



# *Adrian College*

## SOCIAL WORK PROGRAM

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### **Field Work Handbook** ***Revised August 22, 2012***

A Council on Social Work Education (CSWE)  
Accredited Program as of February 2006

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## **Introduction**

The Field Work Handbook is designed to help students and practicum supervisors understand the expectations of Adrian College Social Work Program and the obligations of the student, faculty and field supervisor. Policies regarding application for field work, formation of goals to enhance learning and accepted standards of practice during field work are highlighted. The Council on Social Work Education's standards are included as the foundation on which the Adrian College Social Work Program is built. The curriculum, which holds the factual and theoretical knowledge with which the practicum experience is designed to integrate, is described in some detail.

Though it is hoped that this handbook will answer many questions that students and supervisors might have, inquiries, concerns and suggestions are welcomed by Adrian College faculty members.

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## **Adrian College Bachelor of Social Work Program Mission Statement**

The Adrian College Social Work Program prepares students in a challenging and supportive environment to become professional, competent and effective generalist social workers who embrace diversity and are committed to social and economic justice. (Revised May 2012)

Adrian College's affiliation with the United Methodist Church informs the values, principles, and behavior of the College and the social work program. Methodism's founder, John Wesley, advocated a Christian faith that emphasized a social consciousness. Adrian College's founder, Asa Mahan, opposed slavery and believed in the "power of action." The Methodist heritage encourages an active concern for peace and justice growing out of the commitment to Christian traditions and values and an ecumenical understanding of human spiritual experience. Because of these traditions, Adrian College has always sought to include persons from all backgrounds, particularly those who have not been well represented in higher education.

The social work program continues this tradition of commitment to the values of social action, peace and justice, and inclusion. Students from all backgrounds are strongly encouraged to thoughtfully and critically assess their values and behavior, now and in the future. Students are challenged to develop intellectual and interpersonal skills to actuate these principles. The strong tradition of liberal arts education provides the academic backbone for a broad-based, generalist foundation of knowledge, values, and skills.

### **Program Goals (Revised 06-26-12)**

1. To prepare students for competent and effective entry-level, generalist practice with individuals, families, groups, organizations, and communities.
2. To promote and develop in students an understanding of social work knowledge, values, and skills with an active social justice emphasis.
3. To prepare students for professional practice within the context of the Adrian College tradition of liberal arts perspective; particularly its emphasis on the pursuit of interpersonal, social, and economic justice with diverse persons.
4. To prepare students for commitment to social work using best practices, the strengths perspective, and to prepare life-long learning.
5. To prepare students to use critical thinking, evaluative, and group leadership and membership skills to address the needs of a complex changing society.

## **Field Education Goals**

The following goals have been identified for students within the Field Education component of the curriculum. Students will identify tasks in their setting that will promote achievement of the Core Competencies and related practice behaviors listed below as Field Education Outcomes.

1. Students will have a reality based social work experience consisting of 400 clock hours in an agency setting in which they will learn to function as a generalist social worker.
2. Students will effectively apply the Generalist model of practice with individuals, families, groups, and communities in an agency based setting, achieving competence in the 10 core areas identified by CSWE.
3. Student's will increase their awareness of self, including one's strengths and limitations or learning needs, and internalize social work values, ethics, and principles through the professional use of self.
4. Students will be prepared for entry level social work practice and job acquisition and/or admission into graduate programs for advanced social work education.
5. Students will formally present their practicum experiences and achievements to faculty, staff, social work students, field instructors and other interested parties at the annual Senior Social Work Presentation or other alternate forum.

## **Adrian College Social Work Program Outcomes**

*Previous Program Objectives were replaced by the CSWE Core Competencies and related Practice Behaviors in the Fall 2011.*

### **Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

### **Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

### **Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also

requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

### **Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

### **Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

### **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in

policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

### **Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

### **Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

### **Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

### **Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

## **Social Work Curriculum**

The social work major is a four-year program that has a required liberal arts base designed to provide knowledge of the great areas of culture. Adrian College's required distributional courses provide a broad understanding of the liberal arts, while the non-western requirement in these courses helps students learn about societies that are not historically European. Students are also required to take a second year writing intensive course, which, combined with the freshman writing course and senior capstone course aids in the development of professional writing skills.

The social work program core consists of courses that will prepare the social work student for entry level work as a generalist social worker or continued education in a graduate program. These courses provide the student with professional foundation requirements of human behavior in the social environment, social welfare policy and services, social work practice, research, diversity, populations at risk, social-economic justice, and social work field education. Course curriculum is designed to address issues of race, gender, class and sexual orientation and promote the values and ethics of the social work profession.

## Required Courses

### Social Work Core:

- SOCW 200 Foundations of Social Work
- SOC 305 Social Research Methods
- SOCW 325 Diversity: Inequality, Privilege and Oppression
- SOCW 330 Human Behavior in the Social Environment
- SOCW 333 Social Welfare Policy
- SOCW 336 Generalist Social Work Practice Methods I
- SOCW 337 Generalist Social Work Practice Methods II
- SOCW 404 Modern Social Work Theory
- SOCW 405 Senior Social Work Capstone
- SOCW 495 Social Work Practicum I
- SOCW 496 Social Work Practicum II

### Social Work Cognates:

- SOC 104 Introduction to Sociology or SOC 201 Social Problems
- PSYC 100 General Psychology
- PSCI 101 American Federal Government or PSCI 102 State and Local Government
- BIOL 101 Biology and Society

Other electives are encouraged for social work majors and are listed in the Adrian College catalog.

## **Field Instruction**

Students have the opportunity to put into practice the program mission, goals and objectives of the Social Work Program through the field practicum experience. The practicum experience takes place in the student's senior year, and includes supervised social work experience in an approved agency. This course of study requires the student to synthesize the knowledge, purposes and values of social work with the skills of intervention with clients.

Students must apply to participate in field instruction courses. Prior to their field instruction experience, students are required to have completed the majority of their social work education core classes including Generalist Social Work Practice Methods I and II. These courses prepare the student for direct practice with individuals, families, groups and communities. SOCW 404, Modern Social Work Theory and SOCW 405 Senior Social Work Capstone are usually taken in conjunction with the field instruction courses.

Application for Field Placement must be made prior to attending SOCW 495, Social Work Practicum I. The Field Education Director will review the application, and the student must have maintained a minimum GPA of 2.5 prior to enrolling in Practicum courses. The student will also be interviewed by the Field Education Director to determine readiness for field instruction. The student's placement interests, special skills and needs will be addressed in the interview process.

The final year in the Social Work Program at Adrian College includes Practicum I, SOCW 495, and Practicum II, SOCW 496. These courses are planned learning experiences that take place primarily in approved agency settings. Successful completion of the practicum requires a minimum of 400 hours of supervised social work experience over two semesters, generally 16 hours a week over 14 weeks each semester. The practicum is designed to aid the student's integration of social work knowledge with field experience to enhance professional growth and development. All students enrolled in Field Practicum are required to complete a Student Learning Contract that addresses the objectives of the Adrian College Social Work Program, but which is also individually designed to meet the student's particular learning interests and needs. The SLC is reviewed with the Field Instructor and the Field Education Director. The student's Field Practicum

Evaluation at the end of each semester is based on achievement of the student's objectives in the SLC.

The Practicum includes required weekly seminar meetings on campus to aid the student's ability to synthesize classroom learning and field education experience. The seminar is led by the faculty field education liaison, who utilizes a small group model to allow students to process their experiences, concerns and accomplishments. Students will also document their experiences in a journal to aid their personal and professional growth.

The student's practicum also serves as the springboard from which their final capstone project is developed. Senior Social Work Capstone , SOCW 405, for social work majors, requires the student to research the following three areas: (1) Analysis of the organization in which they are practicing and the community and population that the organization serves. (2) Social policies that affect that population, the services available to it and the agency and professional staff that provides those services. (3) An intervention implemented with a client (individual, family, group, organization or community) in the practicum setting, the theories of social work practice upon which this intervention was based, the historical effectiveness of the intervention with this population and the effectiveness with the student's client and how that outcome was measured.

### **Agency Placements**

Adrian College seeks high quality agencies and supervisors with which students can have educational experiences that will help them integrate their classroom learning with professional work experience.

Students will have the opportunity to explore their professional interests in the Adrian College program and apply for placements that will enhance that process and identify areas of social work for future study and/or employment. Though the social work practicum experience at Adrian College is expected to offer the student real opportunities for professional work, the ultimate goal of the placement is educational in nature. The student, agency field instructor (supervisor) and school liaison will work together to insure that the student has a quality educational experience.

### **Agency Selection Criteria**

Agencies and organizations are selected as field practicum sites on the basis of the opportunities they can provide for students and the organization's interest in and commitment to providing students with real social work responsibilities while maintaining a focus on the college's and student's educational objectives. Adrian College's uses the following basic criteria to determine the eligibility of organizations and agencies to participate as practicum sites in the Social Work Program.

The agency will provide appropriately credentialed staff to act as field instructors, and allow those selected supervisors adequate time for orientation, workshops, development and implementation of learning contracts and evaluations, and a minimum of one hour weekly for supervision conferences with the student.

The agency is committed to the values of the social work program, including the NASW Code of Ethics, and competence in practice.

The agency will permit students to carry responsibility for direct work with clients and/or social work projects.

The agency will provide suitable accommodations and support services appropriate to the student's assignments and responsibilities.

The agency program in which the student is placed offers students the opportunity to practice with oppressed populations: individuals, groups, families or communities.

The agency is willing to provide the student a structured orientation process that helps the student begin to understand the agency and its programs, the population the agency serves, and the agency's position in the continuum of services in the community it serves.

### **Agency Field Instructor Selection Criteria**

Adrian College will work with agencies in the selection and development of the field instruction staff. To be eligible to act as field instructors, agency staff must meet the following basic criteria.

The field instructor must have earned either a BSW or MSW degree from a CSWE-accredited program, and provide a resume to the college noting their degree and social work experience.

When an agency cannot offer social work supervision, the faculty at Adrian College will interview the alternate field instructor to determine capability, provide additional training to the field instructor as needed and provide additional supervision to the student to ensure adequate social work education in the field experience.

The field instructor has a commitment to social work values as exemplified by the NASW Code of Ethics.

The field instructor is committed to social work education and will use this commitment as a guide when formulating student assignments.

The field instructor is willing to develop and enhance field instruction skills through attending orientation and workshops.

The field instructor understands the responsibilities outlined below and agrees to meet the college's expectations.

### **Field Education in Agency of Employment**

Adrian College does not permit students to be placed in agencies in which they are employed for field practicum experience.

### **Holiday Policy**

During practicum, the college calendar will be followed only by arrangement with the agency. Students will arrange holiday vacations with the agency field instructor after discussion of client and student needs.

### **Student Responsibilities**

By their senior year when students are ready for their field instruction experience, their educational experiences have prepared them for performing as professionals in a social work setting. Students have responsibilities to their placement agencies, their clients and themselves.

To uphold those responsibilities the student will:

Uphold the ethical standards as described in the NASW Code of Ethics, including respecting the confidentiality of clients.

Maintain professional conduct.

Understand and adhere to agency standards, policy & procedures, including dress, personal conduct and attendance.

Understand and apply the agency's policies regarding worker and client safety.

Develop an individualized learning plan in collaboration with the field instructor and work diligently toward achieving those goals.

Develop an understanding of the community in which the agency exists and its resources.

Prepare for and actively participate in weekly supervision meetings.

Meet as planned and needed with the field liaison.

Exhibit good written and verbal skills.

Complete work assignments in a timely manner, including appropriate documentation.

Seek educational and training opportunities within their assigned agency.

Maintain appropriate insurance for any personal vehicles used in their field placements.

Maintain records that document their practicum experience, including time sheets.

Attend and participate in the weekly seminar meetings that accompany their practicum experience.

Complete evaluations of self, the placement and the field instruction process as directed.

### **Field Instructor Responsibilities**

Field instructors provide the student with supervision in their practicum experience, and act as educators and mentors. Their professional qualifications and experience help the student apply their social work education to work within the practicum setting on behalf of the client population served by that agency. Field instructors have the support of their agency in their role as educator and supervisor of students.

To ensure a quality practicum experience for students, field instructors:

Provide a minimum of one hour weekly of formal, scheduled supervision.

Understand the Adrian College mission statement and the objectives of the Social Work Program.

Attend annual field instructor meetings, orientation and training.

Aid the student in developing an individualized learning contract.

Assign activities to meet the student's individual interests and educational needs.

Meet with the student and liaison once each semester and more frequently if needed.

Provide frequent and appropriate feedback to the student regarding their performance in their practicum.

Submit written evaluations as required and recommend grade at semester's end.

### **Field Education Coordinator Responsibilities**

Adrian College will work closely with agency practicum sites and field instructors to aid them in helping students meet their educational objectives. An orientation for new field instructors will be provided annually and all field instructors will have the opportunity to attend workshops designed to further develop their field instruction skills. To meet their responsibility in the cooperative partnership with the agency, the Adrian College Field Education Coordinator or appointed faculty member will:

Consult with the agency about the placement of students, to plan the best possible educational experience and outcomes for both student and the agency.

Provide the field instructor and student with field instruction policies and appropriate contracts and evaluation forms.

Assist the field instructor through orientation, training and consultation meetings as needed.

Serve as the liaison or designate a faculty member to serve as liaison to the agency.

Respond promptly to requests from the student or agency to resolve problems, if any arise.

Schedule and staff the field practicum seminar and ensure the seminar aids the students in integrating their practicum experiences with the curriculum.

### **Reasons for Dismissal from Program and/or Practicum Placement**

Student behaviors and problems that could result in dismissal from student's social work field placement or the Adrian College Social Work Program are listed below. For complete descriptions and the appeals process, consult the Social Work Program Student Handbook.

Failure to maintain a minimum GPA of 2.5.

Inadequate interpersonal relationship skills necessary for social work practice.

Inadequate written or verbal communication skills.

Violation of the NASW Code of Ethics.

Unresolved personal issues that impair performance in the classroom or in field instruction.

Substance abuse, if it impairs judgment and/or performance.

Criminal conviction, if it impairs ability to work effectively as a social worker.

Lying, cheating, or plagiarizing in course work or field work.

Persistently inadequate performance in field instruction activities or failure to accomplish field instruction objectives.

Excessive class or field work absences.

Persistent inability to meet deadline dates on assignments and projects.

## **APPENDICES**

The following forms are for reference only and are not to be used as fillable forms. Fillable forms will be available by email, in printed form, or through Blackboard access.

1. Field Practicum Learning Contract
2. Practicum Timesheet
3. Practicum Evaluation

**Field Practicum Learning Contract  
Adrian College Social Work Program  
First Semester**

Student \_\_\_\_\_ Cell phone \_\_\_\_\_

Student E-Mail \_\_\_\_\_

Agency \_\_\_\_\_ Program \_\_\_\_\_

Agency address \_\_\_\_\_

Field Instructor \_\_\_\_\_

Field Instructor telephone \_\_\_\_\_ E-Mail \_\_\_\_\_

Schedule for Practicum Placement: \_\_\_\_\_ hours per week

M \_\_\_\_\_ T \_\_\_\_\_ W \_\_\_\_\_ Th \_\_\_\_\_ F \_\_\_\_\_ Weekend hours if any \_\_\_\_\_

Individual supervision schedule:(minimum 1 hour per week required) \_\_\_\_\_

Group supervision or departmental meeting schedule: \_\_\_\_\_

**Learning Contract Acceptance and Approval:**

Signatures below indicate the attached learning contract has been reviewed and approved by the parties below. Achievement of goals and objectives included in the learning contract will be one criterion used for evaluating student competency during their field placement and will be used as a basis for grading.

Student \_\_\_\_\_ Date \_\_\_\_\_

Agency Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

AC Director of Field Education \_\_\_\_\_ Date \_\_\_\_\_

## Learning Contract Development

Learning contracts are individually designed documents that spring from careful review of the Adrian College Social Work Program field instruction learning objectives based on the Council on Social Work Education (CSWE) Core Competencies and discussion with the student's field instructor about the opportunities available at the practicum site.

The following form must be used for the contract to allow for data collection and program assessment purposes. Check those tasks you and your supervisor agree are appropriate for this semester. You may and should add additional tasks that are applicable to your practicum setting. Do not delete unused tasks as this skews data we collect for the CSWE.

The Learning Contract is based in part on the Core Competencies developed by CSWE for social workers. Under each Competency area several practice behaviors are also listed that are evidence of your achievement of each competency. You will be evaluated on these categories at the end of each semester. Also listed under each competency are suggested tasks that can be assigned to you by your supervisor to aid your learning and develop your competence in the areas identified. Tasks can be checked if appropriate to your site, or other tasks can be identified and added in the blank places provided. You must have tasks in each Competency area as you are expected to achieve beginning competence in all 10 areas identified.

You are required to provide your instructor with digital copies of the blank learning contract, and a copy of your finished contract once you and your instructor have completed it each semester. This contract will be the basis of your evaluation due at the end of each semester.

## Orientation Activities

Orientation activities acquaint you to the agency policies, practices, and expectations allowing you to better accomplish your tasks and achieve competency as a social worker. Discuss orientation activities with your agency field instructor.

Please check all accomplished or planned as appropriate:

Review and discussion of agency policies.

Accomplished       Planned

Review and discussion of agency personnel policies.

Accomplished       Planned

Develop an understanding of your agency's safety procedures and develop a plan to address safety issues in the agency, client home settings and community settings.

Accomplished       Planned

Introduction to staff, identify schedule of staff meetings, schedule weekly supervision meetings.

Accomplished       Planned

Review of agency clerical, telephone and IT practices and programs.

Accomplished       Planned

Describe other orientation activities that have been accomplished or are planned:

## Social Work Core Competencies

### **Competency 1: The student identifies as a professional social worker and conducts herself/himself accordingly.**

#### **Practice Behaviors:**

The student's performance of Competency 1 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 1.1 The student advocates for client access to the services of social work;
- 1.2. The student practices personal reflection and self-correction to assure continual professional development;
- 1.3. The student attends to professional roles and boundaries;
- 1.4. The student demonstrates professional demeanor in behavior, appearance, and communication;
- 1.5. The student understands the need to engage in career-long learning;
- 1.6. The student uses supervision and consultation.

#### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Read and understand the agency's mission statement, personnel and procedure manuals.
- Interview agency personnel to understand the agency's goals and social work services.
- Develop a thorough understanding of your practicum agency, its role in the community and your role within the agency.
- Participate in staff and committee meetings.
- Develop positive working relationships with co-workers.
- Attend interagency and community meetings and research the local community and its resources.
- Organize work and manage time effectively.
- Prepare for and use supervision appropriately.
- Use a reflection journal to prepare for supervision.
- Develop a personal plan for professional learning based on career interests and goals.
- Research continuing education opportunities and requirements for social workers.
- Become active with state or national social work organizations such as NASW.
- Demonstrate advocacy skills in social work practice with agency clients.

Other tasks appropriate to this practicum setting:

## **Competency 2: The student applies social work ethical principles to guide his or her professional practice.**

### **Practice Behaviors:**

The student's performance of Competency 2 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 2.1. The student recognizes and manages personal values in a way that allows professional values to guide practice;
- 2.2. The student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- 2.3. The student tolerates ambiguity in resolving ethical conflicts;
- 2.4. The student applies strategies of ethical reasoning to arrive at principled decisions.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Demonstrate a thorough understanding of and ability to apply NASW Code of Ethics to practice.
- Recognize ethical problems and discuss professional ethics and ethical questions with field instructor.
- Respond to agency expectations and obligations in a professional manner.
- Research ethnic, culture or religious affiliation of client or client group and discuss learning with supervisor.
- Conduct a personal values inventory and discuss potential conflicts in professional social work values with field instructor.
- Utilize a structured method, such as an ethical principal screen, to consider an ethical dilemma and discuss your thinking with supervisor.

Other tasks appropriate to this practicum setting:

## **Competency 3: The student will apply critical thinking to inform and communicate professional judgments.**

### **Practice Behaviors:**

The student's performance of Competency 3 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 3.1. The student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2. The student analyzes models of assessment, prevention, intervention, and evaluation;
- 3.3. The student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Present a case assessment and/or intervention plan in supervision or staff meeting.
- Research and critically appraise literature on problem relevant to an agency client or client group.
- Research, critique and present to supervisor best practices guidelines regarding a case assignment.
- Critique existing agency policy, practices, or literature and present alternative to supervisor
- Present written case material to field instructor for review.

Other tasks appropriate to this practicum setting:

## **Competency 4: Engage diversity and difference in practice.**

### **Practice Behaviors:**

The student's performance of Competency 4 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 4.1. The student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- 4.2. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 4.3. The student recognizes and communicates his or her understanding of the importance of difference in shaping life experiences;
- 4.4. The student views him or herself as learners and engages those with whom he or she works as informants.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Read and discuss with supervisor agency policy about affirmative action and how it is put into practice.
- Identify the impact of oppression on clients and formulate a plan for advocacy or macro change.
- Identify, research, and assess the ethnic and cultural characteristics of the population served by the agency and develop a plan for culturally sensitive social work with that population.
- Use supervision to increase cultural competence with client population.
- Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.

Other tasks appropriate to this practicum setting:

## **Competency 5: Advance human rights and social and economic justice.**

### **Practice Behaviors:**

The student's performance of Competency 5 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 5.1. The student understands the forms and mechanisms of oppression and discrimination;
- 5.2. The student advocates for human rights and social and economic justice;
- 5.3. The student engages in practices that advance social and economic justice.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Identify oppression as it exists for clients or other community members and discuss with field instructor.
- Identify how social and economic inequalities affect the life chances of clients and discuss with field instructor.
- Create a macro intervention plan to address economic and/or social injustice and present to field instructor, staff and practicum class.
- Identify client strengths in agency documentation.
- Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.
- Demonstrate advocacy skills in social work practice during supervision, staff, interagency or community meetings or while making referrals for clients.

Other tasks appropriate to this practicum setting:

## **Competency 6: Engage in research-informed practice and practice-informed research.**

### **Practice Behaviors:**

The student's performance of Competency 6 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 6.1. The student uses practice experience to inform scientific inquiry.
- 6.2. The student uses research evidence to inform practice.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Research a client or agency problem and present material to field instructor and/or staff.
- Develop an intervention plan using evidence-based methods.
- Develop a design to measure individual or program outcomes.
- Review with field instructor current use of outcome measures utilized in agency.

Other tasks appropriate to this practicum setting:

## **Competency 7: Apply knowledge of human behavior and the social environment.**

### **Practice Behaviors:**

The student's performance of Competency 7 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 7.1. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 7.2. The student critiques and applies knowledge to understand person and environment.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Conduct an assessment and/or intervention plan using eco-map or other tools that utilize person-in-environment concepts.
- Develop an intervention plan that addresses micro, mezzo and macro approaches and discuss with field instructor.
- Conduct an in-home appointment with a client or client group.
- Discuss case with supervisor to deepen understanding of child or adult developmental models and their application.

Other tasks appropriate to this practicum setting:

## **Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

### **Practice Behaviors:**

The student's performance of Competency 8 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 8.1. The student analyzes, formulates, and advocates for policies that advance social well-being;
- 8.2. The student collaborates with colleagues and clients for effective policy action.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

These tasks could be assigned to develop appropriate social work practice behaviors and demonstrate competency. Formal evaluation will occur at the end of each semester. Check all that will be assigned this semester and add additional tasks below.

- Identify social policy that affects the agency, clients, and the community; discuss with supervisor to deepen understanding.
- Learn, know and apply agency policy and explain policy to clients.
- Review the agency's funding sources and discuss impact on agency, clients and staff with supervisor.
- Participate in fund-raising project or grant-writing process.
- Research and present to supervisor and/or staff impact of an internal or external policy on clients.

Other tasks appropriate to this practicum setting.

## **Competency 9: Respond to contexts that shape practice.**

### **Practice Behaviors:**

The student's performance of Competency 9 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

- 9.1. The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 9.2. The student demonstrates understanding of leadership needed to promote sustainable changes in service delivery and practice to improve the quality of social services.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Examples of tasks that could be assigned to develop appropriate social work practice behaviors and demonstrate competency in this area. Check all that will be assigned this semester and add additional tasks below.

- Learn and use applicable agency technology and programs.
- Identify and discuss with supervisor societal forces impacting clients, workers and agency.
- Review historical and current literature on causes and solutions of social problems.
- Research an unfamiliar population and present material to supervisor and/or staff.
- Participate in agency's quality assurance processes.
- Propose a new agency program or service to enhance service delivery.

Other tasks appropriate to this practicum setting.

## **Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

### **Practice Behaviors:**

The student's performance of Competency 10 will be evaluated on the basis of the following characteristics, acquisition of knowledge and practice behaviors:

#### **10.1 Engagement**

- a. The student substantively and affectively prepares for action with individuals, families, groups, organizations and communities.
- b. The student uses empathy and other interpersonal skills.
- c. The student develops a mutually agreed-on focus of work and desired outcomes.

#### **10.2 Assessment**

- a. The student collects, organizes, and interprets client data.
- b. The student assesses client strengths and limitations.
- c. The student develops mutually agreed-on intervention goals and objectives.
- d. The student selects appropriate intervention strategies.

#### **10.3 Intervention**

- a. The student initiates actions to achieve organizational goals.
- b. The student implements prevention interventions that enhance client capacities.
- c. The student helps clients resolve problems.
- d. The student negotiates, mediates, and advocates for clients.
- e. The student facilitates transitions and endings.

#### **10.4 Evaluation**

- a. The student critically analyzes, monitors, and evaluates interventions.

### **Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Examples of tasks that could be assigned to develop appropriate social work practice behaviors and demonstrate competency in this area. Check all that will be assigned this semester and add additional tasks below.

- Conduct an assessment of a client, including strengths, environment, history.
- Engage a client in planning goals and desired outcomes.
- Develop and implement an appropriate intervention plan.
- Present a case in a staff meeting.
- Demonstrate the use of outcome measures and the ability to modify the intervention plan as needed.
- Plan and implement a termination process.
- Utilize supervision from inception to conclusion of a case.

Other tasks appropriate to this practicum setting.

## **Evaluations and Second Semester Learning Contract**

### **First Semester Evaluation:**

Obtain the evaluation form from the field liaison. Discuss with the field instructor/supervisor. Students often find it helpful to fill out the evaluation form separately from the supervisor and then compare evaluation ratings in the supervision meeting. Discuss with field instructor, sign and obtain field instructor's signature. Attach one-page narrative documenting your most significant learning during your practicum experience. Submit to field liaison by due date.

### **Second Semester Learning Contract:**

Complete semester evaluation form of learning contract, again writing individualized objectives or additional tasks. It is common to continue some work on tasks begun in the first semester and to have more additional individualized learning outcomes in the second semester document. Again, do not delete any existing outcome or tasks, just note their completion or leave them blank if not applicable. Review and discuss the contract with field instructor. Sign, obtain field instructor signature, attach to form and additional contract document and submit to the seminar instructor by due date. Keep 2 copies of the completed contract, 1 for yourself and 1 for the field instructor to aid in the evaluation process.

### **Final Evaluation:**

Complete final evaluation. Discuss with field instructor, sign and obtain field instructor's signature. Attach one-page narrative documenting your most significant learning during your practicum experience. Submit to field liaison by due date.

**Adrian College  
Social Work Program**

Practicum Time Sheet

Student Name \_\_\_\_\_

Month of \_\_\_\_\_

Number of hours at practicum site:

Week 1: Sat. \_\_\_\_ Sun. \_\_\_\_ Mon. \_\_\_\_ Tue. \_\_\_\_ Wed. \_\_\_\_ Thurs. \_\_\_\_ Fri. \_\_\_\_ Total: \_\_\_\_

Week 2: Sat. \_\_\_\_ Sun. \_\_\_\_ Mon. \_\_\_\_ Tue. \_\_\_\_ Wed. \_\_\_\_ Thurs. \_\_\_\_ Fri. \_\_\_\_ Total: \_\_\_\_

Week 3: Sat. \_\_\_\_ Sun. \_\_\_\_ Mon. \_\_\_\_ Tue. \_\_\_\_ Wed. \_\_\_\_ Thurs. \_\_\_\_ Fri. \_\_\_\_ Total: \_\_\_\_

Week 4: Sat. \_\_\_\_ Sun. \_\_\_\_ Mon. \_\_\_\_ Tue. \_\_\_\_ Wed. \_\_\_\_ Thurs. \_\_\_\_ Fri. \_\_\_\_ Total: \_\_\_\_

Week 5: Sat. \_\_\_\_ Sun. \_\_\_\_ Mon. \_\_\_\_ Tue. \_\_\_\_ Wed. \_\_\_\_ Thurs. \_\_\_\_ Fri. \_\_\_\_ Total: \_\_\_\_

Total for month: \_\_\_\_

Student Signature: \_\_\_\_\_

Date \_\_\_\_\_

Agency Supervisor Signature: \_\_\_\_\_

Date \_\_\_\_\_

## Adrian College Social Work Program Practicum Evaluation

Term:  Fall  Spring  Summer  Block      Date of Meeting:

Student name:       Field Instructor:

This evaluation prepared by:  Student  Field Instructor

**Student Directions:** Evaluations are based on Learning Contracts. Prior to asking the field instructor to fill out your evaluation, check the tasks chosen on your learning contract and add your previously identified individualized tasks from your contract to the appropriate competency area. Digital copies of evaluations are available on the Practicum course Blackboard site. Do not delete any tasks whether or not they have been utilized in your contract. After adding your individualized tasks, deliver the evaluation form to your field instructor in the format he/she prefers (digital or paper) 2 weeks prior to the due date. Due dates are noted in the Practicum course syllabus. Your one-page student narrative report is also due then. (See below.)

**General Directions:** Evaluations should optimally be done by the student and by the supervisor separately, using the scale below. Evaluations should be reviewed together by student and field instructor prior to being returned to the field liaison by the required date. Field instructors and students are asked to provide a one-page narrative expanding on the evaluation below, particularly those outcomes rated significantly high or low. Attach additional pages as needed. Students are required to write a narrative evaluation expanding on their self-evaluation and what they learned in their review of their field instructor's evaluation of their practicum experience. Please attach the narrative to the completed evaluation and signature page and return by the required date.

Please rate the student's achievement of the following outcomes at the practicum site on a scale of 1-5. The scale is as follows:

- n/a= The student has not had the opportunity to demonstrate competency in this area.
- 1= The student has not met and is not expected to be able to meet minimal expectations in this area. (equivalent to an F)
- 2 = The student has not yet met the expectations in this area, needs some improvement, but shows potential. (equivalent to a D)
- 3 = The student meets expectations in this area. (equivalent to a C)
- 4 = The student functions above expectations in this area. (equivalent to a B)
- 5 = The student greatly exceeds expectations in this area. (equivalent to an A)

## **Evaluation of Orientation Activities and Professional Demeanor:**

Orientation activities allow the student to understand and meet agency expectations and perform as a beginning professional.

Please rate using the scale above, n/a, or 1-5.

The student has developed an understanding of all relevant agency policies.

Rating

The student understands and adheres to agency personnel policies including attendance and dress code.

Rating

The student understands agency safety policies and procedures.

Rating

The student has developed collegial relationships with staff.

Rating

The student attends staff and agency meetings (when schedule permits) and schedules and prepares for supervisory meetings responsibly.

Rating

The student is able to utilize necessary technological equipment and programs as needed.

Rating

## Evaluation of Core Competencies:

Please rate the student's performance of the chosen tasks performed in each competency area. Rate the student's performance as n/a or number from 1-5, using the scale on the first page. After evaluating the tasks chosen to demonstrate the level of the student performance in each competency area, evaluate the student's ability to perform the Core Competency Practice Behaviors listed below the tasks.

<b>Competency 1: The student identifies as a professional social worker and conducts herself/himself accordingly.</b>
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### Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Read and understand the agency's mission statement, personnel and procedure manuals.
<input type="checkbox"/>	<input type="text"/>	Interview agency personnel to understand the agency's goals and social work services.
<input type="checkbox"/>	<input type="text"/>	Develop a thorough understanding of your practicum agency, its role in the community and your role within the agency.
<input type="checkbox"/>	<input type="text"/>	Participate in staff and committee meetings.
<input type="checkbox"/>	<input type="text"/>	Develop positive working relationships with co-workers.
<input type="checkbox"/>	<input type="text"/>	Attend interagency and community meetings and research the local community and its resources.
<input type="checkbox"/>	<input type="text"/>	Organize work and manage time effectively.
<input type="checkbox"/>	<input type="text"/>	Prepare for and use supervision appropriately.
<input type="checkbox"/>	<input type="text"/>	Use a reflection journal to prepare for supervision.
<input type="checkbox"/>	<input type="text"/>	Develop a personal plan for professional learning based on career interests and goals.
<input type="checkbox"/>	<input type="text"/>	Research continuing education opportunities and requirements for social workers.
<input type="checkbox"/>	<input type="text"/>	Become active with state or national social work organizations such as NASW.
<input type="checkbox"/>	<input type="text"/>	Demonstrate advocacy skills in social work practice with agency clients.

List and rating of the additional tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

**Practice Behaviors for Competency 1:**

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="checkbox"/>	1.1 The student advocates for client access to the services of social work;
<input type="checkbox"/>	1.2. The student practices personal reflection and self-correction to assure continual professional development;
<input type="checkbox"/>	1.3. The student attends to professional roles and boundaries;
<input type="checkbox"/>	1.4. The student demonstrates professional demeanor in behavior, appearance, and communication;
<input type="checkbox"/>	1.5. The student understands the need to engage in career-long learning;
<input type="checkbox"/>	1.6. The student uses supervision and consultation.

**Competency 2: The student applies social work ethical principles to guide his or her professional practice.**

**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Demonstrate a thorough understanding of and ability to apply NASW Code of Ethics to practice.
<input type="checkbox"/>	<input type="text"/>	Recognize ethical problems and discuss professional ethics and ethical questions with field instructor.
<input type="checkbox"/>	<input type="text"/>	Respond to agency expectations and obligations in a professional manner.
<input type="checkbox"/>	<input type="text"/>	Research ethnic, culture or religious affiliation of client or client group and discuss learning with supervisor.
<input type="checkbox"/>	<input type="text"/>	Conduct a personal values inventory and discuss potential conflicts in professional social work values with field instructor.
<input type="checkbox"/>	<input type="text"/>	Utilize a structured method, such as an ethical principal screen, to consider an ethical dilemma and discuss your thinking with supervisor.

List and rating of the additional tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 2:**

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="checkbox"/>	2.1. The student recognizes and manages personal values in a way that allows professional values to guide practice;
<input type="checkbox"/>	2.2. The student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
<input type="checkbox"/>	2.3. The student tolerates ambiguity in resolving ethical conflicts;
<input type="checkbox"/>	2.4. The student applies strategies of ethical reasoning to arrive at principled decisions.

**Competency 3: The student will apply critical thinking to inform and communicate professional judgments.**

**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="checkbox"/>	Present a case assessment and/or intervention plan in supervision or staff meeting.
<input type="checkbox"/>	<input type="checkbox"/>	Research and critically appraise literature on problem relevant to an agency client or client group.
<input type="checkbox"/>	<input type="checkbox"/>	Research, critique and present to supervisor best practices guidelines regarding a case assignment.
<input type="checkbox"/>	<input type="checkbox"/>	Critique existing agency policy, practices, or literature and present alternative to supervisor
<input type="checkbox"/>	<input type="checkbox"/>	Present written case material to field instructor for review.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 3:**

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	3.1. The student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom;
<input type="text"/>	3.2. The student analyzes models of assessment, prevention, intervention, and evaluation;
<input type="text"/>	3.3. The student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

<b>Competency 4: Engage diversity and difference in practice.</b>
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**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Read and discuss with supervisor agency policy about affirmative action and how it is put into practice.
<input type="checkbox"/>	<input type="text"/>	Identify the impact of oppression on clients and formulate a plan for advocacy or macro change.
<input type="checkbox"/>	<input type="text"/>	Identify, research, and assess the ethnic and cultural characteristics of the population served by the agency and develop a plan for culturally sensitive social work with that population.
<input type="checkbox"/>	<input type="text"/>	Use supervision to increase cultural competence with client population.
<input type="checkbox"/>	<input type="text"/>	Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

### Practice Behaviors for Competency 4:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="checkbox"/>	4.1. The student recognizes the extent to which a culture's structures and Values may oppress, marginalize, alienate, or create or enhance privilege and power;
<input type="checkbox"/>	4.2. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
<input type="checkbox"/>	4.3. The student recognizes and communicates his or her understanding of the importance of difference in shaping life experiences;
<input type="checkbox"/>	4.4. The student views him or herself as a learner and engages those with whom he or she works as informants.

### Competency 5: Advance human rights and social and economic justice.

#### Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="checkbox"/>	Identify oppression as it exists for clients or other community members and discuss with field instructor.
<input type="checkbox"/>	<input type="checkbox"/>	Identify how social and economic inequalities affect the life chances of clients and discuss with field instructor.
<input type="checkbox"/>	<input type="checkbox"/>	Create a macro intervention plan to address economic and/or social injustice and present to field instructor, staff and practicum class.
<input type="checkbox"/>	<input type="checkbox"/>	Identify client strengths in agency documentation.
<input type="checkbox"/>	<input type="checkbox"/>	Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrate advocacy skills in social work practice during supervision, staff, interagency or community meetings or while making referrals for clients.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 5:**

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	5.1. The student understands the forms and mechanisms of oppression and discrimination;
<input type="text"/>	5.2. The student advocates for human rights and social and economic justice;
<input type="text"/>	5.3. The student engages in practices that advance social and economic justice.

<p><b>Competency 6: Engage in research-informed practice and practice-informed research.</b></p>
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**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Research a client or agency problem and present material to field instructor and/or staff.
<input type="checkbox"/>	<input type="text"/>	Develop an intervention plan using evidence-based methods.
<input type="checkbox"/>	<input type="text"/>	Develop a design to measure individual or program outcomes.
<input type="checkbox"/>	<input type="text"/>	Review with field instructor current use of outcome measures utilized in agency.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 6:**

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	6.1. The student uses practice experience to inform scientific inquiry.
<input type="text"/>	6.2. The student uses research evidence to inform practice.

**Competency 7: Apply knowledge of human behavior and the social environment.**

**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Conduct an assessment and/or intervention plan using eco-map or other tools that utilize person-in-environment concepts.
<input type="checkbox"/>	<input type="text"/>	Develop an intervention plan that addresses micro, mezzo and macro approaches and discuss with field instructor.
<input type="checkbox"/>	<input type="text"/>	Conduct an in-home appointment with a client or client group.
<input type="checkbox"/>	<input type="text"/>	Discuss case with supervisor to deepen understanding of child or adult developmental models and their application.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 7:**

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	7.1. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
<input type="text"/>	7.2. The student critiques and applies knowledge to understand person and environment.

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Identify social policy that affects the agency, clients, and the community; discuss with supervisor to deepen understanding.
<input type="checkbox"/>	<input type="text"/>	Learn, know and apply agency policy and explain policy to clients.
<input type="checkbox"/>	<input type="text"/>	Review the agency's funding sources and discuss impact on agency, clients and staff with supervisor.
<input type="checkbox"/>	<input type="text"/>	Participate in fund-raising project or grant-writing process.
<input type="checkbox"/>	<input type="text"/>	Research and present to supervisor and/or staff impact of an internal or external policy on clients.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 8:**

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	8.1. The student analyzes, formulates, and advocates for policies that advance social well-being;
<input type="text"/>	8.2. The student collaborates with colleagues and clients for effective policy action.

## Competency 9: Respond to contexts that shape practice.

### Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Learn and use applicable agency technology and programs.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Identify and discuss with supervisor societal forces impacting clients, workers and agency.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Review historical and current literature on causes and solutions of social problems.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Research an unfamiliar population and present material to supervisor and/or staff.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Participate in agency's quality assurance processes.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Propose a new agency program or service to enhance service delivery.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 560px; height: 25px;" type="text"/>
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 560px; height: 25px;" type="text"/>
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 560px; height: 25px;" type="text"/>

### Practice Behaviors for Competency 9:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input style="width: 40px; height: 20px;" type="text"/>	9.1. The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
<input style="width: 40px; height: 20px;" type="text"/>	9.2. The student demonstrates understanding of leadership needed to promote sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Tasks That Demonstrate Acquisition of Competency Practice Behaviors:**

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Conduct an assessment of a client, including strengths, environment, history.
<input type="checkbox"/>	<input type="text"/>	Engage a client in planning goals and desired outcomes.
<input type="checkbox"/>	<input type="text"/>	Develop and implement an appropriate intervention plan.
<input type="checkbox"/>	<input type="text"/>	Present a case in a staff meeting.
<input type="checkbox"/>	<input type="text"/>	Demonstrate the use of outcome measures and the ability to modify the intervention plan as needed.
<input type="checkbox"/>	<input type="text"/>	Plan and implement a termination process.
<input type="checkbox"/>	<input type="text"/>	Utilize supervision from inception to conclusion of a case.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

**Practice Behaviors for Competency 10:**

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this students performance of the area’s Practice Behaviors.

Rating Practice Behaviors

**10.1 Engagement**

- a. The student substantively and effectively prepares for action with individuals, families, groups, organizations and communities.
- b. The student uses empathy and other interpersonal skills.
- c. The student develops a mutually agreed-on focus of work and desired outcomes.

**10.2 Assessment**

- a. The student collects, organizes, and interprets client data.
- b. The student assesses client strengths and limitations.
- c. The student develops mutually agreed-on intervention goals and objectives.
- d. The student selects appropriate intervention strategies.

**10.3 Intervention**

- a. The student initiates actions to achieve organizational goals.
- b. The student implements prevention interventions that enhance client capacities.
- c. The student helps clients resolve problems.
- d. The student negotiates, mediates, and advocates for clients.
- e. The student facilitates transitions and endings.

**10.4 Evaluation**

- a. The student critically analyzes, monitors, and evaluates interventions.

Student Signature:

Date:

Field Instructor Signature:

Date:

**Please attach narrative report to this evaluation to return to Field Liaison by required date.**

## **Code of Ethics**

### *of the National Association of Social Workers*

*Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#)*

*The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:*

#### **1.05 Cultural Competence and Social Diversity**

(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 disability.

#### **2.01 Respect**

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

#### **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 disability.

#### **6.04 Social and Political Action**

(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 disability.

## **Preamble**

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

## **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

## **Ethical Principles**

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

### **Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

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

#### **1.03 Informed Consent**

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

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

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

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

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

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

#### **1.04 Competence**

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

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

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

#### **1.05 Cultural Competence and Social Diversity**

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

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

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

## **1.06 Conflicts of Interest**

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

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

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

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

## **1.07 Privacy and Confidentiality**

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

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

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

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

### **1.09 Sexual Relationships**

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

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

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

demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision-Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

## ***2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES***

### **2.01 Respect**

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing 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 wellbeing 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 wellbeing.

## **2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

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

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

## **2.06 Referral for Services**

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

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### **2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.08 Sexual Harassment**

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

### **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

### **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

## ***3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS***

### **3.01 Supervision and Consultation**

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

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

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

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

### **3.02 Education and Training**

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor/Management Disputes**

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

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

## ***4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS***

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

## ***5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION***

### **5.01 Integrity of the Profession**

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

### **5.02 Evaluation and Research**

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

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

## ***6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY***

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

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

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



COUNCIL ON SOCIAL WORK EDUCATION

## **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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) 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.

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Revised March 27, 2010

## 1. Program Mission and Goals

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### **Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

### ***Accreditation Standard 1.0—Mission and Goals***

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

**1.0.1** *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

**1.0.2** *The program identifies its goals and demonstrates how they are derived from the program's mission.*

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<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, D.C.: NASW.

## 2. Explicit Curriculum

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,

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<sup>2</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics*

*in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org> 74

gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed**

**research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

### **Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.3—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.<sup>4</sup> 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 of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated,

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<sup>4</sup> Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

and evaluated based on criteria by which students demonstrate the achievement of program competencies.

### **Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*

- B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
- B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*
- B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*
- B2.0.4** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

### **Accreditation Standard M2.0—Curriculum**

*The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program*

- M2.0.1** *Identifies its concentration(s) (EP M2.2).*
- M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
- M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*
- M2.0.4** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*
- M2.0.5** *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- M2.0.6** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

## **Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

- 2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
- B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*
- M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*
- 2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*
- 2.1.4** *Admits only those students who have met the program's specified criteria for field education.*
- 2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*
- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

### 3. Implicit Curriculum

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

#### **Accreditation Standard 3.1—Diversity**

**3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

**3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

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<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> ed.). New York: Macmillan.

- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

### **Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

#### **Admissions**

- B3.2.1** *The program identifies the criteria it uses for admission.*
- M3.2.1** *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*
- 3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*
- 3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*
- 3.2.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

### ***Advisement, retention, and termination***

- 3.2.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
- 3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*
- 3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

### ***Student participation***

- 3.2.9** *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*
- 3.2.10** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

### ***Accreditation Standard 3.3—Faculty***

- 3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program.*

*Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*
- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant*

*creative activities that support the achievement of institutional priorities and the program's mission and goals.*

- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

### **Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

#### **Accreditation Standard 3.4—Administrative Structure**

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
- B3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral*

*degree preferred or a baccalaureate degree in social work from a CSWE- accredited program and a doctoral degree, preferably in social work.*

**B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*

**B3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

**M3.4.4(a)** *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

**M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*

**M3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

**3.4.5** *The program identifies the field education director.*

**3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and*

*administrative and other relevant academic and professional activities in social work.*

**3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-masters social work degree practice experience.*

**B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

**M3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

### **Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

### **Accreditation Standard 3.5—Resources**

**3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## **4. Assessment**

### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

### **Accreditation Standard 4.0—Assessment**

- 4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

- 4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*