sexual harassment between faculty and students. This policy is formally stated in the University Student Handbook.

In addition, many field agencies have agency policies which deal with sexual harassment from a personnel and/or client perspective. Students should obtain a copy of their agencies' personnel policy manual and be familiar with this information. Students should notify their Field Coordinator immediately should they wish to explore any issue or situation which appears to involve sexual harassment.

Section Five
Useful Forms and Guides

Student Field Work Log

Date*	Month:			
Activity		Hours Worked	Sick Hours	Total Hours
Total Hours _____		Supervisor Approval _____		

Date*	Month:			
Activity		Hours Worked	Sick Hours	Total Hours
Total Hours _____		Supervisor Approval _____		

Student's Name: _____

Total Semester Hours: _____

*Note: Do not record more than two days on this sheet.

Process Recording

Student's Name: _____

Worker: _____ Date of Session: _____

Date turned in: _____ Place: _____

Client System (include: age/sex/ethnicity) _____

Presenting Problem:

Goals for the Session:

Student's Name: _____
ID #: _____

Page:

Worker:

Client:

Content	Worker's Feelings	Analytical Content	Field Coordinator

Content	Worker's Feelings	Analytical Content	Field Instructor/Coordinator

Student's Name: _____

ID #: _____

Page:

Worker:

Client:

1. Social work roles played during this session

2. Subsequent plans with this session

3. Questions for supervision with field instructor

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Name of Student: _____	
Name of Agency: _____	
Description of Agency Services: _____ _____	
Name of Instructor: _____	
Term/Year: _____ (This educational agreement applies to this term only.)	
Field Instructor Signature: _____	Date: _____
Student Signature: _____	Date: _____
Faculty Liason Signature: _____	Date: _____
<i>Signatures indicate agreement with all items listed in the Educational Contract</i>	

As part of this contract, please specify the following:

Work schedule (include days & hours, coverage in student's absence, make-up arrangements for absences): _____

Supervision (include days, times, and with whom): _____

Other staff with whom the student is expected to work to complete assignments/tasks (include names and titles): _____

Space and facilities for student: _____

*Students make and retain a copy of the educational contract for their records.

Student Learning Goals. (To be completed by student in consultation with the Field Instructor). What do you want to learn this semester? Consider this in terms of personal and professional growth. Some examples of learning goals are: “I want to examine my own personal biases surrounding this agency’s population” (*personal goal*); “I want to learn to work more effectively with administration” (*professional goal*).

1.	<hr/> <hr/> <hr/> <hr/> <hr/>
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6.	<hr/> <hr/> <hr/> <hr/> <hr/>

Students and field instructors should be sure to select assignments/tasks from the following pages that will help meet these learning goals. It is acceptable if there is overlap between the student’s learning goals above and the program’s Field Instruction objectives on the following pages.

Evaluation Criteria

Excellent (A) performance. Significantly exceeds expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills, and abilities.

Good (B) performance. Meets above expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills, and abilities.

Satisfactory (C) performance. Meets expectations of performance for generalist students in only some components of key responsibilities and assignments/tasks. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills, and abilities. Corrective actions and additional training may be necessary.

Failure (F) performance. Performance does not meet the minimum expectations for generalist students. Corrective actions and additional training is required.

No Opportunity to Undertake this Assignment/Task. The agency provided no opportunity this term to do this assignment/task.

Educational Agreement

To be completed by Field Instructor and Student

Objective 1:

Demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities. (Social Work Program Goal 1, Objective A)

Educational Agreement	Evaluation	
<p>Listed below are some <u>examples</u> of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective. Check mark items are required.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
	Mid-term Grade	Final Grade
<p><input checked="" type="checkbox"/> Develop skills in assessing the needs and developing interventions across different levels of practice, from individuals to communities.</p> <p><input checked="" type="checkbox"/> Demonstrate the ability to apply knowledge from the liberal arts and the professional foundation and research findings to the social work processes of problem solving and client involvement in assessment, goal formulation, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination at all levels.</p> <p><input checked="" type="checkbox"/> Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, evaluator, etc.</p> <p><input checked="" type="checkbox"/> Develop sensitivity and respect for diversity of experiences and needs of clients and populations served by this agency (Program Objective B).</p> <p><input checked="" type="checkbox"/> _____</p> <p>_____</p> <p><input checked="" type="checkbox"/> _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 1: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued

Educational Agreement	Evaluation	
<p><u>Students must have some assignments/tasks under each objective:</u></p>	Excellent (A = 4 points)	
	Good (B = 3 points)	
	Satisfactory (C = 2 points)	
	Failure (F = 0 points)	
	Mid-term Grade	Final Grade
<input checked="" type="checkbox"/> Written Communication		
<input checked="" type="checkbox"/> Demonstrates ability to establish priorities and manage time through weekly listing of field activities and hours in log	_____	_____
<input checked="" type="checkbox"/> Develop an educational contract based on learning needs at the beginning of the semester and submit for faculty liaison signature.	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____
<input checked="" type="checkbox"/> Participation		
<input checked="" type="checkbox"/> Contribute relevant comments in groups (e.g., case presentation, staff meetings, committee meeting)	_____	_____
<input type="checkbox"/> Approach and resolve conflict in a constructive manner	_____	_____
<input checked="" type="checkbox"/> Demonstrate teamwork and collaboration skills with professionals in social work and other disciplines.	_____	_____
<input checked="" type="checkbox"/> Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, and evaluator.	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued:

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)	Mid-term Grade Final Grade
<p><input checked="" type="checkbox"/> Use of Supervision</p>		
<p><input checked="" type="checkbox"/> Regularly attend supervisory meetings and participate in the supervisory process.</p> <p><input type="checkbox"/> Field Instructor responsibilities for supervision:</p> <p style="margin-left: 20px;">a.</p> <p style="margin-left: 20px;">b.</p> <p style="margin-left: 20px;">c.</p> <p><input checked="" type="checkbox"/> Student responsibilities for supervision:</p> <p style="margin-left: 20px;">a.</p> <p style="margin-left: 20px;">b.</p> <p style="margin-left: 20px;">c.</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 2: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 4:

Demonstrate self-awareness and apply social work values in their practice. (Program Goal 1, Objective C)

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure F = 0 points)</p>	<p>Mid-term Grade</p> <p>Final Grade</p>
<p><input checked="" type="checkbox"/> Review NASW Code of Ethics.</p> <p><input checked="" type="checkbox"/> Understand implications of Code of Ethics on service delivery.</p> <p><input checked="" type="checkbox"/> Review agency policies</p> <p style="margin-left: 20px;">1. Client eligibility for services</p> <p style="margin-left: 20px;">2. Staff-client relationships</p> <p><input checked="" type="checkbox"/> Review agency policies regarding</p> <p style="margin-left: 20px;">1. Informed Consent</p> <p style="margin-left: 20px;">2. Confidentiality</p> <p style="margin-left: 20px;">3. Duty to warn</p> <p style="margin-left: 20px;">4. Professional conduct</p> <p style="margin-left: 20px;">5. Child/elder abuse</p> <p><input checked="" type="checkbox"/> Demonstrates self awareness and applies social work values and principles to their practice</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 4: Mid-Term _____ Final _____

Narrative Evaluation

The field instructor is encouraged to write a 1 to 2 page narrative evaluation that assesses the student's performance this term in all of the fieldwork objectives. This document should be stapled to this form.

The student is encouraged to write a self-evaluation of their fieldwork performance this term. This optional document should be stapled to this form.

SCWK 4643 Field Instruction Educational Agreement & Evaluation

Name of Student: _____	
Name of Agency: _____	
Description of Agency Services: _____ _____	
Name of Instructor: _____	
Term/Year: _____ (This educational agreement applies to this term only.)	
Field Instructor Signature: _____	Date: _____
Student Signature: _____	Date: _____
Faculty Liason Signature: _____	Date: _____
<i>Signatures indicate agreement with all items listed in the Educational Contract</i>	

As part of this contract, please specify the following:

Work schedule (include days & hours, coverage in student's absence, make-up arrangements for absences): _____

Supervision (include days, times, and with whom): _____

Other staff with whom the student is expected to work to complete assignments/tasks (include names and titles): _____

Space and facilities for student: _____

*Students make and retain a copy of the educational contract for their records.

Student Learning Goals. (To be completed by student in consultation with the Field Instructor). What do you want to learn this semester? Consider this in terms of personal and professional growth. Some examples of learning goals are: “I want to examine my own personal biases surrounding this agency’s population” (*personal goal*); “I want to learn to work more effectively with administration” (*professional goal*).

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5.	<hr/> <hr/> <hr/> <hr/> <hr/>
6.	<hr/> <hr/> <hr/> <hr/> <hr/>

Students and field instructors should be sure to select assignments/tasks from the following pages that will help meet these learning goals. It is acceptable if there is overlap between the student’s learning goals above and the program’s Field Instruction objectives on the following pages.

Evaluation Criteria

Excellent (A) performance. Significantly exceeds expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills, and abilities.

Good (B) performance. Meets above expectations of acceptable levels of performance for generalist students in virtually all components of key responsibilities and assignments/tasks. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills, and abilities.

Satisfactory (C) performance. Meets expectations of performance for generalist students in only some components of key responsibilities and assignments/tasks. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills, and abilities. Corrective actions and additional training may be necessary.

Failure (F) performance. Performance does not meet the minimum expectations for generalist students. Corrective actions and additional training is required.

No Opportunity to Undertake this Assignment/Task. The agency provided no opportunity this term to do this assignment/task.

Educational Agreement

To be completed by Field Instructor and Student

Objective 1:

Demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities. (Social Work Program Goal 1, Objective A)

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. Students must have some assignments/tasks under each objective. These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective. Check mark items are required.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
	Mid-term Grade	Final Grade
<p><input checked="" type="checkbox"/> Develop skills in assessing the needs and developing interventions across different levels of practice, from individuals to communities.</p> <p><input checked="" type="checkbox"/> Demonstrate the ability to apply knowledge from the liberal arts and the professional foundation and research findings to the social work processes of problem solving and client involvement in assessment, goal formulation, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination at all levels.</p> <p><input checked="" type="checkbox"/> Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, evaluator, etc.</p> <p><input checked="" type="checkbox"/> Develop sensitivity and respect for diversity of experiences and needs of clients and populations served by this agency (Program Objective B).</p> <p><input checked="" type="checkbox"/> _____</p> <p>_____</p> <p><input checked="" type="checkbox"/> _____</p> <p>_____</p> <p>[] _____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 1: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued

Educational Agreement	Evaluation	
<p><u>Students must have some assignments/tasks under each objective:</u></p>	Excellent (A = 4 points)	
	Good (B = 3 points)	
	Satisfactory (C = 2 points)	
	Failure (F = 0 points)	
	Mid-term Grade	Final Grade
<input checked="" type="checkbox"/> Written Communication		
[√] Demonstrates ability to establish priorities and manage time through weekly listing of field activities and hours in log	_____	_____
[√] Develop an educational contract based on learning needs at the beginning of the semester and submit for faculty liaison signature.	_____	_____
[] _____	_____	_____
[] _____	_____	_____
[√] Participation		
[√] Contribute relevant comments in groups (e.g., case presentation, staff meetings, committee meeting)	_____	_____
[] Approach and resolve conflict in a constructive manner	_____	_____
[√] Demonstrate teamwork and collaboration skills with professionals in social work and other disciplines.	_____	_____
[√] Identify and utilize appropriate professional roles, such as case manager, advocate, counselor, evaluator .	_____	_____
[] _____	_____	_____
[] _____	_____	_____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 2 continued:

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. Students must have some assignments/tasks under each objective. These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	<p>Mid-term Grade Final Grade</p>
<input checked="" type="checkbox"/> Use of Supervision		
<p><input checked="" type="checkbox"/> Regularly attend supervisory meetings and participate in the supervisory process.</p> <p><input type="checkbox"/> Field Instructor responsibilities for supervision:</p> <p style="margin-left: 20px;">a. _____</p> <p style="margin-left: 20px;">b. _____</p> <p style="margin-left: 20px;">c. _____</p> <p><input checked="" type="checkbox"/> Student responsibilities for supervision:</p> <p style="margin-left: 20px;">a. _____</p> <p style="margin-left: 20px;">b. _____</p> <p style="margin-left: 20px;">c. _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 2: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 3:

Apply knowledge of social welfare policies and services to their practice (Program Goal 3, Objective A).

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. Students must have some assignments/tasks under each objective. These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	<p>Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)</p>	
	Mid-term Grade	Final Grade
<p><input checked="" type="checkbox"/> Demonstrate an understanding of agency mandates, goals, and services, source of funds, organizational structure, personnel system, client system, and information and evaluation systems applying scientific based knowledge (Program Goal 2, Objective A)</p>	_____	_____
<p><input checked="" type="checkbox"/> Analyze the mandate, purposes, and resources of the field agency and their impact on service delivery</p>	_____	_____
<p><input checked="" type="checkbox"/> Describe the relation of the field agency to other organizations.</p>	_____	_____
<p><input checked="" type="checkbox"/> Identify the range of relevant services (formal and informal) available in the community and the ways in which these services are used for referrals by the agency.</p>	_____	_____
<p><input checked="" type="checkbox"/> Describe hierarchical relationships (federal, state, county, local) within the service delivery system.</p>	_____	_____
<p><input type="checkbox"/> Describe the demographic characteristics of the field agency's service population and implications for service delivery.</p>	_____	_____
<p><input checked="" type="checkbox"/> Describe the underserved/inappropriately served groups in the service population and implications of needs for service delivery (ethnic/racial, sexual minority, economic class, and people with disabilities). (Program Goal 1, Objective D)</p>	_____	_____
<p><input checked="" type="checkbox"/> Describe the process used in the agency to create or change formal and informal policies and procedures. (Program Goal 1, Objective D)</p>	_____	_____
<p><input checked="" type="checkbox"/> Assist in implementing and evaluating agency policies and procedures.(Program goal 2, objective A)</p>	_____	_____
<p><input type="checkbox"/> Attend committee hearings on proposed legislation.</p>	_____	_____
<p><input checked="" type="checkbox"/> Engage key informants in the agency & community to identify/analyze social problem from scientific perspective. (Program Goal 1, Objective D)</p>	_____	_____
<p><input type="checkbox"/> _____</p>	_____	_____

Faculty Liaison

Overall grade for objective 3: Mid-Term _____ Final _____

Educational Agreement

To be completed by Field Instructor and Student

Field Objective 4:

Demonstrate self-awareness and apply social work values in their practice. (Program Goal 1, Objective C)

Educational Agreement	Evaluation	
<p>Listed below are some examples of assignments/tasks or activities that students could perform in order to meet fieldwork objectives. A combination of these examples and additional assignments are acceptable. <u>Students must have some assignments/tasks under each objective.</u> These assignments constitute the Educational Agreement.</p> <p>In the left hand column, check <input checked="" type="checkbox"/> only those items that the student will perform in order to meet this objective.</p>	Excellent (A = 4 points) Good (B = 3 points) Satisfactory (C = 2 points) Failure (F = 0 points)	
<p><input checked="" type="checkbox"/> Review NASW Code of Ethics.</p> <p><input checked="" type="checkbox"/> Understand implications of Code of Ethics on service delivery.</p> <p><input checked="" type="checkbox"/> Review agency policies</p> <p style="margin-left: 20px;">1. Client eligibility for services</p> <p style="margin-left: 20px;">2. Staff-client relationships</p> <p><input checked="" type="checkbox"/> Review agency policies regarding</p> <p style="margin-left: 20px;">1. Informed Consent</p> <p style="margin-left: 20px;">2. Confidentiality</p> <p style="margin-left: 20px;">3. Duty to warn</p> <p style="margin-left: 20px;">4. Professional conduct</p> <p style="margin-left: 20px;">5. Child/elder abuse</p> <p><input checked="" type="checkbox"/> Demonstrates self awareness and applies social work values and principles to their practice</p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Faculty Liaison

Overall grade for objective 4: Mid-Term _____ Final _____

Narrative Evaluation

The field instructor is encouraged to write a 1 to 2 page narrative evaluation that assesses the student's performance this term in all of the fieldwork objectives. This document should be stapled to this form.

The student is encouraged to write a self-evaluation of their fieldwork performance this term. This optional document should be stapled to this form.

Student Evaluation of the Field Experience

Please help us improve our field program by completing this survey. The information will be reviewed by the Field Coordinator for making improvements in the field program. You may choose to complete this survey with or without identifying your name and/or agency placement. Additionally, you have the option to consent to release this information to your agency supervisor. Please seal the completed evaluation in the attached envelope and return it to the Program office.

Optional Information:

Student Name: _____

Agency: _____

Agency Supervisor: _____

Field Coordinator: _____

I give permission to share information with the agency supervisor after the placement is complete.

Yes _____

No _____

Student Profile Information:

Semester: Fall____ Spring____ Summer____

Placement: First____ Second____

1. How would you rate the quality and appropriateness of the orientation to the agency?
 excellent____ good ____ fair____ below average____ unsatisfactory____

2. What would you suggest for improving the quality of your agency’s orientation?

3. How would you rate the quality and appropriateness of your agency assignments?

- ____ Excellent, well suited to your learning needs.
- ____ Good, generally suited to your learning needs.
- ____ Fair, uneven in quality, according to your goals.
- ____ Below average, did not seem very pertinent to your goals.
- ____ Unsatisfactory, totally inappropriate.

4. What would you suggest for improving assignments?

5. Is your primary field supervisor: agency based____ faculty____

6. How would you rate your agency/unit field instructor on the following qualities? (circle)

		Excellent			Unsatisfactory	
a.	Time available	A	B	C	D	E
b.	Accessibility	A	B	C	D	E
c.	Integration of theory with practice	A	B	C	D	E
d.	Personal support	A	B	C	D	E
e.	Management of student’s work load	A	B	C	D	E
f.	Provision of appropriately challenging assignments	A	B	C	D	E
g.	Communication of clear expectations for evaluation of student performance	A	B	C	D	E
h.	Overall quality of supervision provided	A	B	C	D	E

7. How often did you meet with your Field Instructor for supervision?
 ___ less than one hour per week
 ___ one hour / once a week
 ___ one hour / twice a week
 ___ two hours per week
 ___ Other, please describe: _____

8. How was supervision structured?
 ___ individual meetings with Field Instructor
 ___ group meetings (several students) with Field Instructor
 ___ combination of individual and group meetings
 ___ other, please describe: _____

9. What suggestions would you give for the improvement of student supervision in your agency.

10. Regarding your faculty liaison, how would you rate the following qualities? (circle)

		Excellent			Unsatisfactory	
		A	B	C	D	E
a.	Time available to the student	A	B	C	D	E
b.	Accessibility to student	A	B	C	D	E
c.	Helped the agency develop field work assignments	A	B	C	D	E
d.	Time available to agency	A	B	C	D	E
e.	Clear expectations for evaluation of student performance	A	B	C	D	E
f.	Source of support to student	A	B	C	D	E
g.	Helped the agency develop clear role/expectations of students	A	B	C	D	E
h.	If necessary, helped improve the quality of the supervisor/supervisee relationship	A	B	C	D	E

11. What suggestions would you give for faculty liaison improvements?

12. Regarding your field experiences, how would you rate the practicum in terms of providing opportunities for the following:

		Excellent			Unsatisfactory	
a.	Short term experiences with individuals and/or families focused on referral and/or eligibility	A	B	C	D	E
b.	A longer relationship with individuals and/or families	A	B	C	D	E
c.	Contact with the community	A	B	C	D	E
d.	A group work project	A	B	C	D	E
e.	A planning/administration/policy project	A	B	C	D	E
f.	Work with women clients	A	B	C	D	E
g.	Opportunities to work with diverse populations	A	B	C	D	E
h.	Work with diverse agency staff	A	B	C	D	E
i.	Home visits	A	B	C	D	E
j.	Opportunities to attend staff meetings	A	B	C	D	E
k.	Opportunities to attend board meetings	A	B	C	D	E
l.	Opportunities for values exploration	A	B	C	D	E
m.	Opportunities to explore my satisfaction with Social Work as a career choice	A	B	C	D	E

13. How would you rate the School of Social Work field orientation in terms of helping you prepare for field? excellent___ good___ fair ___ below average___ unsatisfactory___

14. Suggestions for changing the School's orientation to field?

15. How would you rate the Student Guide to Field in terms of its:

		Excellent			Unsatisfactory	
a.	Relevance to field experience	A	B	C	D	E
b.	Ease of use	A	B	C	D	E
c.	Help in understanding Field	A	B	C	D	E
d.	Policies and Procedures	A	B	C	D	E

Comments: _____

16. Do you consider the portion of class devoted to discussion of field experiences complimentary to field work? Yes___ No___

17. How would you suggest improving it?

18. Did you experience any conflict between the school and the agency in the following areas?

- a. Choice of assignments Yes___ No___
- b. Number of tasks Yes___ No___
- c. Criteria for evaluation Yes___ No___
- d. Importance of theory to social work tasks Yes___ No___

If yes, explain it?

19. Were the educational objectives and learning contract a part of your evaluation process?

Yes___ No___

If yes, did you find it helpful? Yes___ No___

20. Did you feel that your field experience contributed to your personal growth in these areas?

(circle)

	Definitely			Somewhat	
a. Self-awareness	A	B	C	D	E
b. Coping with stress	A	B	C	D	E
c. Assertiveness	A	B	C	D	E
d. Time management	A	B	C	D	E
e. Self-confidence	A	B	C	D	E
f. Building Professional relationships	A	B	C	D	E

21. Did you feel that your field experience contributed to your professional growth in these areas?(circle)

	Definitely		Somewhat		Not at All
a. Knowledge of community services	A	B	C	D	E
b. Knowledge of social work processes	A	B	C	D	E
c. Writing and recording skills	A	B	C	D	E

d.	Knowledge of social problem and/or population groups	A	B	C	D	E
e.	Ability to implement the problem solving process	A	B	C	D	E
f.	Ability to resolve conflicts with others through direct communication	A	B	C	D	E
g.	Ability to work with diverse populations	A	B	C	D	E
h.	Ability to explore values	A	B	C	D	E
i.	Development of new skills and knowledge	A	B	C	D	E

22. Any additional comments or suggestions?

Appendix

National Association of Social Workers

Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.

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

¹For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social

workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances

social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients'

interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the

disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic

or computer technology. Disclosure of identifying information should be avoided whenever possible.

- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal

relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume

the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence

should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.11 Unethical Conduct of Colleagues

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social

workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

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

3.10 Labor–Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

- 6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.
- 6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.
- 6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.
- 6.04 Social and Political Action
- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
 - (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
 - (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
 - (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

TEXAS STATE BOARD OF SOCIAL WORKER EXAMINERS
SOCIAL WORKER LICENSURE
Code of Ethics

- (a) A social worker must observe and comply with the code of ethics and standards of practice set forth in this subchapter. Any violation of the code of ethics or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.
- (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
 - (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.
 - (3) A social worker shall only offer those services that are within his or her professional competency.
 - (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
 - (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
 - (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
 - (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
 - (8) A social worker shall be responsible for setting and maintaining professional boundaries.
 - (9) A social worker shall not have sexual contact with a client or a person who has been a client.
 - (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.
 - (11) A social worker shall not exploit his or her position of trust with a client or former client.
 - (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

- (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.

- (b) The grounds for disciplinary action of a social worker shall be based on the code of ethics or standards of practice in effect at the time of the violation.

Sexual Harrasment Policy

In support of its Equal Employment Opportunity/Affirmative Action program, it is the policy of Texas A&M University-Kingsville to maintain a work place free of sexual harassment and intimidation.

Sexual harassment has been defined by the Equal Employment Opportunity Commission as follows:

Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Such conduct on the part of supervisors or co-workers is expressly prohibited and the offenders are subject to disciplinary action. The University's Equal Employment Opportunity Office is empowered to investigate complaints based on sexual harassment. If employees believe that they are experiencing this type of conduct, they should immediately report any such incidents to the Equal Employment Opportunity Office.