



1900 W. 50th STREET
MARION, IN 46953

MANUAL
FOR
FIELD INSTRUCTION

2017

**MASTER OF SOCIAL WORK
PROGRAM ONLINE**

INDIANA WESLEYAN UNIVERSITY

TABLE OF CONTENTS

Introduction	4
Social Work Program.....	6
EPAS	7
Social Work Curriculum	9
Field Placement	10
Criteria for Selection of Field Practice Settings and Field Practice Instructors	15
Information on Unpaid Internships per Social Work Field Education	21
Practicum Objectives	22
Time Guidelines and Attendance	23
Responsibilities of the Director of Field Education.....	23
Responsibilities of Faculty Liaison.....	25
Eligibility Requirements and Responsibilities of the Student	26
Selection and Responsibilities of the Field Instructor	32
Alternative Field Supervision Arrangements	37
Responding to issues Arising in Field Placements	38
University and Field Placement Partnership	43
Process for Field Instructor Orientation, Training and Communication	44
Monitoring of Student Learning and Performance	45
Evaluation of Field Program Effectiveness	58
Liability Issues, Disability Accommodations and Safety	59
National Association of Social Workers Code of Ethics.....	64
CSWE Educational Policy and Accreditation Standards	81
References	83

INTRODUCTION

This Field Instruction Manual is written to help MSW students and Field Instructors (Site Supervisors) in understanding the IWU MSW Social Work Program and the Field Practicum component of the program. In this Manual you will find information about the Master of Social Work program (including Educational Policy and Accreditation Standards), information about the social work profession (including Code of Ethics), information about Field Experience Seminars (SWK-560, 561, 562, 563, 666, 667, 668 and 669), the roles and responsibilities of those involved in Field Experience, and other applicable material for Field Placement.

As stated in the Council on Social Work Education (CSWE), Educational Policy and Assessment Standards (EPAS), “The purpose of the Social Work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally” (EPAS, 2015, p. 5). Social work is the professional application of the knowledge of human behavior in the social environment and the use of intervention skills in working with individuals, families, groups, communities, and organizations regarding such problems of living in modern society.

Social work involves service to all people: from young to old, individuals, families, groups, neighborhoods, and especially the disadvantaged in our society such as people of color, the physically and mentally challenged, and the poor. A variety of practice settings are utilized to reach these people, such as hospitals, childcare facilities, public

and private social welfare entities, public schools, home and community settings and industries.

The Social Work Program at Indiana Wesleyan University offers a Master of Social Work degree. The Social Work Program, which is seeking accreditation by the Council on Social Work Education (CSWE), is designed to prepare students for advanced clinical social work practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning into their practice in order to maximize their ability to be of service to fellow human beings.

Social workers improve the quality of life and enhance the client system's ability to cope with change in order to improve functioning. Therefore, the *basis of learning* for social work students at Indiana Wesleyan University includes:

- a holistic view of persons
- a view of individuals as person(s)-in-situations(s) interacting with, affecting, and affected by others and their environment
- a problem-solving / need-resolving / strengths-based approach
- a systems framework
- an understanding of a Christian worldview and its implications for affecting change.

INDIANA WESLEYAN UNIVERSITY

SOCIAL WORK PROGRAM

The MSW Program at Indiana Wesleyan University is built on the belief that successful professional social work education requires the development of qualities basic to both academic excellence and professional success. These include skills in communication, problem-solving and evaluation, creativity, an understanding of basic facts and relationships, appreciation for the cultural diversity within our society, the ability to work effectively as part of a team, and a freedom of inquiry and exchange within the framework of Christian faith and philosophy.

The social work courses and required supporting courses in the program have evolved from a constellation of expected educational outcomes and professional competencies, consistent with advanced social work practice. The courses include content on *values, knowledge, skill and cognitive and affective* components in an attempt to assist each student to:

1. Clarify personal and professional values.
2. Develop a core of knowledge in social, behavioral sciences and supportive disciplines and the ability to apply the generalist model of social work to various client populations.
3. Enhance communication skills on many levels.
4. Develop a commitment to work toward social and economic justice within the context of professional social work practice.

During the field experience, as students practice the knowledge, values, and skills they acquire through the MSW program, the social work faculty, with the assistance of student and agency feedback, continually evaluates the social work curriculum, its

content, and its instructional methods. The social work faculty welcomes the suggestions of agency personnel and students alike as they seek to strengthen and improve the program.

The Mission of the IWU Social Work Program (AS 1.0.1)

The mission of the IWU MSW Program is to prepare social work students for advanced clinical social work practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning to maximize their ability to be of service to fellow human beings. The program is committed to creating a personal, professional and innovative experience in the online environment.

MSW Program Goals (AS 1.0.1, 1.0.2, 1.0.3)

1. To prepare culturally competent students for advanced level social work practice, including work with individuals, families, groups, organizations and communities.
2. To equip students to integrate social work ethics and personal faith with academic excellence and research-informed practice.
3. To equip students for advanced social work practice and leadership informed by theoretical perspectives, biblical truth, knowledge of human behavior and research.
4. To prepare students to promote individual and community resilience and well-being through respect for racial, ethnic and cultural diversity.
5. To equip students to advocate for human rights and justice for marginalized and oppressed people.

EPAS 2015 Social Work Program Competencies (M2.0.1, M2.0.2)

Core competencies and field education (signature pedagogy) are the key elements of the *explicit curriculum at IWU*. Competency-based education is an outcome

performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, skills and cognitive and affective processes. The goal of the outcome approach, according to the Council on Social Work Education, is to demonstrate these competencies in the integration and application of knowledge, values, and skills in practice with individuals, families, groups, organizations, and communities in a purposeful, intentional, and professional manner to promote human and community well-being (EPAS, 2015).

The explicit curriculum at the MSW level is designed to prepare its graduates for generalist and advanced clinical practice through mastery of the core competencies as operationalized by the behaviors that characterize each. The program's competencies are operationalized in the explicit curriculum and in program assessment through measurable practice behaviors.

Upon completion of the MSW Social Work Program at Indiana Wesleyan University, students should be able to achieve competencies within the framework of the generalist and advanced clinical level of social work practice. (M2.2.1, M2.2.2) In the field education program, all nine core competency areas are built into the student's learning agreement, self-assessment, performance evaluation, and portfolio requirements, in order to ensure that each competency is connected to practice opportunities with individuals, families, groups, organizations and communities. Learning agreements specific to the foundation and advanced clinical practice year are designed to require that the student, in conjunction with the field instructor and faculty liaison, identify learning activities that are outcome based and result in demonstration or evidence of learning in each area. Competency areas included are as follows:

Educational Policy and Accreditation Standards (EPAS) – Core Competencies	
Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage Diversity and Difference in Practice
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SOCIAL WORK CURRICULUM

The following example of the course sequencing in the MSW program indicates required social work required courses.

Online Curriculum for MSW: Standard Track (66 hours)

Course #	Course Title	CREDITS
SWK 542	Human Behavior and Social Environment	3
SWK 555	Generalist Practice with Individuals	3
SWK 543	Social Welfare and Policy	3
SWK 556	Generalist Practice with Families and Groups	3
SWK 560	Social Work Field Placement and Seminar 1	3
SWK 582	Social Research	3
SWK 561	Social Work Field Placement and Seminar 2	3
SWK 557	Generalist Practice with Communities and Organizations	3

SWK 562	Social Work Field Placement and Seminar 3	3
SWK 563	Social Work Field Placement and Seminar 4	3
SWK 671	Topics in Social Work: Identifying your Passion	3
SWK 650	Mental Health and Psychopathology	3
SWK 655	Advanced Interpersonal Practice	3
SWK 672	Topics in Social Work II: In Depth Review	3
SWK 666	Advanced Field Placement and Seminar 1	3
SWK 656	Advanced Practice with Families and Groups	3
SWK 667	Advanced Field Placement and Seminar II	3
SWK 673	Topics in Social Work III: Applied Research	3
SWK 668	Advanced Field Placement and Seminar III	3
SWK 660	Social Policy and Program Development	3
SWK 669	Advanced Field Placement and Seminar IV	3
SWK 674	Topics in Social Work IV: Dissemination	3

Online Curriculum for MSW: Advanced-Standing Track (36 hours)

Course #	Course Title	CREDITS
SWK 671	Topics in Social Work: Identifying Your Passion	3
SWK 650	Mental Health and Psychopathology	3
SWK 655	Advanced Interpersonal Practice	3
SWK 672	Topics in Social Work II: In Depth Review	3
SWK 666	Advanced Field Placement and Seminar 1	3
SWK 656	Advanced Practice with Families and Groups	3
SWK 667	Advanced Field Placement and Seminar II	3
SWK 673	Topics in Social Work III: Applied Research	3
SWK 668	Advanced Field Placement and Seminar III	3
SWK 660	Social Policy and Program Development	3
SWK 669	Advanced Field Placement and Seminar IV	3
SWK 674	Topics in Social Work IV: Dissemination	3

FIELD PLACEMENT

MSW Field Placement experiences are taken in conjunction with Social Work core coursework for both the standard and advanced standing track. **The student will spend approximately 12-16 hours a week in the field setting during the course of each field placement.** Standard track students must successfully complete 900 field education

hours over the course of the program, 400 hours will be completed in the foundation practicum year and 500 in the advanced clinical year. Advanced standing track students must successfully complete 500 hours. (AS 2.2.5)

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

Goal-directed education, with specifically designed curriculum content and outcomes to connect the field education program with the theoretical and conceptual contributions of the classroom, has been developed to facilitate conceptualization and stimulation of the learning process. (AS 2.2.2, M2.2.1) To achieve the desired results of this goal directed education approach, it is necessary to depart from the traditional tutorial and apprenticeship models of field instruction and move to hands-on practice. Placement experiences are selected and designed so that students may encounter a variety of delivery systems as well as models and methods for delivery. The student is given the opportunity to conceptualize the "whole" person-in-situation; thus, the student will be looking at not only individuals or families but also agency policies, the larger social welfare systems, and social work practice as a possible focus of change. The intent of the practice seminar classes and field experiences is to develop social work practitioners

who are capable of advanced clinical social work practice with individuals, families, groups, and communities.

Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. As described in this manual, field tasks and assignments are also required for completion by students that are specifically designed to connect theory to practice. These include the student learning agreement, structured recordings of supervision, process recordings and the field work portfolio. Each of these activities is tailored to support learning and integration of Generalist Practice Opportunities for demonstrating social work competencies or (M2.2.2) Advanced Clinical Specialized Practice Opportunities for demonstrating social work competencies with individuals, groups, organizations and communities (M2.2.3) based on the student's practicum year.

Through the field placement, students' experiences will be sought and growth will be evaluated in the following areas, as they apply to systems of all sizes:

1. Knowledge and Understanding of Placement Agency
2. Social Work Values and Ethics
3. Professional Learning and Development
 - A. Work Performance
 - B. Professional Growth
 - C. Supervision
4. Social Work Skills and Process
 - A. Communication
 - B. Assessment Skills
 - C. Selection of Intervention Plan
 - D. Implementation of Intervention Plan
 - E. Termination and Evaluation
5. Social Systems and Resources

Articulated Learning Model (AS 2.2, M2.2.1)

Indiana Wesleyan University strives to create an experiential learning environment within the field placement experience by utilizing an *articulated learning approach* as described by Sheafor and Jenkins (1982) (as cited by Moen, Liley-Goodrich, & Dennis., 2016 (p. 138). This approach promotes a collaborative model for field education by developing a partnership between the field instructor and university faculty liaison in helping students to integrate theory and practice. In addition, this model seeks to continually inform the curriculum and integrate themes encountered in the field setting into the field seminar. The goal as described by Moen, Goodrich-Liley and Dennis (2016) is a “synergistic exchange among student, field instructor and field liaison” as the placement unfolds (p. 139). It is understood in this approach that the agency field

instructor and the University faculty make up a teaching team, jointly sharing the responsibility for developing learning opportunities in various placements and individualizing the learning experiences to meet student needs.

When students enter the IWU Social Work Program, they come with certain educational expectations. Among these are anticipation of acquiring a body of knowledge and appropriate practice skills from instructors who can transmit these in a climate conducive to learning. Such learning takes place both in the online classroom and during field placement in the agency setting.

Students also come into the program with various degrees of personal maturity, life experiences, and individual learning styles. All of these factors play a part in each student's learning and progress toward competence. In light of this, students are required to show that they have addressed all areas that may have been identified on their Program Acceptance Letter into the MSW program prior to completion. Both professional and personal qualities are assessed during the course of the field curriculum to ensure that students possess the desired qualities of professional social workers.

Review of Student Performance (M2.2.6)

Student academic and professional performance are reviewed throughout the IWU MSW program. Academic and professional performance is evaluated in social work courses including field courses with criteria for evaluation being outlined in course syllabi. The initial review of professional capacity and performance occurs through the application and approval for acceptance to the MSW program. Students are subsequently evaluated for overall professional readiness through the Social Work Field Education application and interview process. The Field Application process is initiated by the Director of Field Experiences approximately three months before the first field practicum. Successful

completion of the Field Application process gives the student permission to continue into the field practicum for both the Foundation and Advanced Clinical Practicum years, acknowledging his or her professional readiness. Students must also demonstrate professional competency in the field experience to graduate with the MSW degree. Competency is measured in all nine CSWE areas by the final field evaluation and the final portfolio completed as part of the Field Education Seminars for each practicum year.

Identifying a Placement Site (M2.2.2, M2.2.3)

Every effort is made to work with each student to establish a suitable field placement relevant to the practicum year that will maximize his or her growth and learning of professional and practice skills and abilities. Due to the nature of the online program, covering multiple states and locales, In large part, students are responsible for finding their own practicum agency, The Director or Field Experiences or other assigned faculty will work individually with each student to assist in brainstorming and identifying agencies that fit the student's interests and in securing a viable placement. Field applications are due a minimum of three months in advance of the start of placement and students are required to identify three possible placements sites at this time. In addition, the Director of Field Experiences will arrange interviews with each student to develop a plan for obtaining a field placement.

CRITERIA FOR SELECTION OF FIELD PRACTICE SETTINGS

Field Practice settings for MSW students can include a variety of public and private agencies serving many different client populations. Planning for student placements involves both the MSW student and the Director of Field Experiences (David King). As part of the Field Application, students are asked to provide the Director of Field Experiences with at least three (3) potential sites that they have identified that offer social

work services in their area and serve a population of interest. Students are responsible to contact their identified agencies to inquire as to whether they accept students at the Master's level for practicum. Once these sites give a favorable response, students will forward the names and relevant contact information to the Director of Field Placement. Once a site is determined, negotiations between the agency and the Director of Field Experiences are followed up by a written agreement reflecting the agency/university agreement, the **Memorandum of Agreement (MOA)**. This agreement is signed by the Director of Field Experiences, the agency's administrator, the agency field instructor, and the student.

Outline of Steps and Timeline for Securing of Field Placement

Step	When	Who	How
Review Field Manual, field application, and forms.	Within first 30 days of starting MSW program, or 4-5 months prior to practicum start date for standard and part time track.	Student	
Identify three possible placement sites for practicum.	Due no later than 90 days prior to practicum start date. Included in Field Application.	Student to Field Director	Field Application
Identify and approach possible field sites and determine interest and availability.	As soon as desired and to begin no later than 3 months prior to practicum start date.	Student	
Complete interviews with agencies expressing willingness to accept MSW student.	As soon as desired and to begin no later than 3 months prior to practicum start date.	Student	Use Student Site Evaluation Tool
Complete Field Application and all documents	Due no later than 90 days prior to practicum start date.	Student to Field Director	Must include emails and phone numbers for agency contacts.
Complete Field Interview with Field Director	No later than 90 days prior to practicum start date	Student and Field Director	

Determine site of Field Placement	No later than 30 days prior to practicum start date	Student and Field Director	
Contact site to complete Memorandum of Agreement	30-60 days prior to practicum start date	Field Director	Provide copies of agency MOA and request completion.
Contact field instructor to complete application	No later than 30 -60 days prior to practicum start date	Field Director	Ask Field Instructor to complete Application.
Collect completed field instructor application.	30-60 days prior to practicum start date	Field Director	Finalize acceptance and practicum start date
Finalize start date and schedule for field placement	7-30 days prior to placement.	Student and Field Instructor.	

Criteria for Agency Selection

1. Willingness of the agency staff and administration to commit themselves to the education of professional graduate social work students and an understanding of the role of field practice in that process.
2. Provision of a Field Instructor, if able, who holds a Master's degree in social work from a CSWE accredited university and has two or more years of post-graduate experience. If no MSW is available on site, willingness to cooperate with designated external MSW supervisor.
3. Willingness of the supervisor to complete orientation components of the program and become familiar with the MSW Program at Indiana Wesleyan University and support its goals and objectives.
4. Commitment to the supervision and evaluation of students, including providing a competent field instructor and allocating adequate staff time and resources to facilitate student learning and socialization into the social work profession.

5. Willingness to involve students in the scope of agency responsibilities and activities, exposing students to agency policies, functions, problems, needs, resources, and relationships to the community and other human service systems.
6. Ability to plan experiences and involvements for each student that are appropriate to the goals of the Indiana Wesleyan University MSW Social Work Program and commensurate with each student's needs and abilities.
7. Commitment to provide a sufficient number and variety of assignments to develop student knowledge and practice skills at the micro, mezzo, and macro levels.
8. Commitment to give students an opportunity to work directly with individuals, families, groups, and community and/or organizations wherever possible over the course of the practicum.
9. Commitment to support, model and uphold the nine core competencies of the Council on Social Work Education for social work education. (AS 2.2.7)
10. Commitment to provide adequate office space, office supplies, and telephone availability and equipment where needed to ensure the student's ability to meet the agency's expectations.
11. Willingness to provide opportunities for in-service training and access to agency training material.
12. Willingness to promote student safety and orient the student to safety policies and procedures.
13. Willingness to support students in the integration of their faith and Christian world view into their social work perspective.
14. Ability to maintain adequate staff to carry on agency programs and services without reliance on students.

15. Willingness to provide feedback to the IWU MSW program through the annual evaluation process and other channels as needed.
16. Commitment to upholding practices of nondiscrimination in hiring and placement of practicum students and supporting reasonable accommodations and handicap accessible practices for students in need.
17. Commitment to model affirmation and respect for diversity and difference. (AS 3.0.1)

Practicum at Place of Employment (AS 2.2.11)

The IWU MSW program discourages students from completing their field practicum at the same place where they may be employed. The familiarity of a student's workplace often creates issues for students who are in a placement to learn new skills while trying to satisfy existing employer and work demands. In certain circumstances, students *may be allowed to complete their field placement at their place of employment.*

The following policies shall apply to employer-based field placements:

1. In addition to completion of the field application and all required documentation, the student must submit the Worksite Field Placement Application to the Director of Field Experiences.
2. Submission of the Worksite Field Placement Application is not a guarantee of placement. Review and approval is determined by the Director of Field Experiences.
3. The student is eligible to complete only one practicum experience at his or her place of employment if approved.
4. The student must have an assignment in a unit or program of the agency in which they are employed that is different from his or her regular employment. This

assignment should be in a unit where the student has never worked or where the student is given different assignments or duties they have never completed.

5. The assigned field instructor at the place of employment must not have supervised the student prior to the field placement and must not be a current supervisor.
6. The field placement assignment at the place of employment must have an educational focus and be able to allow for the development of master's level competencies as outlined in the learning contract.
7. An agency that is providing a field placement for an employee must meet the same criteria as other field agencies outlined in the field manual and have a completed memorandum of agreement on file with IWU.



COUNCIL ON SOCIAL WORK EDUCATION

INFORMATION ON UNPAID INTERNSHIPS FOR SOCIAL WORK FIELD EDUCATION

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whdregs/compliance/whdfs71.pdf>).

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education at Indiana Wesleyan University meets the following stipulations:

- Field education is associated with the MSW program at Indiana Wesleyan University.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- Indiana Wesleyan University exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work at the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social work student and is not meant to provide any immediate advantage to the employer or the field site.

PRACTICUM OBJECTIVES

Field instruction is an educationally directed and supervised planned learning experience that gives students the opportunity to apply and refine values and skills and apply theories learned in the Human Behavior and Social Environment, Social Welfare Policy and Services, Social Research, and Social Work Practice courses. The field component, with particular reference to the field practicum, is the key integrative component towards which all other sequenced learning is directed and from which classroom learning is assessed and refined. To achieve this integration of classroom learning and practice, *field practicum objectives* include the following: (M2.2.2, M2.2.3, AS 2.2.1, AS 2.2.4)

1. To provide the student with the opportunity to demonstrate competencies and to learn by “doing.”
2. To assume professional social work practice roles in providing direct and indirect services to individuals, families, groups, organizations and communities at the generalist and advanced level. (M2.2.2, M2.2.3)
3. To provide the student with the opportunity to correlate and integrate the theoretical and conceptual components of classroom learning with actual practice. (AS 2.2.1)
4. To provide the student with the opportunity to test out, apply, and refine concepts, principles, theories, and values taught in the classroom. (AS 2.2.1)
5. To provide the student with the opportunity to learn additional or specialized knowledge, skills, insights, and tools for effective social work practice. (M2.2.3)
6. To provide the student with the opportunity to receive direct observation, feedback and guidance from experienced social work staff on his or her practice behaviors,

values, and skills in order to develop competence as a professional social worker.

(M2.2.4)

FIELD TIME GUIDELINES AND ATTENDANCE (M 2.2.5)

Field practice credits are formulated so that each student will be required to spend an average of 12.5-16 clock hours in the agency each week based on practicum year. These hours are to be completed under the supervision of the field instructor at the student's assigned agency. While there is some room for flexibility in scheduling, this should first be discussed with both the field instructor and the Director of Field Experiences during the initial phase of placement. Standard track students must accomplish 400 hours in their initial Foundation year Field Placement and 500 hours in Advanced Clinical Field Placement, for a total of 900 hours. Advanced standing students must complete 500 hours in their Advanced Field Placement. Students will submit timecards in the online learning platform on a regular basis.

Students are expected to be in their placements for the required times they have contracted. Absences due to emergencies and illnesses are the only approved excuses.

Students are also expected to make up any time missed at the agency. This time must be arranged with the field instructor. Prolonged absences or expected absences must also be communicated to the faculty liaison as soon as possible.

RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES

(AS 3.3.5)

1. Provide direction and administration of the field education program, including developing agency placements, agency affiliation agreements and approving student placements.

2. Develop and maintain the MSW Manual for Field Instruction. This manual provides the context and guidance for all involved in the field placement.
3. Select, in conjunction with student and agency personnel, placements appropriate to student needs and interests and the MSW Social Work Program's goals and objectives. Other criteria for placement include personal assessment of student, personal interview, academic performance, previous placements, work experience, and accessibility for supervision and seminars.
4. Arrange for the educational component of the field instruction to be provided by a professional with an appropriate social work degree and experience in those situations where the field instructor does not have the required social work degree.
5. Coordinate and finalize student assignments to field agencies.
6. Orient field instructors to the design and objectives of both field education and the overall social work curriculum and to methods by which the two can be integrated.
7. Continually assess the quality of the field education program and provide recommendations for improvement.
8. Facilitate ongoing communication and problem solving for field instructors and field liaisons including information on best practices in the field. (AS 2.2.8)
9. Arrange for recognition and appreciation of field instructors for their contributions.
10. Provide for support, monitoring, and input of assigned field liaisons.
11. Assure that field education policies and procedures are correctly implemented and that the educational objectives of field education are not compromised.

RESPONSIBILITIES OF THE FACULTY LIAISON

The faculty liaison, who also functions as the field seminar instructor, plays a key role in the field experience. The faculty liaison serves as the intermediary between the agency, social work program and student, partners with the field instructor to ensure the provision of quality instruction, helps the student to integrate of theory and practice, facilitates evaluation of the student, advises the student during the field placement experience, serves as consultant to the field instructor, mediates among the student, field instructor and agency when needed, and advocates for the student to ensure he or she receives a quality experience . The faculty liaison also arranges for and facilitates joint conferences with the field instructor and student at mid-term and end of practicum to discuss topics such as learning agreements, course assignments, student learning needs, progress toward achieving competencies, application of theory, and persistent challenges. Specific responsibilities of the faculty liaison include the following:

1. Consult with the field instructor during the practicum experience (typically at the mid-term and/or final evaluation via video conferencing technology) to review student's needs and progress, and to ensure the educational focus of the field experience. (AS2.2.8)
2. Communicate with the field instructor at least once during the eight-week seminar cycle to inquire about needs, concerns or questions via email or phone contract. (AS2.2.8)
3. Assign, in consultation with the field instructor and student, additional learning experiences as *necessary*, to facilitate the integration of class and field learning.
4. Assist in the development and approval of a robust and performance based student learning plan supporting all competency areas and assess the student's

learning and professional development in the field experience and to determine the final grade.

5. Provide educational consultation to agency field instructors as needed. (AS2.2.8)
6. Be available for conferences with students when necessary.
7. Consult with field instructors and students regarding existing field-related problems, including appropriate problem-solving activities. (AS2.2.8)
8. Assess the student for appropriateness in the social work profession, including adherence to the professional code of ethical conduct.
9. Provide evaluative information to the field director on the quality of the agency's field education and recommend revisions in the agency's field education program.
10. Teach field seminar courses to social work field students to help them understand the integration of social work theory and practice. (AS 2.2.1)
11. Be familiar with the contents and policies in the field manual and support their consistent implementation in the program and field experience.
12. Monitor and ensure that time sheets are submitted and that the student is meeting required hours. Reach out to the student when hours are falling short of planned averages.
13. Provide feedback to the field program and participate in semi-annual field liaison meetings with field director.

ELIGIBILITY REQUIREMENTS AND RESPONSIBILITIES OF THE STUDENT IN FIELD PRACTICE (AS2.2.6)

To be eligible for admission to the field practicum, the student must meet specific requirements prior to placement. The Indiana Wesleyan University Social Work Program

prides itself on academic excellence. Students in the Social Work Program must first complete all required social work courses with a minimum GPA of 3.0 and a minimum grade of a "C" in each course. To qualify for field placement, students must have a current GPA that reflects these standards as supported by current or past academic work. In addition, students must be able to demonstrate qualities of good judgment, the ability to work and communicate well with others, and the ability to function professionally under pressure. Prior to approval for field placement, the following criteria must also be met with satisfactory review:

Foundation Year Field Placement Admission Criteria

1. Successful completion of prerequisite courses: SWK542 Human Behavior in the Social Environment, SWK 555 Generalist Practice with Individuals, SWK 543 Social Welfare and Policy and SWK 556 Generalist Practice with Families and Groups.
2. Current overall grade point average of 3.0 for the MSW program and a minimum grade of a "C" in each course at the onset of SWK 560 Field Seminar I.
3. Completion of the MSW Field Practicum Application
4. Submission of two professional references using the IWU Student Field Placement Reference form.
5. Submission of a current resume.
6. Completion of a Field Placement interview with IWU MSW program Director of Field Experiences.
7. Completion of IWU Application for Worksite Field Placement (as needed)
8. Approval of student placement site including completed Memorandum of Agreement (MOA).

9. Approval of student Field Instructor after review of completed IWU MSW program field instructor application

Advanced Clinical Year Field Placement Admission Criteria

1. Successful completion of prerequisite courses: SWK671 Topics in Social Work: Identifying your Passion, SWK650 Mental Health, and Psychopathology, SWK655 Advanced Interpersonal Practice, SWK672 Topics in Social Work: In Depth Review
2. Current overall grade point average of 3.0 for the MSW program and a minimum grade of a “C” in each course at the onset of SWK 666 Field Seminar I.
3. Completion of the MSW Field Practicum Application
4. Submission of two professional references using the IWU Student Field Placement Reference form.
5. Submission of current resume
6. Submission of BSW Field Placement Final Evaluation
7. Completion of Field Placement interview with IWU MSW program Director of Field Experiences
8. Completion of IWU Application for Worksite Field Placement (as needed)
9. Approval of student placement site including completed memorandum of agreement (MOA).
10. Approval of student field instructor after review of completed IWU MSW program field instructor application

Student Responsibilities During Field Placement:

1. Notify the site supervisor (field instructor) in case of illness or an emergency interfering with ability to complete agreed upon field hours. Arrangements for

making up hours must be made with the field instructor. You must fulfill all required practicum hours by the end of each course.

2. Prepare for and attend regular individual and/or group supervisory and instructional sessions with the field instructor.
3. Collaborate with the field instructor and faculty liaison in identifying learning needs and specifying learning objectives related to competencies and practice behaviors at the foundation and advanced levels.
4. Actively pursue and explore learning opportunities within the agency and with the field instructor in selecting of appropriate learning material and activities.
5. Comply with agency and field placement policies, procedures and standards, including background checks or drug screens as required and policies addressing professional dress and behavior.
6. Demonstrate openness to constructive feedback and make efforts to implement changes identified in the feedback.
7. Be proactive in your role as a learner, articulate learning needs and seek to meet them.
8. Attend and participate in agency staff meetings and professional meetings or conferences recommended by the field instructor.
9. Integrate field and classroom learning by actively applying theory and concepts to field assignments and thoughtfully participating in the field seminar.
10. Practice the principle of confidentiality in all agency related tasks and responsibilities and uphold all agency privacy policies.
11. Take appropriate responsibility for individual learning by participating fully in activities assigned by the field instructor and promptly seeking out answers to

questions and concerns in the field agency. Share concerns, issues, and questions promptly with your field instructor and/or faculty liaison.

12. Maturity and professionally approach the field practice involvement, maintaining a constructive, non-threatened attitude toward the ongoing evaluation process.
13. Complete class and field assignments promptly, and maintain and submit a log of hours spent in the agency monthly.
14. Promote and practice fully the NASW Code of Ethics.
15. Uphold your commitment to the practicum site for the agreed upon hours per week scheduled in order to complete the required total hours by the end of each term.
16. Arrive on time and to stay for the full duration of the agreed upon field shift unless prior arrangements have been made with your field instructor.
17. Develop, in conjunction with the field instructor and faculty liaison, a learning contract that identifies specific activities and expectations to meet the learning objectives and outcomes based on competencies and practice behaviors identified by the Indiana Wesleyan Social Work Program.
18. Take an active role in planning and implementing the learning experiences in the field experience, using the opportunities at the field site to integrate theory and practice, increasing your level of knowledge and self-awareness.
19. Communicate your educational needs and interests to the field instructor and to notify the faculty liaison if you are not receiving regular individual and/or group supervision.
20. Discuss with the field instructor and/or faculty liaison any areas of concern or confusion about the field learning experience in a timely manner.

21. Participate in scheduled three-way conferences with the field instructor and faculty liaison.
22. Participate in the evaluation process with the field instructor by reviewing, signing, and confirming delivery of evaluation forms.
23. Engage in appropriate self-care to handle stress that may impact your scholastic and professional performance by developing supportive relationships with colleagues, peers, and others.
24. Seek and effectively use help for problems that interfere with scholastic and professional performance.
25. Maintain appropriate boundaries with clients at all times by not divulging personal information, phone or contact information, and by refraining from contacting or communicating with clients via social media of any kind.
26. Immediately inform the field instructor and faculty liaison of any dual relationships that exists between you as a student and someone at the practice site. (For example, you were or are a client of the practice site, your relatives or friends are clients or employees of the practice site, you have outside friendships with practice site employees or clients, you are related to someone by blood or clan at the practice site, you worked at the practice site in the past). Students should withdraw from any case where there is a conflict of interest or another kind of relationship with the client.
27. Refrain from transporting clients in a personal vehicle while interning at an agency. This practice constitutes a significant liability for both you and the University. You should also ensure that the placement agency has appropriate insurance that

covers interns prior to using any agency owned vehicles for business use or for transporting clients.

28. Abide by agency media, social media and technology use policies at all times. Do not use personal cell phones or devices during internship hours unless you are expecting an urgent message or needing to respond to a personal emergency.
29. Do not complete classroom work during field hours unless special authorization from the field liaison and field instructor is obtained.
30. Ensure that your appearance and demeanor reflect a professional manner; so as to reflect positively on the profession of social work, the University and the mission of IWU as a Christ centered institution and to comply with expectations of the agency dress code.

SELECTION AND RESPONSIBILITIES OF THE FIELD INSTRUCTOR

(M2.2.9, AS 2.2.8)

Field Instructors play a broad and vital role in the education of MSW students and are the cornerstone to effective student development of core competencies. As emphasized by Bogo (2005), "Field Instructors guide students through the practicum. They have primary responsibility for linking the student to the setting; teaching, coordinating and evaluating the student's learning; ensuring that the agency's service standards are met; and liaising with the University" (as cited by Knight, C, 2016, p. 105). In addition, Knight (2016) notes the importance of the field instructor's role in providing direct instruction to students, including imparting the skills, knowledge, and values of the social work profession while also serving as a role model of competency and professionalism.

To ensure that students receive quality instruction in the field, supervision of students will be provided by an onsite MSW social worker, who received his or her education from a CSWE accredited program and has two or more years of experience whenever possible, although this is not a specific requirement.

When MSW supervision is not possible on site, graduates of CSWE accredited MSW programs with two or more years of experience and a commitment to the social work profession and its values shall be utilized and arranged by the MSW student.

(M.2.2.9) Each student must ensure, prior to beginning his or her placement that a suitable field instructor has been identified, preferably on site at the field agency, or through external arrangements by the student. The qualifications of the supervisor, frequency of meetings and required oversite as stated in this manual must be met by the supervisor regardless of arrangements made. IWU will provide names of supervisory candidates where possible to assist the student when on site supervision is not possible. Students are required to bear the cost of any fees associated with supervision when arranged external from the placement site.

In addition to the above stated requirements, qualities sought in field instructors in the field setting shall include openness to and understanding of the education of professional social workers at the graduate level, an understanding of their agency and its role in the larger community, knowledge of the community's needs and resources, and practice experience in individual, group, and family clinical assessment and intervention.

The following responsibilities are assigned to the field instructor: (A2.2.7, AS2.2.8)

1. Function as the onsite educator and supervisor for the student at the practicum site.

2. Evaluate the student's performance and competency on an ongoing basis and through formal field evaluations provided by the University at the end of each term.
3. Complete a Field Instructor application and submit a resume.
4. Identify student learning needs in collaboration with the student and Faculty Liaison, reflecting relevant competencies and practice behaviors at the foundation and advanced levels.
5. Select learning activities and materials relevant to the students learning needs and objectives.
6. Provide experiences and opportunities and ensure the student identifies and completes activities in all areas of competency as agreed upon in the students learning contract.
7. Monitor and ensure that the student is behaving in a manner consistent with the professional code of ethics.
8. Address any concerns or areas of student development with the University Faculty Liaison and if needed, develop a plan to address any concerns in collaboration with the student and Faculty Liaison.
9. Participate in the university field practice instructor's orientation and to be familiar with the Manual for Field Instruction prior to the field practice term.
10. Provide ongoing individual and/or group supervision for the student to facilitate the translation of knowledge, theory, values, and skills into professional practice and to assist the student in the self-evaluation process throughout the field practice experience.

11. Familiarize the student with agency history, purposes, organizational structure, policies, procedures, and services and help the student understand his/her role as a student within the agency.
12. Plan a broad range of agency assignments and experiences (including community involvements) appropriate to the student's needs, capabilities, and interests, appropriate to the agency and the IWU Online Social Work Program's goals and functions. These opportunities should provide for a variety of social work experiences and for the development of a broad range of skills.
13. Provide the student with adequate workspace, materials and clerical assistance to accomplish agency assignments and tasks.
14. Meet via video conference call with the Faculty Liaison and the student two times during the placement experience to review and monitor progress.
15. Conjointly evaluate the field practice experience (using the field practice evaluation instruments) with the student and Faculty at both mid-term and the end of field placement.

***Guidelines Pertaining to Assignments in the Field (M2.2.2, M2.2.3, AS2.2.4)**

MSW students are preparing for practice at the advanced clinical level. Indiana Wesleyan University expects students to become involved in supervised independent practice activities within the first few weeks of field placement. Early work with clients, groups, committees, or projects allows students to begin integrating learning from class and field and it enables field instructors to begin the educational assessment of the student.

Foundation-year students are expected to spend at least **half** of their placement time in independent practice activities—e.g., face-to-face contacts with clients, preparation for practice activities, family meetings, team meetings and case conferences around their clients, participation in committee or community group meetings, resource development, telephone contacts, and recruitment for groups.

Advanced clinical year students should spend **two-thirds** of their time in this way. The remaining hours for all students include time for supervision, in-service training, administrative meetings, documentation, and recordings. Any questions regarding sufficiency of assignment load should be addressed with the faculty liaison.

Field Instructor Tasks to Complete (AS 2.2.8)

What	When
Complete and submit Field Instructor Application.	30-60 days prior to start of field placement.
Help ensure completion of Agency Memorandum of Agreement (MOA) prior to placement of student.	30-60 days prior to start of field placement.
Review field manual and completes Field Instructor Orientation components.	prior to start of field placement
Ensure student is oriented to the agency, including policies concerning privacy, safety, transportation of clients, ethics, boundaries, dress, media and social media, recipient rights, etc.	Within 2 weeks of start of field placement.
Ensure student has assigned space and needed equipment to work and complete tasks.	Within 2 weeks of start of field placement.
Contribute assignments to, reviews and signs learning contract.	Within 2 weeks of start of field placement
Make student assignments (cases, community, training, observations, co-therapy, policy projects, research, assessments, etc.)	Throughout field placement.
Assist student in completing the Learning Agreement and sign	Within 4 weeks of start of field placement

Review and provide feedback on documentation completed by student for on-site educational purposes (process recordings, logs, reviews, assessments, treatment plans, etc.).	During formal supervision of student throughout field placement.
Provide observation of and feedback on social work competencies and practice behaviors the student needs to strengthen.	Using IWU observation tools and during formal supervision of student throughout field placement.
Help student link social work values, research, and theory to practice in the field.	During formal supervision of student throughout field placement.
Meet with faculty liaison and student mid-year and end of year for review of progress.	Mid-year and end of field placement.
Meet with student for supervision and sign minimum of 5 Student Record of Supervision notes per each 8-week course cycle.	During formal supervision of student throughout field placement.
Review, provide feedback on, and sign process recordings submitted by student per field seminar.	During formal supervision of student throughout field placement.
Ensure Foundation year students complete one student observation report and Advanced clinical students complete two observation reports demonstrating feedback from supervisor and/or experienced agency staff observing student in practice per eight week seminar cycle.	Foundation year students – 4 total observation reports during placement. Advanced clinical year students – 8 total observation reports during placement.
Meet with student and Faculty Liaison a minimum of two times during the practicum to review progress.	Prior to Mid-point and final student evaluations.
Complete mid-year and final student evaluations based on learning contract and student practice behaviors.	Mid-point and end of field placement.
Sign time sheet logs weekly.	Weekly
Complete end-of-year evaluation of IWU field program.	End of field placement

Alternative Field Supervision Arrangements (Task Managers)

The above identified items represent the core agreed-upon tasks to be completed by the field instructor. The field instructor may choose to delegate daily oversight of

student duties or responsibilities or additional individual or group supervision to an onsite task manager or supervisor who does not hold an MSW. In such cases, it is expected that the field instructor will be in regular communication with the assigned task manager and that this individual will provide input and feedback to the field instructor when evaluating student competencies.

If a student is placed at an agency with an on-site supervisor who is not a qualified MSW, the designated on-site supervisor shall function as the task manager with the student's external MSW Field Instructor assuming responsibility for ensuring completion of the field instructor responsibilities and tasks described in this manual.

Responding to Issues Arising in Field Placements (AS2.2.8)

When concerns or problems arise in the field pertaining to the student or the student relationship with the field instructor or placement setting, the IWU MSW field program provides policies outlining special monitoring and follow up protocol. First, the field instructor should inform the faculty liaison of any difficulties in completing the listed areas of responsibility or with the student's performance. Students are also required to contact their field liaison if they experience a significant issue or problem during the field experience. When contacted, the faculty liaison shall provide coaching to the student and encourage the student to address problems using agency protocols when possible. If the problem cannot be resolved or is of a significant nature, the faculty liaison shall contact the field instructor to discuss the matter and attempt to resolve the problem. Upon resolution of the problem with the student and/or through contact with the field instructor, the faculty liaison shall document the problem and its resolution. The faculty liaison shall also document the action steps agreed upon for resolving the problem, and send a copy to the field instructor and the student, acknowledging that each understands and agrees

to the action plan for resolution. A copy of the document shall also be forwarded to the Director of Field Experiences. Upon the completion of the field placement, the field instructor and faculty liaison shall note in the learning contract that all requirements for addressing the problem have been fulfilled or any remaining areas of concern.

If the identified problem or issue cannot be resolved in this manner, the faculty liaison should consult with the director of field experiences, and additional meetings with the field instructor may occur to resolve the matter. Information discussed during the meetings shall be documented and copied to all parties to ensure that the student, field instructor, faculty liaison, and field director are in agreement with the resolution to the problem. Upon completion of the field placement, the final placement evaluation shall document that the requirements for addressing the problem have been fulfilled. As necessary, after consultation with the faculty liaison, the Director of Field Experiences will make the final decision as to whether a student should be removed from placement, whether another placement should be located for the student or if further disciplinary action is warranted.

Termination of Field Placement

It is not common for a student to be asked to leave a field placement, but it can occur. Even though students admitted to the University are judged to have the ability to complete the program, this may not always be true for various reasons that are revealed as student's progress through the program. In all fairness to the student who is investing energy and financial resources in the program and to uphold the expected performance standards of the social work profession, a student should not remain in the program if indicators give evidence of unsuitability or inability to perform in a professional capacity.

When serious concerns arise about a student's suitability for the profession, the field instructor may decide that the student should be placed on a probationary status at the practicum until such time as the concern about professional behavior has been eliminated or the student is dismissed. The field instructor may also request that the student be dismissed from the placement for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed.

Dismissal may result from a single grave incident or from a pattern of behaviors. Both academic and field experiences may be considered in determining that a student should not continue. The Indiana Wesleyan Director of Field Experience may require a student to leave the placement if one or more of the following indicators exist.

1. Unwillingness to evaluate and improve one's own practice interventions / skills.
2. Unwillingness to assess one's own professional growth and use of self. This can include areas of attendance, related work habits, and identification of strengths and limitations.
3. Inability or refusal to understand and appreciate the positive value of diversity, including advocacy for social and economic justice.
4. Refusal to follow agency policies related to staff and clients.
5. A pattern of inability to communicate or form productive working relationships with a variety of client populations, fellow professionals and/or the community.
6. Performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This performance may be a matter of knowledge, skills, or values.

7. Conduct in the field that endangers clients, the agency, the university, other students, or the student himself or herself.
8. Having to be “re-placed” into a new field placement more than once due to concerns about student behavior or performance.
9. Serious dishonesty or breach of confidentiality.
10. Inability to apply the knowledge, values and skills of generalist social work practice on behalf of various size client systems.
11. Failure to meet or maintain academic grade point requirement as established by the University (3.0 overall) and a minimum of a C in all courses.
12. Failure to pass any of the professional performance review points.
13. Behavior judged to be in violation of the NASW Code of Ethics (<http://www.socialworkers.org>)
14. Behavior judged to be in violation of University Expectations of Professional Conduct (<http://indwes.smartcatalogiq.com/en/2016-2017/Catalog/College-of-Adult-and-Professional-Studies-CAPS/Policies-and-General-Information-CAPS/General-Information-CAPS/Expectations-for-Personal-and-Professional-Conduct>)
15. Academic cheating, lying or plagiarism (see Indiana Wesleyan University Catalog; Student Honesty/Cheating at <http://www.indwes.edu/catalog/>)

16. Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
17. Evidence of chemical dependency documented as occurring during the course of study.
18. Recurring or habitual absenteeism.
19. Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
20. Physical victim or perpetrator of abuse or other behaviors identified in the University's student handbook.
21. Repeated failure to demonstrate professional work habits and professional behavior.

Readmission to Field Placement

Readmission following dismissal for not meeting professional performance standards is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards.

Student Appeal Procedures

Students who wish to appeal the decision of the Director of Field Experiences must do so within 30 days of notification of dismissal by submitting a letter of request for appeal in writing to the MSW program director. Upon receipt of the appeal request, the IWU MSW program director will arrange a meeting to review the appeal with the student and, thereafter, follow MSW program grievance procedures if the appeal continues.

MSW Program Grievance Policy

If a student wishes to grieve any action taken within the MSW Field Education program, he or she may also report a grievance of any kind according to the following process.

1. When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the MSW faculty member involved.
2. In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the IWU MSW Program Director in writing. The Director will then hold a conference with the student within ten working days of the request.
3. If a student is not satisfied with the outcome of the above meeting, he or she may submit a written request for a hearing with the Chair of the Behavioral Sciences Department. The hearing shall be held no later than ten days after the student's written request for a hearing in keeping with the University grievance process as stated in the Catalog.
4. Direct request for further hearing or petition may be made to the Academic Dean per University Academic Grievance policy in the University Catalog which can be found at: <http://indwes.smartcatalogiq.com/en/2016-2017/Catalog>.

UNIVERSITY AND FIELD PLACEMENT PARTNERSHIP (AS2.2.8, M2.2.9)

Indiana Wesleyan University considers it a privilege to work with each selected field agency in developing, equipping and training the next generation of professional social workers. IWU is committed to providing effective training and support for field instructors and to developing and maintaining a positive working partnership with all selected field agencies. The goal of the field education department is to create a positive

and mutually beneficial experience for students and the field agency as we work together to provide students with a quality education and improve the lives of the individuals, families and communities served. To accomplish this goal, the following processes shall be implemented as an integral component of the field experience.

Process for Field Instructor Orientation, Training and Communication

(AS2.2.8, AS2.2.10)

Field instructor completes application.	30-60 days prior to practicum start date	Submit to Field Director
Upon approval, Field Instructor receives welcome letter with overview of requirements.	14-30 days prior to practicum start date	From Field Director
Field Instructor receives copy of Field Manual, summary of next steps, sample student orientation, links to Field Orientation materials and media presentations.	14-30 days prior to practicum start date	From Field Director
Field Instructor receives internet links to field orientation video content that the Field Instructor can watch at her or his convenience providing information on key policies and process. Written responses to Frequently Asked Questions (FAQ) are also provided.	14-30 days prior to practicum start date	From Field Director
Field Instructor receives contact from Faculty Liaison for initial review of questions and additional information needed. Establishes date of for mid-term virtual site visit.	Within 2 weeks of practicum start date	From Faculty Liaison
Field instructor receives electronic links to media presentations describing student learning contract, process recordings, the student record of supervision and student portfolios.	Within 3 weeks of practicum start date	Field Director

Field Instructor receives electronic newsletter from the IWU MSW Field Education program four times during the practicum experience.	Bi-monthly	Field Director
Field Instructor maintains contact with Faculty Liaison regarding issues, concerns, questions, or problem solving.	Throughout practicum as needed	
Field Instructor completes virtual site visits (mid-term and final) with Faculty Liaison and student to review progress and competency evaluations.	At mid-term and end of practicum placement.	With Faculty Liaison and student
Field Instructor completes evaluation of IWU field experience and interactions.	At end of practicum placement	Field Instructor
Field instructor may participate in field instructor advisory meetings as indicated.	Annually	Initiated by Field Director

Monitoring of Student Learning, Performance and Field Effectiveness

(AS2.2.7)

Monitoring of student progress as well as student self-reflection and self-regulation are key components of demonstrating competency in ethical and professional behavior. CSWE Competency 1 identifies the importance of using supervision and consultation to guide professional judgment and behavior (EPAS, 2015). In order to ensure that these elements occur effectively, it is essential that the student participate in intentional activities that require reflection, evaluation, and solicitation of feedback from the field instructor and other advanced practitioners. Also, monitoring of student progress and development as a social worker as a joint responsibility between IWU and the practicum site is essential to ensure student learning. Students in the IWU online MSW program are enrolled in four back to back eight week field seminars during the course of each field placement. These seminars are taught by IWU instructors who are also the designated Field Liaison for each assigned student. The seminars provide the primary platform for

the ongoing monitoring of student progress and development. Required field activities are built into each field seminar to ensure students engage in direct practice and learning activities that are conducive to students achieving competency in the nine CSWE designated areas. The following provides an overview of key activities, monitoring and student assessment.

Self-Assessment

Self-assessment is an important learning tool to assist students in identifying areas of professional growth and to encourage student ownership of the learning process. The practice of self-assessment also sets the stage for the use of reflection and self-regulation as a key component of demonstrating competency in ethical and professional behavior (CSWE Competency 1). Moen, Goodrich-Liley and Dennis (2016) also argue that in order to support student learning in a way that more closely reflects learning in real life settings, a collaborative approach to assessment is needed that incorporates student voices in the assessment process (as cited in Hunter, Moen, & Raskin, p. 136). Student self-assessment tools can help to accomplish this goal.

All students will be required to complete the MSW Student Self-Assessment tool as part of the field the first field seminar in their foundation and advanced clinical practice year. A version of the assessment tool is available for both Foundation year and Advanced Clinical year practicum students. Each tool mirrors the CSWE core competencies and the student learning contract components specific to either the foundation or advanced year and will allow the student to rate him or herself on each area of competency and behavior prior to beginning field placement. As such it will allow the student to reflect on his or her current state of knowledge and skill and to identify areas of strength or development to include in the individualized learning plan. The tool will also be

reviewed with the faculty liaison to collaborate with the student on developing the learning contract. The student will be encouraged to share the results of the self-assessment with his or her field instructor for further discussion. Each respective tool will be updated at the end of the designated practicum year for the student to evaluate his or her own perception of progress prior to final evaluation.

Synchronous Cohort Meetings (M2.2.2, M2.2.3, AS 2.2.1)

Students engage in biweekly synchronous online cohort meetings with the course instructor and their peers to discuss practicum experiences. Students are required to be prepared to discuss observations on how contemporary social work issues have impacted their work in the field and other topics including ethics, diversity, policy, engagement, assessment, intervention, evaluation, human rights, justice issues and research informed practice based on student field experiences. Process recordings are also used as a foundation for case discussion. Through cohort meetings, course instructors are able to monitor student progress, engage in meaningful dialogue, answer practicum related questions and provide essential feedback to students.

Journal Exercises

Weekly journal exercises require students to reflect on their individual experiences and reactions to the field experience and to integrate ideas on social work theory, concepts and course materials with their thoughts. Journaling also allows students to summarize and synthesize new learning that has been documented in their weekly time logs. Seminar instructors review and provide feedback to students on the progress, strengths and concerns expressed in the student journal through the online learning platform. Journals are confidential and allow the instructor to monitor individual issues and concerns and provide individualized responses.

Process Recordings (M2.2.2, M2.2.3, AS2.2.4, AS2.2.1)

Process recordings are detailed written accounts of a social work student's professional interactions with client(s), group participants, or community group stakeholders. Key elements of the recording are the student's self-reflection on the interaction, his/her thoughts and feelings about the interaction and use of self, and identification of the competencies the student demonstrated or is developing. The MSW process recordings tools have been designed to reflect the Integration of the Theory and Practice Loop Model as developed by Bogo and Vayda, (1998) (as cited by Moen, Goodrich-Liley, & Dennis, 2016) which "prescribes the best strategies... to enable students to integrate theory and practice" (p137). The practice loop model identifies 4 steps in the integration process: retrieval and recall, reflection and examination of reactions, linkage of subjective reaction with objective facts and formulation of professional response based on analysis. Students are required to write at least 3 clinical and/or group process recordings per field seminar, with the intent that these will be written over the course of each seminar or approximately one every 2-3 weeks. Students in the earlier phase of their practicum when they may not be providing direct assessment or intervention, may complete the process recording based on observation or co-therapy assignments working with other professionals.

Field instructors may require more than the assigned number of process recordings as desired with this expectation being clarified in the learning contract. The student may also request additional process recordings, or specific types of process recordings, as part of the learning contract in order to develop specific skills or competencies. Documentation and analyses used in the process recording should be disguised to protect the confidentiality of clients or consumers. Process recordings are

reviewed in supervision with the field instructor allowing students to reflect and receive feedback on their skills and use of theory in the agency setting. Process recordings are also reviewed by the course instructor / field liaison for additional monitoring of issues and student growth.

Case Presentations (M2.2.2, M2.2.3, AS2.2.4, AS 2.2.1)

Students are expected to complete case presentations during synchronous cohort meetings. Students will use selected process recordings to present and analyze client systems from their practicum experiences. Case discussion and review includes areas of ethics, critical thinking, diversity, social justice, research, policy, theory and the helping process. Case presentations allow the course instructor to interact directly with the student and to monitor and assess knowledge, skills, ethics, and practice behaviors.

Student Records of Supervision (M2.2.2, M2.2.3, AS2.2.4, AS 2.2.1)

During the course of each 8-week field seminar module, all students will be required to meet with the field instructor individually a minimum of 5 times. Additional supervision may occur individually or in groups or as part of team conferences. The student will utilize the Student Record of Supervision form to create an agenda in advance of the individual conference with the field instructor and to document the resulting discussion, feedback and follow up actions reviewed during the meeting. Not all categories identified on the tool will be required for discussion at each meeting, but will serve as a guide for the student in identifying priorities and covering key areas of competency development in supervision over the course of the field experience. The field instructor may further require certain topic areas to be discussed each time or as assignments for upcoming supervision discussion at his or her discretion. The Student Record of Supervision form has been structured to follow the three key interrelated

elements of professional practice of the head, the hand and the heart as described by Pierce (2016) (as cited in Hunter, Moen, & Raskin, p. 5) The student will also be required to ensure that each Student Record of Supervision includes at least one area of growth or improvement and at least one area of strength be documented from the field instructor as feedback during the consultation. The student and field instructor will sign the form as a record of their meeting.

Student Observation Summaries (M2.2.2, M2.2.3, AS2.2.4, AS 2.2.1)

In her work *Achieving Competence in Social Work*, Bogo (2010) argues that “the most valid evaluation of practice ability is observation of students as they carry out social work practice roles and functions” (p. 176) and that “scholars support the authenticity of using observed performance in actual practice settings as the most direct approach to evaluation” (p. 178). In support of this best practice, all students will be required to ensure completion of *observations* of their direct practice with an individual client, family or group over the course of each field placement. Foundation year students will be required to complete 1 observation during the completion of each field seminar while Advanced Clinical year students will be required to ensure completion of 2 observations during the completion of each field seminar. Each observation must be completed by an identified observer (must be the field instructor, another designated supervisor on site, or an experienced master’s level staff person with two or more years of practice experience). After the planned observation is completed, the identified observer will complete the IWU revised Integrated Social Work Knowledge, Values and Skills Scale as based on the Objective Structured Clinical Examination rating scale adapted for social work performance developed by Bogo, Regehr, Logie, and Regehr (2009) to provide feedback to the student. The identified observer will rate the student in areas including

development and use of collaborative relationships, appropriate response to client(s) toward general content, communication and feelings, focus of the interview / interaction, responding to the presenting problem, assessment skills, strengths-based approach, collaborative goal setting, and demonstration of cultural competence. The student must review each completed observation tool for additional feedback during individual supervision with the field instructor. Observation tools are also submitted to the course instructor for content and additional monitoring of performance.

Student Learning Contract (M2.2.2, M2.2.3, AS2.2.4, AS 2.2.1)

By week four of each field placement, students are required to complete an individualized learning contract with their field instructor articulating specific goals and activities the student will engage in over the course of the practicum. Students are required to include in the learning contract at least 1 activity per learning area identified and described in each of the nine CSWE competency areas. Proposed activities must directly address the learning area and include evidence of and target dates for completion. Students review and update learning contracts with their field instructor at the beginning of each field seminar for monitoring of progress and revision as needed. Revised learning contracts are submitted to the course instructor / field liaison for additional review and monitoring of progress.

Time Logs (AS 2.2.5, AS, 2.2.4)

Students submit weekly time logs documenting the hours spent at their placement agency. Time logs include specific documentation of the type of activity completed, number of hours per activity and total number of hours completed during the week. Time logs also track overall progress toward needed hours to help the student stay on track. Field Instructors sign all time logs. Time logs are also submitted to the course instructor /

field liaison weekly for review of progress.

Evaluation of Student (AS2.2.7, EP4.0, AS4.0.1,)

Practice Performance Evaluation (M2.2.2, M2.2.3, AS 2.2.4)

Field instructors are responsible for evaluating the student's performance at mid-field placement and end of field placement via the student learning contract and evaluation tool. A version of the learning contract and evaluation tool is available for both Foundation year and Advanced Clinical year practicum students. The content of each evaluation is consistent with the Competencies for Field Education as described by CSWE. The Advanced clinical year tool provides additional behaviors for evaluation under each competency area to reflect advanced clinical practice skills. The field instructor will use the combined learning contract and evaluation tool corresponding to the student's practicum year to review the student's progress based on completion of the learning activities assigned in each area and through professional assessment of progress toward achievement of the Core Competencies.

By the end of the **Foundation year**, students are expected to demonstrate competence ratings of a 2.5 or higher in each individual area with an average score of 3.0 or higher. By the end of the **Advanced Clinical year**, students are expected to achieve competence ratings of 2.5 or higher in each individual area with an average score of 3.0 or higher. The faculty liaison will review the evaluation and provide additional comments or feedback on ratings and competency level before completing the evaluation. The student is responsible for obtaining all needed signatures on the form, and providing copies to the field instructor and to the faculty liaison upon completion.

Optional Vignette Matching Evaluation (VME) Tool and Evaluation of Meta-competencies.

Through their work with field instructors in direct practice settings, Bogo et al. (2006) (as cited in Bogo, 2016) identified a more holistic model of assessing student competence that included both procedural and practice behaviors as well as “meta-competencies” that captured overarching qualities and abilities identified as essential to effective practice. These meta-competencies include:

...cognitive capacities such as the way a practice is conceptualized, the active use of knowledge and values, the processing of information, bringing judgment to bear, and arriving at decisions regarding appropriate interventions for clients, communities and organizations. Meta competencies also include interpersonal dimensions that affect engagement with the field instructor, team members and clients. Self-awareness, reflection and self-regulation are aspects of personal meta competencies that affect our ability to carry out professional roles. (p. 158)

These competencies represent a level of professional practice that demonstrates the practitioners' ability to “differentially use skills based on a broader understanding of context in which these skills are required... (including) conceptualizing and performance aspects of choosing and enacting skillful behavior” (p. 158).

As a result of their research in this area, Bogo, Regeher, Hughes, Woodford, Power and Regeher (2006), successfully developed the Vignette Matching Evaluation (VME) Tool for use as a means to evaluate both practice level and meta-competency level student skills. This tool utilizes a series of vignettes based on student profiles of practice and meta-competencies to evaluate student performance as exemplary, ready for practice, on the cusp, in need of more training, and unsuitable for the profession.

Students who are having difficulty demonstrating competency in their field placement at the Midterm evaluation or who have had concerns regarding professional behavior identified by the Field Instructor or Field Liaison may be required to undergo a review using this additional tool. At the request of the Field Liaison or Director of Field Experiences the Field Instructor will be required to complete the VME tool for the student, prior to the completion of the final performance evaluation. .

Foundation year students shall be expected to demonstrate competence ratings of a 2 or higher in each individual area with an average score of 3.0 or higher. Advanced Clinical year students are expected to achieve competence ratings of 3 or higher in each individual area with an average score of 3.5 or higher. If results from the VME evaluation are below the targeted benchmark for the practicum year, the field instructor and faculty liaison will discuss the results and concerns identified. Results of the VME and recommendations will then be forwarded to the Director of Field Education. Areas of significant concern identified in the VME will require the following actions: 1) creation of a plan of development be created for the student to address concerns for the advanced practicum year, 2) creation of a plan of development be created to require additional practicum experience prior to being able to graduate for advanced year students, and 3) a formal review of the student's ability to function as a professional social worker (advanced clinical year or foundation year) that could result in termination from the program.

Field Education Portfolio (AS2.2.7, M2.2.2, M2.2.3)

For each practicum year completed, (foundation and advanced clinical), students will be required to complete a portfolio containing material related to their learning in the field and demonstrating their work and accomplishments. The portfolio must be created, saved, and submitted electronically. Contents of the portfolio must be organized in

subfolders that correspond with the 9 CSWE social work competency areas outlined in the student learning contract and specific to the foundation or advanced clinical year of practicum. Competency categories include:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The portfolio will provide a record of completion of key assignments and learning in all competency areas specific to the practicum year. The student will be evaluated on the completeness, quality and presentation of the portfolio at the end of the field practice experience.

The purposes of the portfolio are to provide organized evidence of field education learning specific to the practicum year, to ensure that the student has copies of the learning contract, evaluations and completed assignments from field placements, and to ensure that the student has met all process recording, observation and supervision documentation requirements in addition to other key learning contract assignments.

The portfolio for both foundation and advanced clinical years must include:

- A copy of the completed student learning contract including mid-term and final evaluations specific to the practicum year.
- Agency material (e.g., orientation, workshop, or seminar outlines) that describes learning experiences or trainings received in the setting.
- Process recordings as defined in this manual for designated practicum year.
- Records of supervision as defined in this manual.
- Completed student observations as defined in this manual for designated practicum year.
- Copies of completed progress notes or case notes from direct service interactions showing professional documentation per agency guidelines appropriately disguised (can be from clinical course or agency assignments).

In addition to the above, **Advanced Clinical year students** must include the following:

- Copies of two psychosocial assessments, including a diagnostic summary, appropriately disguised or redacted (can be from clinical course or agency assignments)
- Copies of two treatment plans or care plans, including goals, objectives and/or action steps, services to be provided, etc. appropriately disguised or redacted (can be from clinical course or agency assignments)
- Copies of two risk assessments and corresponding safety plans, appropriately disguised or redacted (can be from clinical course or agency assignments, can reflect individual, family, community or agency risk or safety issues)
- A 3 to 4-page summary of the components of an evidence based or best practice intervention model of your choosing used at their agency or appropriate to the population they have served.

Each competency area subfolder should contain a minimum of 2 items or a minimum total of 18 items (2 for each of the 9 competency areas) to demonstrate achievement. Items from the list of mandates in this manual above may count toward these requirements and may be also be included in the learning contract. Other items should also be selected from the list below as related to the competency area in order to meet this requirement. All documents should be well written, thorough in content, and professional in appearance. The portfolio should include a title page and table of contents of all items included. Portfolio items may correspond with or be in addition to student learning contract assignments as agreed upon with the field instructor and faculty liaison.

Additional items for the portfolio can include the following materials that represent or include your original work:

- Agency reports (i.e., strategic planning documents, program evaluations, quality reports)
- Case studies (including analysis, treatment planning, diagnostic summaries, risk and safety planning activities, etc.)
- Tools, forms, or surveys, created
- Grant proposals
- Policy analyses or written policies or procedures developed.
- Program development plans, project plans, work plans or proposals.
- Published documents (i.e., journal articles, newsletter or newspaper articles)
- Professional papers
- Annotated bibliographies
- Research reports
- Community development project summaries

- Written legislative or court testimony
- Community organization meeting summaries that you facilitated
- Video/audio tapes, CD's, or print copies of PowerPoint presentations.
- Reflection essays and course journal entries addressing specific topics related to competency areas
- Summary of research on an evidence based or best practice models
- Summaries of advocacy efforts / activities for individuals, populations, agency, etc.
- Analysis of ethical issues for your agency or populations served including policy analysis and recommendations
- Program or Project Evaluations
- Program improvement plans
- Project management plans

The Portfolio may be requested for Field Education meetings or agency interviews.

Evaluation of Field Education Program Effectiveness (AS2.2.8)

Field Education program competency achievement outcomes will be measured by collecting data from student learning contract / performance evaluation measures annually for both foundation year and advanced clinical year students. Rating scores provided by field instructors will be aggregated by program on an annual basis to evaluate average scores as compared to target benchmarks. Portfolio evaluation scores will also be compiled annually to evaluate average scores for foundation and advanced clinical year students. Year over year data will be collected to evaluate trends over time. Aggregate competency evaluation data will be reported annually and made publically available.

Additional program evaluation methods include student and field instructor evaluation

of the practicum experience at the end of each field placement year. The primary tool used to evaluate field sites is the Student Evaluation of Field Experience survey. This survey is offered to students at the end of the last field seminar for each practicum year. The survey uses a five point Likert scale asking students to rate their experience with the field placement in areas including field director and placement, field placement site, field instructor, faculty liaison and field seminar. Data collected from this tool is used to evaluate the field site and identify any concerns. Data is collected, aggregated and reviewed at the end of each field practicum cycle. Cumulative data is aggregated annually. Data is reviewed by the Director of Field Experiences and by MSW program faculty. Agency Field Instructors are also sent an annual evaluation of the field program including training, support and communication provided by the IWU Field education program. Field Instructors are encouraged to contact their assigned Field Liaison or the Director of Field Experiences at any time during the practicum experience regarding questions or concerns. Additional feedback and dialogue regarding the IWU MSW Field Education Program and opportunities for improvement is offered through offer of participation of Field Instructors in the IWU MSW Program Advisory Council. Interested Field Instructors participate in a video conference call with the Director of Field Experiences and Program Director bi-annually to offer suggestions and ideas for program improvement.

LIABILITY ISSUES AND DISABILITY ACCOMMODATIONS FOR PRACTICUM STUDENTS

Background Checks

Some agencies require that students complete a State Police Request for Criminal Record Check, and/or Child Abuse History Clearance prior to beginning a field placement

at their agency. **These costs and any others associated with background checks are the responsibility of the student or may be negotiated with the placing agency.**

Clearances obtained for previous work or internships **must** be less than one-year old on the first day of field placement. Students also may be asked by their field placement agency to update their clearances during their placement. For instance, students who have lived in Indiana for less than five years may be required to be fingerprinted and obtain further clearance through the FBI. Many agencies have different policies regarding clearances but all students must abide by the policy at their agency.

While a history of criminal activity or a substantiated child abuse report will not preclude students from all field placements, it will limit the choices available. Please disclose and discuss any concerns with the Director of Field Experiences (David King) during the Field Placement Application process.

Students will be asked to disclose and identify on the Field Application any misdemeanors or felonies other than normal traffic violations that they have received and to describe the conviction, circumstances and resolution of events. Students with unresolved felony charges will not be eligible for field placement. All identified misdemeanors or felonies will be reviewed by the director of field placement for appropriate resolution or issues that could impact field placement with a final determination to be made by the MSW Program Director about suitability for placement.

Student Safety Practices (AS2.2.7)

Students should be aware that providing services to others in the field of social work carries certain inherent risks. Social work is a profession that works with people with both strengths and challenges and who often live in troubled environments. To reach people in need, agencies are frequently located in places where clients are most easily

served. Students entering the field need to be aware that most, if not all, field settings entail safety risks for staff and students alike. Such risks are not solely student risks, but risks that social workers must acknowledge throughout their careers. While fulfilling the field placement, the students must also be attentive to the need for personal safety and act accordingly to minimize these risks.

During orientation to the agency, students should discuss safety issues with their field instructors. Students with any safety concerns or questions including physical, sexual (including sexual harassment) or emotional safety in their practicum environment or assignments should contact their faculty liaison to discuss these issues and seek guidance as soon as possible. Students are further expected to uphold the IWU student conduct and community standards and utilize IWU policies as described in the current version of the IWU student handbook: <https://www.indwes.edu/life-at-iwu/iwu-student-handbook/iwu%20student%20handbook.pdf>

Field agencies are encouraged to review and support policies as outlined by the NASW's "Guidelines for Social Worker Safety in the Workplace." Students should also review these guidelines as provided for a more detailed description of recommended safety practices.

<https://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>

Malpractice Insurance

Indiana Wesleyan University provides liability insurance coverage for students in the amount of \$3,000,000 aggregate and \$1,000,000 per occurrence. A copy of the certificate may be provided to the practicum agency upon request.

Services to Students with Disabilities

Indiana Wesleyan University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. Indiana Wesleyan University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities as are required by applicable law. The determination of reasonable accommodations for learners with disabilities and compliance with the ADA and the Rehabilitation Act are the responsibility of the Office of Student Services.

<https://www.indwes.edu/academics/centers/center-for-student-success/disability-services>

Procedure for Determining and Implementing Accommodations

- The student must submit a formal request for accommodation.
- The student must submit documentation (medical or psychometric) from a qualified professional (M.D., Psychologist, School Psychologist, etc.) that indicates the presence of a diagnosed mental, physical, or learning disorder, and a recommendation for accommodation.
- Documentation and all information collected are reviewed, and a decision is made on what reasonable accommodations will be recommended.
- Once an accommodation has been determined and granted, an official Educational Accommodations Notification Letter is sent to the student. This letter will be presented to the course faculty by the student and serves to verify the student has a disability and lists the appropriate accommodations. The letter also indicates to faculty that the student has met the requirements of the disability accommodation process.

- Only students who have followed the access policy described above are given accommodations. If an accommodation is given to one student in a class without documentation, the instructor is advised to give it to all of the students unless in the case of 'short term disabilities' i.e. broken bones or surgery, etc. In these cases, faculty works directly with the Dean to approve short-term disabilities.
- Accommodations are not entitlements. They are meant to allow equal access to educational opportunities for students who are determined eligible for disability rights protection under ADA and the Rehabilitation Act of 1973, Section 504. They are designed to address the academic needs of the student that are a direct result of his or her disability.

A student who has disclosed a physical, learning, cognitive, or mental health disability to the IWU Disability Services office and also needs an accommodation in the field should request a specific accommodations plan with the field instructor to ensure that his or her needs and those of the site are met sufficiently prior to starting the practicum. Accommodation plans may also be incorporated into the learning contract with appropriate assignments. Students should notify the field director of any accommodation requests via the field application or directly prior to the start of the practicum.

Addendum A

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

*Approved by the 1996 NASW Delegate Assembly
and revised by the 2008 NASW Delegate Assembly*

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to

uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and

the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

Addendum B



CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

The 2015 EPAS can be found at <http://www.cswe.org/Accreditation/EPASRevision.aspx>

Copyright © 2015, Council on Social Work Education, Inc. All rights reserved. Revised July 2015

References

- Bogo, M. (2010). *Achieving competence in social work through field education*. Toronto, Canada: University of Toronto Press.
- Bogo, M. (2016). Evaluation of student learning. In C. Hunter, J. Moen, & M. Raskin (Eds.), *Social work field directors* (rev. ed.) (pp. 154-178). Chicago, IL: Lyceum Books.
- Bogo, M., Regehr, C., Hughes, Woodford, M., Power, R., & Regehr, G. (2006). Vignette matching evaluation tool. Retrieved from
<http://research.socialwork.utoronto.ca/vme-tool>
- Bogo, M., Regehr, C., Logie, C., & Regehr, G. (2009). OSCE adapted for social work performance rating scale. Retrieved from
<http://research.socialwork.utoronto.ca/osce-performance-rating>
- Council on Social Work Education (CSWE) Commission on Educational Policy. (2015). Educational policy and accreditation standards: For baccalaureate and master's social work programs. Retrieved from
<http://www.cswe.org/Accreditation/EPASRevision.aspx>
- Moen, J., Goodrich-Liley, D., & Dennis., S. (2016). Facilitating student learning between classroom and field. In C. Hunter, J. Moen, & M. Raskin (Eds.), *Social work field directors* (rev. ed.) (pp. 130-153). Chicago, IL: Lyceum Books.
- Knight, C. (2016). Training and supporting field instructors. In C. Hunter, J. Moen, & M. Raskin (Eds.), *Social work field directors* (rev. ed.) (pp. 105-123). Chicago, IL: Lyceum Books.

Pierce, D. (2016). History, standards and signature pedagogy. In C. Hunter, J. Moen, & M. Raskin (Eds.), *Social work field directors* (rev. ed.) (pp. 5-22). Chicago, IL: Lyceum Books.