



1900 W. 50th STREET
MARION, IN 46953

MANUAL

FOR

FIELD INSTRUCTION

JAMES LONG, JR. TH. D, MSW
DIRECTOR OF FIELD EXPERIENCES
MSWFieldDepartment@indwes.edu

TABLE OF CONTENTS

| | |
|--|----|
| Introduction | 3 |
| Social Work Program..... | 5 |
| EPAS | 7 |
| Social Work Curriculum..... | 8 |
| Field Placement..... | 9 |
| Criteria for Selection of Field Practice Settings and Field Instructors..... | 14 |
| Information on Paid Internships per Social Work Field Education | 17 |
| Practicum Objectives..... | 20 |
| Time Guidelines and Attendance..... | 20 |
| Responsibilities of the Director of Field Education | 22 |
| Responsibilities of Faculty Liaison | 23 |
| Eligibility Requirements and Responsibilities of the Student | 25 |
| Selection and Responsibilities of the Field Instructor..... | 29 |
| Alternative Field Supervision Arrangements | 32 |
| University and Field Placement Partnership | 38 |
| Process for Field Instructor Orientation, Training and Communication | 39 |
| Monitoring of Student Learning and Performance | 40 |
| Evaluation of Field Program Effectiveness | 48 |
| Liability Issues, Disability Accommodations and Safety..... | 48 |
| National Association of Social Workers Code of Ethics | 52 |
| CSWE Educational Policy and Accreditation Standards | 73 |
| References | 74 |

INTRODUCTION

This Field Instruction Manual is written to help MSW students and Field Instructors (Site Supervisors) to understand 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 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 regarding Field Placement.

As stated by 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 or marginalized in society. 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 accredited by the Council on Social Work Education (CSWE), is designed to prepare students for advanced 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 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 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.

Field Placement Admission Criteria

As the signature pedagogy of social work education, student readiness for participation in field education is essential for ensuring success. The IWU MSW program establishes admission criteria for both the Generalist and Advanced Practice practicum years to evaluate and ensure readiness. All required field application and site approval process documents are located in the Tevera field system. Students will receive an invitation to register for Tevera from the Director of Field Experiences before applications are due for the generalist or advanced practicum. More information about Tevera, including tutorials related to the field process can be found at <https://www.indwes.edu/adult-graduate/programs/master-social-work/tevera-field-software>

The Indiana Wesleyan University MSW Program prides itself on academic excellence. Students in the Social Work Program must complete all required social work courses with a minimum GPA of 3.0 and a minimum grade of a “C” in each course. Also, 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. Before approval for field placement, the following criteria must also be met with satisfactory review:

Generalist 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. Completion of the MSW Field Practicum Application
3. Submission of a current resume.
4. Completion of a Field Placement interview with IWU MSW program Director of Field Experiences as requested.
5. Completion of IWU Application for Worksite Field Placement (as needed)
6. Approval of student placement site including completed Memorandum of Agreement (MOA).
7. Approval of student Field Instructor after review of completed IWU MSW program field instructor application
8. Completion of Field Liability Waiver

Advanced Practice/Specialty Field Placement Admission Criteria

1. Successful completion of prerequisite courses: SWK661 Research Proposal 1, SWK650 Mental Health, and Psychopathology, and SWK655 Advanced Interpersonal Practice.
2. Completion of the MSW Advanced Field Practicum Application
3. Submission of current resume
4. Confirmation of Field Placement Final Evaluation for Generalist Year and 400 Generalist practice hours.

5. Completion of Field Placement interview with IWU MSW program Director of Field Experiences as requested.
6. Completion of IWU Application for Worksite Field Placement (as needed)
7. Approval of student placement site including completed memorandum of agreement (MOA).
8. Approval of student field instructor after review of completed IWU MSW program field instructor application
9. Completion of Field Liability Waiver

MSW Program Mission, Vision and Relevant Policies

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 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 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 social work practice through an emphasis on clinical skills and assist students who desire to integrate personal faith and learning in becoming world changers through service to their fellow human beings. The MSW program is committed to training social workers who embody a global and person-in-environment perspective, demonstrate respect and humility in responding to diversity in their fellow human beings, value scientific inquiry and the pursuit of truth, promote individual and societal justice, uphold inherent human rights and seek to address conditions that limit them, and who seek to eliminate poverty and advance the well-being of others. Further, the MSW program seeks to prepare students who uphold and embody and promote core social work values including service to others, honoring the dignity and worth of all people, acknowledging the importance of human relationships, and valuing personal integrity and competence. The program is committed to creating a personal, professional and innovative experience in the online environment to achieve its mission.

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.

MSW Statement of Program Expectations

IWU MSW Program students are participating in a program of rigorous graduate-level study to prepare them for advanced social work practice. To fulfill the demands of the program students must meet the following fundamental requirements:

- be committed and prepared to take responsibility for their own learning outcomes;
- have good oral and written communication skills;
- demonstrate effective interpersonal skills;
- possess insight and self-awareness;
- use effective time management skills, and;
- maintain flexibility in scheduling that allows for sufficient time and ability to meet the demands of their coursework and field work.

Students should be prepared to meet these requirements throughout the course of the program.

Lock-Step Cohort Model Policy and Procedures

Students in the MSW Program are enrolled into a cohort that has set courses taken in a specific sequence throughout the curriculum. This “lock-step” model ensures that students take courses with their admission cohort classmates to enhance a learning community experience.

Policies Pertaining to the Cohort Model

- Students requesting to withdraw from a course will be withdrawn from their cohort and rescheduled into another cohort.
- Students cannot change course sections (i.e. request instructor preference). Instead, students have the choice to withdraw from their courses and be rescheduled into another cohort.
- Students not completing the required paperwork for their field placement by the assigned deadline will be withdrawn from their cohort and from the program and will need to seek re-entry into the program in another cohort.
- Students who fail a course will be withdrawn from their cohort and from the program. They will need to contact Registration Change in the Office of Student Services to be rescheduled with another cohort.
- Any withdrawal as indicated above will result in a delay of graduation.
- There is no guarantee that a student who withdraws can get back onto the same cohort track (33-month, 24-months, 16-month, Hybrid Cohort) with the next term.
- Students sitting out one term for any of the above reasons can have their break coded as a Scheduled Break – Leave of Absence.

- A break from the program that exceeds 180 days cannot be coded as a Scheduled Break – Leave of Absence.
- Students receiving an incomplete grade can continue in the program. Failure to make a passing grade for the incomplete by the designated deadline will result in withdrawal from the program and rescheduling with another cohort.

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 a generalist and advanced practice model of social work to various client populations.
3. Enhance communication skills on many levels.
4. Develop a commitment to work toward social, environmental and economic justice within the context of professional social work practice.

During the field experience, as students practice the knowledge, values, skills and cognitive and affective processes they acquire through the MSW program, the social work faculty, with the assistance of student and agency feedback, will continually evaluate the social work curriculum, its content, and its instructional methods. The social work faculty welcome the suggestions of agency personnel and students alike as they seek to strengthen and improve the program.

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 CSWE, 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 practice with an emphasis in clinical skills 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 program assessment through measurable practice behaviors.

Upon completion of the MSW Social Work Program at Indiana Wesleyan University, students will achieve competencies within the framework of the generalist and advanced level of social work practice. (M2.2.1, M2.2.2) In the field education program, all CSWE nine core competency areas are built into the student’s learning agreement, field evaluation, and portfolio requirements, to ensure that each competency is connected to practice opportunities with individuals, families, groups, organizations, and communities. Learning agreements specific to the generalist and advanced 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 courses. Field courses are in red.

| | | |
|----------------------------------|----------------------------------|---|
| Standard 33 Month Program | Standard 24 Month Program | Advanced Standing 16 Month Program |
|----------------------------------|----------------------------------|---|

| | | |
|-------------------|-------------------|-------------------|
| SWK 542 | SWK 542 & SWK 555 | SWK 650 |
| SWK 555 | SWK 543 & SWK 556 | SWK 655 |
| SWK 543 & SWK 556 | SWK 560 | SWK 661 & SWK 656 |
| SOC 582 & SWK 557 | SWK 561 & SWK 557 | SWK 662 & SWK 660 |
| SWK 560 | SWK 582 & SWK 562 | SWK 666 |
| SWK 561 | SWK 563 | SWK 667 |
| SWK 562 | SWK 650 | SWK 668 |
| SWK 563 | SWK 655 & SWK 660 | SWK 669 |
| SWK 650 | SWK 666 | |
| SWK 655 | SWK 667 & SWK 656 | |
| SWK 651 and 656 | SWK 668 & SWK 661 | |
| SWK 662 & SWK 660 | SWK 669 & SWK 662 | |
| SWK 666 | | |
| SWK 667 | | |
| SWK 668 | | |
| SWK 669 | | |

| Hybrid Cohort – Advanced Standing | | |
|-----------------------------------|-----------------|-----------------|
| Fall Semester | Spring Semester | Summer Semester |
| SWK 661 | SWK 662 | SWK 668 |
| SWK 655 | SWK 656 | |
| SWK 660 - Policy | SWK 666 | |
| SWK 650 | SWK 667 | SWK 669 |

| Hybrid Cohort – Standard Track | | |
|--------------------------------|-------------------|-------------------|
| Fall 1 Semester | Spring 1 Semester | Summer 1 Semester |
| SWK 542 | SWK 560 | SWK 562 |
| SOC 582 | SWK 561 | |
| SWK 543 | SWK 557 | |
| SWK 555 | SWK 556 | SWK 563 |
| Fall 2 Semester | Spring 2 Semester | Summer 2 Semester |
| SWK 661 | SWK 662 | SWK 668 |
| SWK 665 | SWK 656 | |
| SWK 660 | SWK 666 | |
| SWK 650 | SWK 667 | SWK 669 |

Field Practicum

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 to develop competence as a professional social worker. (M2.2.4)

MSW students complete Field Placement experiences in conjunction with Social Work core coursework for both the standard and advanced standing tracks. **Students spend approximately 12 hours a week in the field setting during the generalist year / first year practicum (15 for Hybrid cohort) and approximately 16 hours per week in the advanced year / 2nd year practicum (18 for Hybrid cohort).** Standard track students must complete 900 field education hours over the course of their MSW program, 400 hours in the generalist practicum year and 500 hours in the advanced practice year. Advanced standing track students must complete 500 hours during the course of their field practicum. Both generalist year and advanced practice year practicums are completed in one agency over a 32-week period (28-weeks for Hybrid Cohort). (AS 2.2.5)

Field Practicum Overview

| Year | Required Field Hours | Average hours per week | Length of Practicum (practicums are at one agency) | Seminars - taken sequentially during the practicum |
|-------------------------------------|----------------------|--------------------------------|---|--|
| Generalist Practice (Year 1) | 400 | 12 15 for Hybrid Cohort | 32 weeks 28 weeks for Hybrid Cohort | SWK 560 SWK 561 SWK 562 SWK 563 |
| Advanced Practice (Year 2) | 500 | 16 18 for Hybrid Cohort | 32 weeks 28 weeks for Hybrid Cohort | SWK 666 SWK 667 SWK 668 SWK 669 |
| Advanced Standing Students | 500 | 16 18 for Hybrid Cohort | 32 weeks 28 weeks for Hybrid Cohort | SWK 666 SWK 667 SWK 668 SWK 669 |

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 by 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 the first few weeks of the Field Practicum.

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 allow students to 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 field seminar classes and field experiences is to develop social work practitioners who are capable of advanced social work practice with an emphasis on clinical skills.

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 with individuals, families, groups, organizations, and communities or (M2.2.2) Advanced Practice Opportunities for demonstrating social work competencies with individuals, families, groups, organizations and communities 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 practicum 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. Also, 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 the 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 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 any growth areas that may have been identified in a student performance plan during the course of the program. Both professional and personal qualities are assessed during the field curriculum to ensure that students possess the desired qualities of professional social workers.

Field Seminars and Practicum Sites for Students in Family and Close Interpersonal Relationships

To ensure a positive learning experience and minimize conflicts of interest during the field seminar and practicum experience, students completing the MSW program in the same track and time frame as a spouse, partner or closely related family member or significant other (child, sibling, household member, etc.) will be separated into different field seminars and may not complete practicums at the same agency.

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 field practicum begins. Successful completion of the Field Application process gives the student permission to continue into the field practicum for both the Generalist and Advanced Practicum years, acknowledging his or her professional readiness. Students must also demonstrate professional competency in the field experience to graduate with the MSW degree. This includes successfully passing the Mid-term and final field evaluations as well as two professional behavior reviews completed by the Field Instructor. 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.

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. 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 for contacting their identified agencies to inquire as to whether they accept students at the Master's level for practicum. Students should evaluate the commitment of the agency to model respect for diversity and difference in their field placement choice. Students can also access the [Field Placement Student Initial Site Review](#) form and [Guidelines for Identifying a Field Site](#) form on the field education website to help them assess any agency as an appropriate field site at <https://www.indwes.edu/adult-graduate/programs/master-social-work/field-education>

Also, students shall be responsible to complete any agency onboarding requirements (drug screen, immunizations, background checks, etc.) in advance of the field placement start date. The student is also responsible for any cost associated with such onboarding

activities. The MSW program does not provide reimbursement for the costs of onboarding requirements. 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.

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 practicum agency. Students can use the database of field sites located in the **Tevera** system to locate a site in their area or suggest a site. The Director of Field Experiences or other assigned faculty, is also available to 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 each practicum and students are required to identify three possible placements sites at this time. The Director of Field Experiences or other field faculty will arrange interviews with each student at their request to assist her or him in developing a plan for obtaining a field placement.

Outline of Student 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 for students in 24-month standard program, or 4-5 months before practicum start date for the longer 33-month program and Advanced Standing Program. | Student | Sent by Field Director and available on field webpage and in Tevera field software. |
| Identify three possible placement sites for practicum. | Due no later than 90 days before practicum start date. Included in Field Application. | Student to Field Director | Field Application Independent search or sites found in Tevera data base. |

| | | | |
|--|---|-------------------------------|---|
| Identify and approach possible field sites and determine interest and availability. | As soon as desired and to begin no later than 3 months before practicum start date. | Student | Independent search or sites found in Tevera data base. |
| Complete interviews with agencies expressing willingness to accept MSW student. | As soon as desired and to begin no later than 3 months before practicum start date. | Student | Use Student Site Evaluation Tool to assess site. |
| Complete Field Application and all documents | Due no later than 90 days before practicum start-date. See field application due dates. | Student to Field Director | Must include emails and phone numbers for agency contacts. |
| Complete Field Interview with Field Director as desired | No later than 90 days before practicum start date | Student and Field Director | Contact Field Director |
| Determine site of Field Placement | No later than 30 days before practicum start date | Student and Field Director | Approve in Tevera system |
| Contact site to complete Memorandum of Agreement | 30-60 days before practicum start date | Field Director | Approve in Tevera system. |
| Contact Field Instructor to complete application | No later than 30-60 days before practicum start date | Field Director | Send application through Tevera. |
| Collect completed Field Instructor application. | 30-60 days before practicum start date | Field Director | Finalize through Tevera |
| Submit all final documents (MOA, Field Instructor Application, Work-site Application if needed, other agency requested items) | No later than 10 calendar days before the Field Seminar start date | To Field Director | Complete all required documents through Tevera and any additional required by agency. |
| Finalize start date and schedule for field placement | 10-30 days before placement. | Student and Field Instructor. | |

Field Application Due Dates

| Start of First Field Course (SWK 560 or SWK 666) | Due Date (3 months prior) |
|---|--------------------------------------|
| January | October 1st |
| May | February 1st |
| August | May 1st |

IMPORTANT. All required field practicum documentation must be received **10 calendar days before the start of the First Field seminar** (SWK 560, SWK 666). Students who do not submit all required documentation by the deadline will be administratively withdrawn from the course and are required to contact their academic advisor for rescheduling of courses. No exceptions will be made.

Criteria for Agency Selection as a Field Placement

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 providing 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 providing 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 worldview 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 due to potential conflicts or risk of losing placement if employment is terminated. Also, the familiarity of a student's workplace can create 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 upon approval of the Director of Field Experiences.*

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 are 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 before 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.

Paid Internships

Students may complete their practicums at agencies or organizations that offer paid compensation for the internship, as they are available. Paid internships must be approved by the Director of Field Experiences. Students should inform the Director of Field in advance if they are offered a paid internship. Agencies offering paid internships must agree to meet the following policy requirements as part of the approval process.

1. Although students shall receive pay for their practicum hours, specific agency hours must be designated exclusively for their practicum learning experience (Approximately 12 hours a week for general year students and 16 hours a week for advanced year students).
2. The student must be treated as a learner during the designated practicum hours and limited to educational opportunities appropriate to his or her current abilities and expectations as defined in the IWU learning contract.
3. The paid internship must allow the student to meet the minimum number of hours required by each practicum course, and all field policies and requirements outlined in the current Manual for Field Instruction must be followed.

4. Activities indicated in the learning contract, as designed by the student and agency and approved by the IWU Faculty Liaison, shall define the expectations to be completed by the student during the designated IWU practicum hours. All such activities are expected to be under the supervision of the designated MSW Field Instructor.
5. The learning contract must be designed by the student and agency to ensure that all CSWE competencies and practice behaviors can be demonstrated and measured during the IWU MSW program required practicum hours at the field agency site.
6. If an agency agrees to pay a student for more than the practicum hours required by the IWU MSW program as part of the internship, the following limits shall apply.
 - a. Generalist year practicum students shall not log and report more than 100 practicum hours to the IWU MSW program during each seminar course of the internship.
 - b. Advanced year practicum students shall not log and report to the IWU MSW program more than 125 hours during each seminar course of the internship.
 - c. Students are expected to consistently log hours specific to their MSW program requirements and learning contracts throughout the internship period.
7. The IWU MSW program considers all additional work hours to be employment and not a part of the student's official IWU practicum experience. Any additional hours shall be under the supervision of separate agency staff and with separate work expectations.
8. During designated practicum hours, student performance, competency evaluations, and any agency requested corrective actions for the student must be directly related to the student's performance in activities and learning expectations.
9. The student's receipt of payment and other compensation is strictly between the agency and the student, and any concerns regarding issues of pay or benefits shall be handled between the two parties exclusively.



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/whd/regs/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.

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 12.5-18 clock hours in the agency each week based on practicum year and cohort. 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 Faculty Liaison during the initial phase of placement. Standard track students must accomplish 400 hours in their initial Generalist year Field Placement and 500 hours in Advanced Field Placement, for a total of 900 hours. Advanced standing students must complete 500 hours in their Advanced Field Placement. Students will submit signed time logs in the online learning platform on a regular basis to demonstrate completion of hours.

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.

Practicum Start and End Dates and Exceptions

Field Practicums start on the 1st day of the first field seminar for the Generalist or Advanced Year (SWK 560 or SWK666). Field Practicums end on the last day of the final field seminar (SWK 563 or SWK 669).

Students may end their field practicum hours up to two weeks before the end of the final field seminar with the permission of their agency field instructor and the IWU Faculty Liaison/Field Seminar Instructor. All required field assignments, including all required hours and the final field evaluation, must be completed before ending the practicum early. Students must also complete any additional coursework such as discussion boards, and portfolio submissions by the end of the course. Students seeking to end their practicum hours early should review all upcoming assignments and make a plan for completion and submission being mindful of course requirements and the late grading policy in the syllabus.

Students may begin field practicum hours up to 10 days before the beginning of the first field seminar (SWK 560 or SWK 666) if the agency requires an earlier start for orientation or upon approval of a request for special circumstances. Students may not start practicum hours any sooner due to access to the course being unavailable before this time. Students must have access to the course to prepare for assignments and activities that directly relate to practicum hours at the agency. Students who start a field practicum early should ensure that the Memorandum of Agreement (MOA) between the agency, IWU and the student reflects the agreed upon start date. Students starting practicum hours early are expected to continue to log hours through the entire practicum.

Requests for permission to start practicum hours up to 10 days early should be sent to the Director of Field Experiences via email at James.Long2@indwes.edu

Prolonged Illness, Pregnancy and Time Away from the Field Agency

Because the field practicum is a significant component of a student's learning experience in the MSW program, it is not possible to take an extended leave from the agency or seminars during the practicum. Also, assignments in the field seminar courses are taken simultaneously with practicum hours and are frequently directly related to student work at the practicum site making it important that students are active weekly at their agency throughout the practicum experience. As a result, the following policies apply:

1. If necessary due to prolonged illness, pregnancy or other need a student must take a leave from hours at the practicum site, the maximum time that may be taken without completing hours at the agency is two consecutive weeks. This time must be approved by the Field Instructor and the student's seminar instructor/faculty liaison for their Field Seminar course. The student must also submit a plan for how the hours will be made up either before or after the leave to ensure they are on track to obtain total required hours.
2. During any period of absence from the agency, the student is required to continue to complete all seminar assignments according to class expectations and University Policy indicated in the class syllabi. Students may complete assignments in advance if they are planning to be away, but grading will occur according to University policy for any late or missing work.
3. Students who are expecting a baby during the field practicum experience should consider whether it is viable for them to take only two weeks off or less from the agency and continue to complete homework assignments so soon after delivery as described above. As an alternative, students may request a leave of absence after completing one or more of the required field seminars if they need to take off for a longer period of time. Students who are approved to take leave after successfully completing one or more field seminar classes will be able to pick up where they left off with their accumulated hours when they return.

However, students requesting a leave of absence while taking consecutive field courses should also consider the following.

- a. When taking a leave of absence from field practicum, students must have an agency to go back to when they return, preferably the agency they were with before the leave and should discuss this possibility with the agency in advance. If this is not possible, the student must locate a new agency and make sure all is in place and ready for them to begin upon return. It is the student's responsibility to contact the Director of Field before returning from

leave to ensure their paperwork is up to date and they are ready to go when their new course begins.

- b. Students who are expecting a baby during the last 8-10 weeks of their practicum experience should consider the possibility of taking a leave of absence at the mid-point of the practicum to avoid disruptions or the possibility of not completing the practicum once their baby arrives.
- c. Students who must *withdraw* from a field seminar in the middle of the class are required to take the entire seminar over, including submission of new assignments and repeating all practicum hours required for that seminar.
- d. Students interested in exploring the possibility of a leave of absence or who are experiencing a prolonged illness or medical issue should contact Social Work Advising at socialworkadvising@indwes.edu
- e. When returning to field practicum from a leave of absence students will be placed in the next available class for rejoining the field seminars where they left off. However, taking leave will result in a later graduation date.

Responsibilities of the Director of Field Experiences (AS 3.3.5)

1. Provide direction and administration of the field education program, including review and approval of student applications, 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 and experience degree in those situations where the agency supervisor 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 Faculty 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 Faculty 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 Field Faculty / 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 before the mid-point 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. Contact the Field Instructor within the first two weeks of the practicum to introduce themselves, provide additional orientation and provide answers to questions regarding curriculum or assignments.
2. Consult with the Field Instructor during the practicum experience (typically before at the mid-point 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)
3. 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)
4. Assign, in consultation with the Field Instructor and student, additional learning experiences *as necessary*, to facilitate the integration of class and field learning.
5. 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.

6. Provide educational consultation to agency Field Instructors as needed. (AS2.2.8)
7. Be available for conferences with students when necessary.
8. Consult with Field Instructors and students regarding existing field-related problems, including appropriate problem-solving activities. (AS2.2.8)
9. Assess the student for appropriateness in the social work profession, including adherence to the professional code of ethical conduct.
10. 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.
11. 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)
12. Be familiar with the contents and policies in the field manual and support their consistent implementation in the program and field experience.
13. Monitor and ensure that timesheets are submitted and that the student is meeting required hours. Reach out to the student when hours are falling short of planned averages.
14. Provide feedback to the field program and participate in semi-annual field liaison meetings with field director.

Responsibilities of the Student in Field Practice (AS2.2.6)

Student Responsibilities during Field Placement:

1. Notify the site supervisor (Field Instructor) in case of illness or an emergency interfering with the 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. Maturely 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.
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 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 promptly.
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 exist 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, or 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 before 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 assigned in the Field Seminar for completion during placement or unless authorization is received from the Faculty Liaison and Field Instructor.

30. Ensure that your appearance and demeanor reflect a professional manner; 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 of 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). Also, 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 in social work after completion of the MSW degree.

Field Instructors External to the Practicum Agency

When supervision by a qualified MSW 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 may be utilized to provide field supervision as arranged by the MSW student. (M.2.2.9) Each student must ensure, before beginning his or her placement that a suitable Field Instructor has been identified. The qualifications of the supervisor, frequency of meetings and required oversight as stated in this manual must be met by the supervisor regardless of arrangements made, either internal or external to the agency.

If an approved practicum agency does not have a qualified MSW within the organization to serve as a Field Instructor, students may arrange to use a qualified MSW as an external field instructor from the community to fill this role. A list of external supervisors is also available to students upon their request from the IWU field department. In providing a list of approved external supervisors, the MSW program is acting only to provide a resource for students. Students are responsible for arranging meeting times and for any fees required by the external field instructor for services rendered. External Field Instructors must be approved by the Director of Field Experiences before the practicum begins.

External Field Instructors who represent a conflict of interest for the student, are family members or who are close friends of the student will not be permitted. Students are

required to bear the cost of any fees associated with supervision when arranged externally from the placement site. If students are unable to identify a field instructor either internal or external to their field agency, they should contact the IWU director of field experiences for additional options and information.

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 and tools provided by the University during each field seminar.
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 in if needed, develop a plan to address any concerns in collaboration with the student and Faculty Liaison.
9. Complete university field practice instructor's orientation materials and to be familiar with the Manual for Field Instruction before 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 MSW Social Work Program's goals and functions. These opportunities should provide for a variety of social work experiences and 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 during each field seminar.

Field Instructor Tasks to Complete (AS 2.2.8)

| What | When |
|---|---|
| Complete and submit Field Instructor Application. | 30-60 days before start of field placement. |
| Help ensure completion of Agency Memorandum of Agreement (MOA) before placement of student. | 30-60 days before start of field placement. |
| Review field manual and completes Field Instructor Orientation components. | Before 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 at mid-point and end of practicum for review of progress. | Mid-point and end of field placement. |
| Meet with student for supervision and sign minimum of 5 Student Record of Supervision notes per each field seminar. | 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 student completes one student observation report demonstrating feedback from supervisor and/or experienced agency staff observing student in practice per each field seminar. | Minimum of 1 every eight weeks. |
| Complete mid-point and final student evaluations and Professional performance evaluations per course schedule. | Mid-point and end of field placement and during week 8 and 24. |
| Sign time 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.

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

MSW students are preparing for practice at the advanced practice 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.

Generalist practice-year students are expected to spend at least **half** of their placement time (200 hours or more) 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 practice students should spend approximately **two-thirds** (350 hours or more) 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 the sufficiency of assignment load should be addressed with the faculty liaison.

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

When concerns or problems arise in the field about 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 learning contract or areas of responsibility or with the student's performance. Students are also required to contact their Faculty 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. When addressing significant issues

identified in the field, the Faculty Liaison will request a **Student Improvement Plan** by contacting the Director of Field Experiences and submitting a formal request indicating the concerns.

MSW Program Student Professional Performance Policy (AS 3.1.7)

Students who violate ethical standards of practice established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be terminated from the program or recommended for a Performance Improvement Plan (PIP) to offer the opportunity to correct the identified behaviors depending on the nature of the offense. Students who do not meet goals as detailed in a Performance Improvement Plan will also be terminated from the Social Work Program.

Performance concerns may include, but are not limited to the following:

- Fails to meet accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the NASW *Code of Ethics*;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

General Procedures for Student Performance Improvement.

1. If student behavior in the classroom, field or interactions within the IWU learning community raise concerns, course faculty will submit a written report that delineates the reasons (evidence) based on one or more academic and/or non-academic violation(s) to the Performance Review Committee (PRC). A completed Performance Evaluation Tool will accompany the report.
2. The Performance Review Committee will include the social work faculty member bringing forth the evidence, the Program Director (or surrogate), the Field Director, academic advising, and full-time social work faculty. Other committee members may include representation from the registrar, disability services, financial aid, and program administrators (i.e. Chair and Dean).
3. The Committee will review the evidence and discuss recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Director will call for a decision vote.

4. The Program Director will contact the student to invite a meeting to discuss the evidence and decision of the PRC. During this meeting, the student will have an opportunity to present any additional information relevant to the performance concerns.
 - (a) If the PRC recommended a Performance Improvement Plan, it will be presented and discussed with the student.
 - (b) If the PRC decision is suspension from the Program, the Academic Advisor will explore and facilitate alternative schedules with the student.
5. The Program Director will notify the student in writing a summary of the meeting with the student. This letter will include the following: the performance concern(s); the PRC decision; a date for the PIP Review (if applicable); the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the MSW program. Students will also be provided the information for filing a grievance should they contest the PRC decision, including the link to the Grievance Policy.

Upon completion of the field placement, the final practicum evaluation shall document that the requirements for addressing any problems identified, including completion of improvement plan items pertaining to field have been fulfilled.

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 upholding 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, in addition to corrective actions identified in the previous section, the field instructor or Director of Field Experiences may also recommend that the student should be placed on a *probationary status* at the practicum site until the concern about professional behavior has been eliminated, or the student is dismissed. The Field Instructor or Director of Field Experiences 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 from the placement and also administratively withdrawn from the field placement seminar.

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 in a field practicum. The Indiana Wesleyan Director of Field

Experiences 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 practice interventions/skills.
2. Pattern of unwillingness to assess one's 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 pass any of the professional performance review points.
12. Behavior judged to be in violation of the [\(NASW\) Code of Ethics](#)
13. Behavior judged to be in violation of [University Expectations of Professional Conduct](#).
14. Academic cheating, lying or plagiarism (see [\(see Honesty, Cheating, Plagiarism, and Forgery\)](#)).
15. Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.

16. Evidence of chemical dependency documented as occurring during the course of study.
17. Recurring or habitual absenteeism.
18. Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
19. Harassment or abuse of others or other behaviors identified in the University's student handbook.
20. Repeated failure to demonstrate professional work habits and professional behavior.

Readmission to Field Education Program

Students may be dismissed from a field placement site, a field seminar or the entire field program as a result of any of the above identified items or for not meeting required professional performance standards and grades as assessed in the field seminars. Readmission or continuation in the field program and seminars following dismissal from a field site, seminar or field program 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. Students who fail a field seminar or who are terminated from the field program must submit a written request for reentry to the program (to david.king2@indwes.edu), including a plan of correction regarding issues leading to their dismissal or failing grade. Requests of reentry will be evaluated by the MSW full time faculty and a determination will be made regarding continuation or dismissal from the MSW program.

Administrative Withdrawal from Field Seminars

To begin field practicum, students are required to submit all required documentation including the student field application, professional resume, field instructor application, memorandum of agreement or agency contract signed by all required parties and to complete of any and all agency onboarding documents by the deadlines established by the MSW program before the beginning of the first field seminar in their practicum year (SWK 560 or SWK 666).

Students who fail to submit any or all of the required documents with the required signatures by the stated deadlines will be administratively withdrawn from the first field seminar and must reschedule to begin their field practicum at the next rotation. Field practicum start dates occur in January, May and late August and in January for the Hybrid cohort.

When a student loses a field practicum site during the course of any field seminar, the Director of Field Experiences will assess the availability of other placement opportunities, the student's progress in the seminar, reasons for loss of the practicum site

and make a determination regarding the viability of the student being placed at a new field site in time to successfully continue with their field seminar. If the Director of Field Experiences determines that the student will not be able to successfully relocate their practicum site quickly enough to meet the required benchmarks of field hours identified in the seminar or will be unable to complete the required seminar assignments in time for course completion, the student will be administratively withdrawn from the field seminar and will be rescheduled to continue the seminar at the next available date. The student's internship and accumulation of hours will therefore be delayed until the start of the next available field seminar from which they were withdrawn.

Retaking Field Seminar Courses

Students who fail, withdraw or are administratively withdrawn from any field seminar course are required to *retake the course in its entirety* if approved for continuation in the field program. Retaking the course includes submission of new and original work for the repeated course. Assignments from previous seminar course work may not be resubmitted. Also, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course (100 hours for each generalist field seminar and 125 hours for each advanced field seminar).

Student Petition, Grievance and Appeal

Students who wish to appeal the decision of the Director of Field Experiences or of the MSW Faculty may do so within 30 days of notification of dismissal from the field program or administrative withdrawal from a field seminar by following the petition, grievance and appeal 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: [Grade Appeal and Academic Policy Grievance](#). Also, see the MSW Student handbook for additional information.

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 are used to facilitate communication, training and orientation.

Process for Field Instructor Orientation, Training and Communication (AS2.2.8, AS2.2.10)

- Field instructor completes application for approval.
- Field Instructor Application reviewed and approved to meet criteria by field director / faculty.
- Field Instructor connected to Tevera Field Software system to facilitate ongoing communication and review of required assignments and time logs.
- Field Instructor receives a copy of Field Manual, links to Field Orientation materials, Field Instructor Guidebook, and media presentations.
- 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.
- Field Instructor receives and reviews assignments such as learning contract, process recordings, observation of student practice and records of supervision from student electronically for review and signature. Questions and concerns can be communicated electronically to student and faculty through Tevera system.
- Field Instructor receives an electronic newsletter from the IWU MSW Field Education program several times during the practicum experience to provide additional guidance, resources and tips.

- Field Instructor maintains contact with Faculty Liaison regarding issues, concerns, questions, or problem-solving.
- Field Instructor completes virtual site visits (mid-term and final) with Faculty Liaison and student to review progress and competency evaluations.
- Field Instructor completes an evaluation of IWU field experience and interactions.
- Field instructor may participate in social work advisory council meetings as indicated.

Monitoring of Student Learning and Performance (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). To ensure that these elements occur effectively, it is essential that the student participates 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 MSW program are enrolled in four back to back eight-week field seminars during each 32-week field placement (28 weeks for Hybrid cohort). These seminars are taught by IWU instructors who are also the designated Faculty 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 generalist and advanced practice year. *A version of the assessment tool is available for both Generalist year and Advanced*

Practice 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 before 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 perception of progress before final evaluation.

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

Students engage in biweekly synchronous online or in person cohort meetings with the field seminar 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 can monitor student progress, engage in meaningful dialogue, answer practicum related questions and provide essential feedback to students.

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 a 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 the analysis. Students are required to write at least 2 clinical and/or group process recordings per field seminar, with the intent that these will be written over the course of each seminar. 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 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 / Faculty 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 each field seminar module, all students are required to meet with their Field Instructor individually and face to face regularly. 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 are 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 require certain topic areas be discussed each time or as assignments for upcoming supervision discussion at his or her discretion. The Student Record of Supervision form is 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 is 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 sign the form as a record of their meeting.

Observations of Student Practice (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 are required to ensure completion of *observations* of their direct practice with an individual client, family or group over the course of each field placement. Students are required to be observed at least 1

one time during the completion of each field seminar during each practicum year (4 times during each practicum). 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 completes 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 Regeher (2009) to provide feedback to the student. The identified observer rates 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 reviews each completed observation tool during individual supervision with the Field Instructor for additional feedback. Observation tools are submitted to the course instructor for content and additional monitoring of performance.

Student Individual 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 behavior area identified and described in each of the nine CSWE competency categories. 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 / Faculty 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. Faculty Liaisons review time logs for progress.

Completion of Seminar Assignments at Practicum Site

Field Seminar assignments such as process recordings, records of supervision, clinical observations, journals or field seminar assignments that specifically require activities at the field site can be done while at the placement site and included in practicum hours if approved by the Field Instructor.

Other seminar assignments such as devotions, papers, and discussion boards of a more general nature are expected to be completed as homework.

Evaluation of Students in Field Practicum

(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 approximately every eight weeks using the Professional Behavior checklist (SWK 560, SWK 666 and SWK 562, SWK 668) and the Student Competency Evaluation at mid-field placement (SWK 561 and SWK 667) and end of field placement (SWK 563 and SWK 669). A version of the student competency evaluation is available for both generalist and advanced year practicum students. The content of each evaluation is consistent with the Competencies for Field Education as described by CSWE and the specific behaviors identified by the IWU MSW program for the generalist and specialty (advanced) practice year. The Field Instructor will use the student evaluation tool corresponding to the student's practicum year to review the student's progress based on completion of the learning activities assigned and through professional assessment of progress toward holistic achievement of the Core Competencies including application to individuals, families, groups, organizations and communities as indicated for the practicum year. The Field Instructor will use the Professional Behavior checklist to evaluate professional attitudes, skills, and relationships.

Students must achieve the following scores on the field evaluation instruments at the end of each Field Seminar to continue in and/or pass field practicum. By the Mid Practicum Review of the Generalist Practice practicum, students are expected to demonstrate an average overall score of 2.0 or higher to continue in in the Field Practicum. At Final Practicum Evaluation of the Generalist Practice practicum, students are expected to demonstrate competence ratings of a 2.0 or higher in each practice area of the tool with an average score of 4.0 or higher for the completed evaluation. By the Mid Practicum Review of the Advanced Practice practicum, students are expected to demonstrate practice behavior scores of 2.0 or higher and an average overall score of 3.0 or higher on their evaluation to continue in in the Field Practicum. At Final Practicum Evaluation of the Advanced Practice practicum, students are expected to demonstrate competence ratings of a 3.0 or higher in each practice area of the tool with an average score of 5.0 or higher for the completed evaluation. Upon completion of each Student Professional Behavior evaluation, students are expected to achieve a minimum average score of 5. In the Advanced Practice year, individual item scores must also be 4.0 or higher at the final evaluation. The Faculty Liaison will review both competency and professional behavior evaluations and provide additional comments or feedback on ratings and competency level before finalizing. The student is responsible for obtaining all needed signatures on forms and providing copies to the Field Instructor and to the Faculty Liaison upon completion. ***Failure to achieve the minimum required scores on any of the above key evaluations will result in the student automatically failing the Field***

Seminar. Exceptions may be granted upon appeal and agreement on a plan of correction if appropriate to the issues and circumstances. Students must pass the field evaluation component in each Field Seminar (Professional Behavior evaluation, Mid-point and Final Field Competency Evaluation) to pass the seminar and pass field. **Failure to pass any of the key evaluation points will result in the student being placed on a plan of correction that may include retaking the field course, completing additional field hours or termination from the field program upon review.**

| Field Evaluation Tools and Scoring | | |
|--|---|---|
| Field Evaluation | Generalist Year Scores Required | Advanced Practice Year Scores Required |
| Mid Practicum Review | Practice Behavior Scores – N/A Overall Score for evaluation– 2.0 | Practice Behavior Scores – 2.0 Overall Score of evaluation – 3.0 |
| Final Practicum Review | Practice Behavior Scores – 2.0 Overall Score of evaluation – 4.0 | Practice Behavior Scores – 3.0 Overall Score of evaluation – 5.0 |
| Professional Behavior Evaluations | Overall score – average 5.0 | Overall score – average 5.0 Individual scores of 4.0 or higher. |

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 the 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 or who have had concerns regarding professional behavior identified by the Field Instructor or Faculty Liaison may be required to undergo a review using this additional tool for further evaluation. At the request of the Faculty Liaison or Director of Field Experiences, the Field Instructor will be required to complete the VME tool for the student.

Generalist practice year students evaluated through the use of this additional tool shall be expected to demonstrate competence ratings of a 2 or higher in each area with an average score of 3.0 or higher upon completion of this tool. Advanced practice year students are expected to achieve competence ratings of 3 or higher in each 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 one or more of the following actions: 1) creation of a plan of development for the student to address identified concerns prior to completion of the practicum, 2) completion of additional practicum hours before approval for advancement in the program or graduation, and 3) a formal review of the student's ability to function as a professional social worker 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, (generalist and advanced practice), students are required to complete a portfolio containing material related to their learning in the field and demonstrating their work and accomplishments. The portfolio is submitted electronically. Contents of the portfolio are organized corresponding with the 9 CSWE social work competency areas outlined in the student learning contract and specific to the generalist or advanced practice 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 in each area of competency.

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 assignments referenced in this manual may count toward these requirements and may also be included in the learning contract. Other items may be selected from the list below as related to the competency area to meet this requirement and document evidence of competency. All documents submitted as evidence should be well written, thorough in content, and professional in appearance. Students will submit Portfolio items as evidence along with a rationale statement for each item chosen through the Field Seminar (SWK 563 and SWK 669).

Examples of items that may be selected as evidence of competency for the portfolio can include the following materials that represent or include your original work:

- Process recordings, records of supervision, seminar course papers or discussions involving placement site activities, or journal entries.
- Agency reports (i.e., strategic planning documents, program evaluations, quality reports, etc.)
- 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
- Process Recordings of direct contact interactions with individuals, families or groups.
- 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 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 achievement of competency outcomes will be measured by collecting data from student learning contract/performance evaluation measures annually for both generalist year and advanced practice 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 are also compiled annually to evaluate average scores for generalist and advanced practice 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. 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 (SWK 563 and SWK 669) 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.

Field Instructors also provide feedback to the MSW program via the Field Instruction Evaluation Questionnaire distributed via electronic survey at the end of each field practicum. 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. 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 are offered through the 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 to offer suggestions and ideas for program improvement. Faculty Liaisons also meet bi-annually with the Director of Field Experiences to provide feedback and input into the program.

Liability Issues and Disability Accommodations for Practicum Students

Background Checks and History of Legal Violations

Some agencies require that students complete a State Police Request for Criminal Record Check, and/or Child Abuse History Clearance before beginning a field placement at their agency. *Costs associated with background checks and any other agency required documents are the responsibility of the student or may be negotiated with the placing agency.*

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 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 Experiences 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 health, 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 review these guidelines as provided for a more detailed description of recommended safety practices.

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

Additionally, in light of the liability and risks associated with certain activities as well as the educational needs of the students, students are not allowed to:

- Restrain clients
- Perform drug screening on clients
- Complete bodily searches of clients

Finally, to ensure students understand and plan for the risks associated with their field practicum, all students are required to complete and sign the following forms located in the Tevera system:

- IWU Release of Liability, Acknowledgement, and Assumption of Risk Form.
- Student Health and Risk Safety Plan

Students Using Their Own Vehicles for Practicum Activities

Students should be aware that neither Indiana Wesleyan University, nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner if the student chooses to use their own vehicle during practicum hours. The social work program and the University discourages the transportation of clients, or other agency related persons, in students' personal vehicles during activities related to their Field Practicum. If all Liability concerns are addressed between the student and the agency, the agency shall be responsible for compensating the student for travel according to agency policy.

IWU DOES NOT REIMBURSE FOR MILEAGE.

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 Center for Student Success.

See <https://www.indwes.edu/academics/centers/center-for-student-success/disability-services> or email ADArequest@indwes.edu

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 before the start of the practicum.

Addendum A

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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.

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) 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.

(m) 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.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) 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.

(p) 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.

(q) 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Addendum B



COUNCIL ON SOCIAL WORK EDUCATION

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>
- 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.
- 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.
- 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.