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Foreword

This manual has been prepared for the purpose of assisting students, faculty, and field instructors to understand the objectives, policies and procedures governing field practicum instruction for the Bachelor of Social Work degree at La Sierra University.

The content of this manual reflects the thoughts of the faculty of La Sierra University Social Work Department as well as ideas from the Walla Walla University and Adelphi University field manuals.

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Coordinator of Field Education
I. Introduction to La Sierra University

La Sierra University

La Sierra University is a Christian coeducational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education. The University offers graduate and undergraduate curricula in applied and liberal arts and sciences, business and management, religion, and programs in professional education in fulfillment of requirements for teaching credentials.

History

La Sierra University is a Seventh-day Adventist coeducational institution that began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra, and is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

In 1967, La Sierra College was merged with Loma Linda University as the College of Arts and Sciences. The School of Education was organized in 1968, followed in 1986 by the School of Business and Management and the Center for Lifelong Learning, and in 1987 by the School of Religion.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and these four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) became La Sierra University.

La Sierra University is a diverse community of inquiry, learning, and service, rooted in the Christian gospel. Committed to Seventh-day Adventist values and ideals, its mission is:

To seek truth, enlarging human understanding through scholarship;
To know ourselves, broadly educating the whole student;
To serve others, contributing to the good of the global community.

La Sierra University pursues this mission for God and society with recognized excellence, integrity, compassion and mutual respect.
II. Social Work Department General Information

History of the Social Work Department

Social Work began as a major in the College of Arts and Sciences in 1976 with the establishment of the Social Service Program, which offered a Bachelor of Science in Social Service degree. The Social Service Program was renamed the Social Work Program in 1978 at which time we began offering the Bachelor of Social Work degree. In the 2007-2008 Academic Year, the College of Arts and Sciences Executive Committee voted to establish the program as the Social Work Department. Social Work continues as a major in the College of Arts and Sciences.

The Council on Social Work Education in 1979 first accredited the Social Work Department at La Sierra University. The most recent reaffirmation of accreditation was in 2003. Following that visit from the Council on Social Work Education, the Commission voted for the second consecutive time to reaccredit our baccalaureate degree for the full eight-year cycle. The next reaffirmation accreditation will be in 2011.

Department Mission Statement

Social Work Department at La Sierra University’s mission is to provide dynamic and comprehensive undergraduate education in strengths-based ecologically oriented generalist social work practice grounded in Adventist traditions of servant-leadership, activism, and progressive understanding of truth. Within this Christian context we embrace diversity, i.e., learners of all ages and backgrounds and faculty nurture and mentor students to develop competent professionals. Thus, our mission has three integrated component:

Educational mission: To prepare competent and ethical social workers who serve all members of society –locally, nationally, and globally-with special emphasis on groups that are marginalized, disadvantaged, oppressed, vulnerable and wounded; To educate social workers who appreciate and value human diversity and are fully prepared to engage in culturally responsive and competence practice.

Practice mission: To train professional ready to act as change agents from a servant-leader perspective, which involves nurturing skills and capacities of all client systems as they strive to fulfill their potential and realize their goals; to create social workers committed to promoting and advocating for equality, human rights, social and economic justice for all people

Scholarly mission: To develop social work professionals who are critical thinking lifelong learners willing to produce and apply knowledge that is culturally relevant, ethically principled, and socially just.
GOALS

The educational goals flow from the department’s mission. The specific goals and outcomes for each course reflect the goals outlined here. According to the Council on Social Work Education, baccalaureate curriculum content must include social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, social work research, and field practicum.

La Sierra University Social Work Department seeks to prepare its graduates to be ethically principled, culturally responsive generalist practitioners who value activism yet are sensitive and responsive to individuals’ rights to self-determination. Its educational goals are derived from the program’s mission. The goals of the Social Work Department at La Sierra University are to:

1. Provide professional strengths-based ecologically oriented social work education at the baccalaureate level in the context of an accredited Christian university that values servant-leadership, activism, and the progressive nature of truth.

2. Create a program that is inclusive of and responsive to the educational needs of learners of all ages and backgrounds thereby producing entry-level generalist social workers who value the range of differences within each human diversity dimension and are fully prepared to engage in culturally responsive and competent practice with client systems at all levels - micro, mezzo, and macro.

3. Infuse throughout the program the values and ethics that guide the profession thereby developing ethically principled social work practitioners who are cognizant of their strengths and areas for growth and are committed to enhancing their personal growth, professional knowledge, and skills as life-long learners.

4. Produce strengths-based ecologically oriented social workers committed to creating a just society by advocating for social and economic justice, human rights, and equality for all being mindful of and ready to respond proactively to the evolving and dynamic nature of social and societal contexts.

5. Create a climate that fosters critical thinking, an interest in scholarship and scientific inquiry, and a willingness to explore and evaluate new knowledge and understanding of our world, human behavior, and client systems.

Generalist Social Work Practice

The overriding goal of La Sierra University’s Social Work Department is to prepare undergraduates for beginning level generalist social work practice. From the early beginnings of social work until the late 1960s, the social work profession was divided by practice methods into casework, group work and community organization. Social workers were trained in only one of these practice methods, although in reality, knowledge and skills in each area were needed for successful intervention. In the 1970s and 1980s the profession recognized the need for social workers to be trained in all practice areas. The shift from specializing in one practice area to education and training in all practice areas resulted in development of generalist social work practice. Although generalist social work practice more closely reflects professional practice, its broad scope makes it difficult to define.
The broad definition used by our program provides a framework from which to build.

A generalist practice social worker is a professionally trained person, who can engage persons in their environment in a problem-solving process to affect personal and systemic change.

A thorough definition of generalist social work practice also includes a complete understanding of how the following concepts inform generalist social work practice, which includes:

- A broad base of knowledge and skills
- A problem-solving model
- Knowledge of human behavior from a person-in-environment perspective (grounded in the ecological perspective and eco-systems theory)
- Work among multiple client systems of varying sizes (e.g. individuals, families, groups, organizations, communities, and societies)
- Thorough involvement of clients throughout the helping process
- Practice strategies that are determined by the client’s situation
- Intervention at multiple system levels (often simultaneously)
- Social work values and ethics, which permeate all interactions
- Commitment to human diversity and social justice

La Sierra University BSW students will graduate from our program with an in-depth understanding of these concepts and will be able to apply them in writing, orally and in practice settings.

Core Competencies with Practice Behaviors

In accordance with the Council of Social Work Education (CSWE), the Social Work Department has ten core competencies linked to forty practice behaviors that all of its students must demonstrate mastery in across the micro-mezzo-macro continuum. 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 practice behaviors and associated competencies in practice with individuals, families, groups, organizations, and communities.

These competencies reflect the department’s mission and goals as well as the Council on Social Work Education (CSWE) 2008 Educational Policy Statement. It is expected that at the end of your time with us, you will be able to successfully demonstrate all of the practice behaviors that are associated with each competency. To this end, each class will address in an explicit way specific practice behaviors linked to specific competencies with the goal of ensuring mastery of each one by the time you are ready to graduate.
Competencies and Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly
   1a. Advocate for client access to the services of social work;
   1b. Practice personal reflection and self-correction to assure continual professional development;
   1c. Attend to professional roles and boundaries;
   1d. Demonstrate professional demeanor in behavior, appearance, and communication;
   1e. Engage in career-long learning;
   1f. Use supervision and consultation

2. Apply social work ethical principles to guide professional practice
   2a. Recognize and manage personal values in a way that allows professional values to guide practice;
   2b. Make ethical decisions by applying the 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;
   2c. Tolerate ambiguity in resolving ethical conflicts;
   2d. Apply strategies of ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate professional judgments
   3a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   3b. Analyze models of assessment, prevention, intervention, and evaluation;
   3c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities

4. Engage diversity and difference in practice
   4a. Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power;
   4b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
   4c. Recognize and communicate their understanding of the importance of difference in shaping life experiences;
   4d. View themselves as learners & engage those with whom they work as informants

5. Advance human rights and social and economic justice
   5a. Understand (“can identify and articulate”) the forms and mechanisms of oppression and discrimination;
5b. Advocate for human rights and social and economic justice;
5c. Engage in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research
6a. Use research evidence to inform practice
6b. Use practice experiences to inform scientific inquiry
7. Apply knowledge of human behavior and the social environment
7a. Utilize conceptual frameworks to guide the processes of assessment, Intervention, and evaluation;
7b. Critique and apply knowledge to understand person and environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
8a. Analyze, formulate, and advocate for policies that advance social well-being;
8b. Collaborate with colleagues and clients for effective policy action
9. Respond to contexts that shape practice
9a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

10a. Engagement
Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
Use empathy and other interpersonal skills;
Develop mutually agreed-upon focus of work & desired outcomes

10b. Assessment
Collect, organize, and interpret client data;
Assess client strengths and limitations;
Develop mutually agreed-upon intervention goals & objectives;
Select appropriate intervention strategies.

10c. Intervention
Initiate actions to achieve organizational goals;
Implement prevention interventions that enhance client capacities;
Help clients resolve problems;
Negotiate, mediate, and advocate for clients;  
Facilitate transitions and endings

10d. Evaluation
Critically analyze, monitor, and evaluate interventions.

**Nondiscrimination Policy**

La Sierra University is a religious nonprofit institution that welcomes students, faculty and employees from a broad spectrum of religious persuasions while reserving the right to give preference to qualified members of its sponsoring denomination particularly in the hiring of faculty and employees. The University affirms that all peoples are equal in the sight of God and they should be so regarded by all.

The Social Work Department at La Sierra University is committed to the goal of nondiscrimination and provides a learning context that operates without discrimination in regard to race, color, gender, age, religion, ethnic or national origin, disability, sexual orientation or political beliefs.

**Policy on Course Credit for Life or Previous Work Experiences**

Social work is one of the major helping professions committed to helping client systems (individuals, families, groups, organizations and communities) function optimally in their environment. This can mean providing direct services or working to change or improve social conditions. The phrase "in the environment" points to a distinguishing characteristic of social work, which means assisting client systems to deal not only with their affect, behavior, and cognitions associated with a situation, but also working with them to do something about it (Choices: Careers in Social Work, NASW, 1999).

The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip potential and professional social workers with crucial knowledge, skill, values and ethics needed to provide professional, competent, and evidence-based services to client systems in their environment.

As a result of our combined commitment to the profession of social work and to ensuring that all students interested in pursuing social work as a career are fully equipped with the profession’s knowledge, skills, and values that La Sierra University Social Work Department does not grant social work course credit for life or previous work experiences. This policy is in accordance with the Council of Social Work Education (CSWE) educational policies and accreditation standards.
Senior Comprehensive Examination

All students graduating from La Sierra University must complete all senior assessment exams. Social work majors are required to take the social work comprehensive exams instead of the University’s senior assessment exam. These exams consisting of written and oral portions, are given in the spring quarter of the senior year in the context of a class (UNST 404). The purpose of the exams is to assess the student’s knowledge and to judge the student’s ability to integrate this knowledge into a cohesive whole. The preparation and taking of these exams helps students to synthesize material learned over their course of study and allows students to demonstrate competency in the application of this knowledge. It is recommended that students keep copies of all course materials to review in preparation for these comprehensive exams. Students have found this process to be helpful preparation for employment and advanced standing graduate school interviews.

A student must receive a grade of 73% (“C” or higher) on each portion - written and oral - to pass the exams. If a student does not pass the exams, he/she retakes the portion(s) of the test as determined by the faculty. Generally this does not mean retaking the entire exam. This process ensures that the student has successfully grasped the relevant concepts.

Students take these exams during their senior year while in field practicum. If a student is not graduating during this time and wishes to take the exam the following year, the student must request and be granted permission from the social work faculty to do so. The exam is given only once during the year. It is the student’s responsibility to make certain that this requirement is met prior to graduation.

Social Work Courses

Major courses are grouped under the following content areas.

**I. SOCIAL WORK PRACTICE**
A. SOWK 204A Colloquium: Introduction to Social Work Department 1 unit  
B. SOWK 204B Colloquium: Fields of Practice 1 unit  
C. SOWK 204C Colloquium: Case Management 1 unit  
D. SOWK 214 Social Work Practice I (prerequisite for all methods courses) 4 units  
E. SOWK 215 Social Work Practice II 4 units

**II. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**
A. SOWK 311 Human Behavior & the Social Environment I (field prerequisite) 4 units  
B. SOWK 312 Human Behavior & the Social Environment II (field prerequisite) 4 units

**III. SOCIAL WORK METHODS**
A. SOWK 314 Social Work Methods: Gen. Prac. w/ Individuals(field prerequisite) 4 units  
B. SOWK 315 Social Work Methods: Generalist Practice with Groups 4 units  
C. SOWK 316 Social Work Methods: Gen. Prac. w/Communities & Organizations 4 units  
D. SOWK 317 Social Work Methods: Generalist Practice with Children & Families 4 units
IV. SOCIAL WELFARE AND POLICY
A. SOWK 205 Heritage of American Social Work (prerequisite for policy) 4 units
B. SOWK 405 Social Welfare Policy 4 units

V. RESEARCH
A. MATH 155 Introduction to Statistics 4 units
B. SOWK 252 Understanding Social Work Research Methods 4 units
C. SOWK 349 Generalist Social Work Research Methods 5 units

VI. FIELD
A. SOWK 388 Field Orientation (prerequisite for field) 1 unit
B. SOWK 488 Field Seminar 6 units
C. SOWK 498 Field Practicum 12 units

VII. SENIOR CAPSTONE
UNST 404 Religious, Moral and Social Aspects of Social Work 4 units

VIII. SOCIAL WORK ELECTIVES
A. SOWK 286A-C and SOWK 386A-B
On topics such as substance abuse, gerontology, criminal justice, mental health and medical social work 2-3 units

IX. SOCIAL WORK COGNATES
BIOL 107 Human Biology (or equivalent)
MATH 251 Introduction to Statistics (or equivalent)
PSYC 104 General Psychology
A course in sociology

Admission to the Social Work Department

One of the goals of our Social Work Department is to help students determine if social work is an appropriate major and career choice. Admission criteria and procedures are essential to help the student and faculty assess the fit between the student and the social work profession. This personal and professional educational growth process allows the students and the faculty to explore each student’s commitment to the values, beliefs and ethics of the profession and to truthfully examine their suitability to be social workers. It is also important for the student to evaluate the profession to determine if s/he will be happy with this chosen line of work. As part of this process, social work faculty assesses the student’s aptitude and motivation for a career in social work which includes the demonstration of values consistent with the National Association of Social Work Code of Ethics. This admission process is important to:

• ensure the potential for students’ success in meeting the challenges of a social work career
• maintain program integrity
• protect future clients and safeguard the public trust
• comply with accreditation standards

The Council on Social Work Education requires that Departments of Social Work have policies and standards to determine if students are competent and will be able to work in the field. The goal of the Social Work Department at La Sierra University is to identify areas of concern early in the educational process and to assist students who are struggling to resolve issues so that they can succeed. Areas of concern regarding a student’s success in the profession are addressed as soon as they are identified informally through discussions with individual faculty and/or in the quarterly advising process. Areas of concern are addressed formally through the process of Admission to the Social Work Department, Admission to the Field Practicum and again prior to graduation through the Senior Comprehensive Exam.

Admission Criteria

Although students may declare a social work major through the Advising or Registrar’s offices, formal acceptance to the Social Work Department occurs when the following criteria have been met:

• 2.0-2.3 overall grade point average
• Completion of selected liberal arts courses including ENGL 111/112/113 (or equivalent) and Psychology 104 (or equivalent) with a 73 percent (“C”) or better.
• Completion of SOWK 214 and SOWK 215 with a 73 percent (“C”) or better.
• Completion and presentation of a personal statement (assignment in SOWK 214)
• Completion and acceptance of the Application for Admission and a self assessment (assignments in SOWK 215)
• Signed statement indicating student has read and will practice in accordance with the NASW ethical guidelines
• Personal interview with faculty
• Demonstrated ability to be successful in social work education.

Application Process

Students apply for admission to the Social Work Department after the above criteria have been met and before the student begins the field practicum. Once a student has completed the criteria outlined above, the Admissions Committee, consisting of all full-time social work faculty, will review the student’s materials. The Admissions Committee meets early spring quarter to review admission application files and to make decisions regarding admissions. Prior to meeting as a full committee, social work faculty member independently review each student’s file and rates the student using the Admissions Committee Rating Sheet. Faculty then meets jointly to compare and discuss each applicant. The Committee reviews the compiled results of the Admissions Rating Sheet and reaches consensus regarding admission. Students are informed in writing of the decision of the Admissions Committee within ten calendar days of the Admissions Committee Meeting.
The Admissions Committee may take any one of the following admissions actions: 1) **unconditional acceptance** to the Social Work Department, 2) **provisional or conditional acceptance** to the Social Work Department with the understanding that unconditional acceptance will be given after completion of pending provisions, or 3) **denial of admission** to the Social Work Department.

Unconditional acceptance to the program means that the student has presented evidence in support of meeting the minimal requirements and is therefore now an official social work major.

If the Admissions Committee believes that a student has not and is not able to meet the admissions criteria, the student is denied admission to the Social Work Department. In this case, the faculty will refer the student to the appropriate university resources so that the student can consider other possible majors and career options. According to Morrow’s work, *Gatekeeping for Small BSW Programs* published in the Journal of Baccalaureate Social Work in 2000, the most commonly cited reasons for denial of acceptance or termination include:

- Failure to maintain the necessary overall grade point average.
- Failure to maintain a grade of “C” or higher in all social work courses.
- Lack of adherence to professional social work values or the NASW Code of Ethics. For example:
  - Personal values consistently interfere with upholding the values of the profession.
  - Lack of respect towards clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
  - Sexual or romantic involvement with clients.
  - Confidentiality violations.
  - Unresolved personal issues that impair performance in the classroom or in the field.
  - Evidence of current chemical dependency.
  - Lying, cheating, or plagiarizing in coursework or field work.
  - Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
  - Persistent inability to meet deadline dates on assignments and projects.

**Appeals Process**

A student granted conditional acceptance or denied admission may enter a formal appeals process. To do so, the student must submit a written statement to the Social Work Department Chair within ten (10) calendar days of the date of the letter of notification from the Admissions Committee. In this letter the student must clearly state the reasons for disagreement with the Admissions Committee’s decision. The Appeals Committee will meet within ten calendar days of the receipt of this letter to review the appeal. The Appeals Committee consisting of all full-time social work faculty, a faculty member chosen by the student and at least one representative of the Professional Advisory Council, will invite the student to present his/her case to the committee. The Appeals Committee will once again
consider the student’s application and will reach a decision, giving that decision to the student in writing within ten calendar days of the appeal meeting. If the student continues to disagree with the decision of the appeals committee, the student may appeal the decision beginning at Step Three of the Student Academic Grievance as described in the *LSU Student Handbook* and the *LSU Undergraduate Bulletin*.

**Completion of the BSW Degree**

After acceptance into the Social Work Department, students are required to meet the following criteria in order to complete the BSW degree:

- Maintain a 2.0-2.3 overall grade point average
- Obtain a 73 percent ("C") or better in all social work courses and cognates
- Successfully complete the requirements for Admission to Field Practicum
- Successfully complete the written and oral senior comprehensive exam with a 73 percent ("C") or higher.
- In addition, social work students are subject to the policies established by La Sierra University for all students.
III. The Council on Social Work Education

The Council on Social Work Education (CSWE) has accredited La Sierra University’s Social Work Department since 1979. As such the program adheres to the curriculum policies approved by the Board of Directors July 19, 1992. The curriculum policies and accreditation standards are reviewed and revised every seven years by the CSWE. The most recent revision was completed and approved by the CSWE Board June 2008. The new document, the Educational Policy and Accreditation Standards (EPAS) became effective July 1, 2008.

Our Social Work Department will be evaluated based on the 1992 document for our next reaffirmation of accreditation, but any curriculum changes and program policies we consider are made with the 2008 document in mind. Both documents are presented here for your review.

IV. The Role of Field Practicum in the Social Work Department

Rationale and Purpose

Practicum instruction, historically, has been integral component of social work education. Field Practicum is now designated by the CSWE as the signature pedagogy of social work education. Practicum teaching is conducted by professional practitioners assigned by the agency and approved by the Social Work Department (the Department). Certain underlying assumptions guide the organization and implementation of the practicum and give direction to agency and University faculty involved with practicum education.

The assumptions are as follows:

1. The practicum is necessary to effectively translate social work knowledge into practice skill and competence.

2. Agencies and the Department share a commitment to social work education with the former providing educational opportunities for students through the provision of field practicum sites and practicum instruction.

3. The student, the Department, and the agency share a common commitment to education as the primary purpose of the practicum. Service to the agency, its clientele, and the community, are secondary purposes and result from the student’s involvement in field practice.

4. Practicum instruction may take a variety of forms including direct practice with individuals, families, groups, organizations and/or communities.

5. The practicum should provide students with opportunities to engage in a variety of practice activities across the micro-mezzo-macro continuum.
6. The practicum should present opportunities for students to become knowledgeable about social welfare, social justice, and social work practice within the larger community and should include opportunities to become sensitive to broad issues and trends in social welfare services.

7. The Social Work Department, faculty, and students are expected to fully adhere to and model social work values and ethics as described by the National Association of Social Workers (NASW) and the California Board of Behavioral Sciences (CBBS).

8. The agencies and institutions selected as field practicum sites provide environments that are reflective of and adhere to the standards established by federal legislation, California Board of Behavioral Sciences, and NASW for personnel practices and interactions.

9. The Field Practicum Program is designed to be sensitive to all areas of diversity including race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

The Social Work Department has developed an undergraduate curriculum that provides students with the academic knowledge, skills and values necessary for beginning generalist social work practice. It is during the field practicum experience that the beginning social work student has the opportunity to integrate both the theoretical and experiential aspects of his/her social work education.

### Field Practicum Mission Statement and Goals

Field practicum is considered the primary pedagogy of Social Work education. The primary mission of a practicum is to prepare students for beginning generalist social work practice. Students should have an entry level ability to use a broad range of modalities in a variety of settings. This exposure and ability will be developed in harmony with the student’s future plans - namely, beginning professional social work practice, graduate studies in social work, or being an informed other-professional. Toward this aim the overall goals of the Field Practicum experience are to:

1. Provide students with a professional social work practice perspective that utilizes a broad base of knowledge and skills.

2. Under supervision provide students with a means to apply the Generalist Intervention Model: Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and Follow-up.

3. Provide students through experiential learning an understanding of and application of the person-in-environment perspective grounded in ecological system theory.

4. Provide students an opportunity to work directly with client systems of any size including individuals, groups, families, organizations, and communities.
5. Provide students opportunities to carry out a variety of social work practice roles and strategies.

6. Provide students an experiential opportunity to recognize and follow professional social work values and ethics in all interactions.

7. Provide students an experiential opportunity for understanding, sensitivity, competency and commitment to social justice in working with diverse populations including women, ethnic and racial minorities, different socioeconomic classes, gay and lesbian populations, the physically or mentally challenged, religious perspectives, age, and other special groups.

Field Practicum Outcomes

At the completion of the field practicum experience, students will be able to demonstrate the following outcomes:

1. Consciously integrate foundational social work knowledge with practice situations.

2. Demonstrate competence in the application of the generalist intervention model including the bio-psychosocial spiritual assessment.

3. Demonstrate their ability to work with client systems of all sizes including individuals, groups, families, organizations, and communities.

4. Apply knowledge of the person-in-environment perspective grounded in ecological system theory within the practicum experience with client populations.

5. Apply knowledge of life span development with recognition of how the environment impacts this development.

6. Demonstrate the ability to work with diverse client populations including ethnic and racial minorities, different socioeconomic classes, gay and lesbian populations, the physically or mentally challenged, religious perspectives, age, and other special groups.

7. Demonstrate knowledge, application and commitment to practicing professional social work values and ethics as outlined in the National Association of Social Work Code of Ethics and the California Board of Behavioral Sciences.

8. Demonstrate the ability to utilize evidenced-based research in determining intervention modalities.

9. Demonstrate the ability to apply practice evaluation methods in work with clients.
10. Demonstrate the ability to work effectively within an agency setting.

11. Demonstrate a commitment to issues of social justice.

12. Demonstrate knowledge of and ability to analyze policy formation.

13. Display a professional commitment to social work practices.

14. Demonstrate personal and professional growth.

15. Demonstrate personal and professional self-awareness.

Admission to Field Practicum

Prerequisites for field practicum include successful completion (with a 73 percent equivalent to a grade C or higher) of:

- SOWK 214 Introduction to Social Work Practice I
- SOWK 215 Introduction to Social Work Practice II
- SOWK 311/312 Human Behavior and the Social Environment I/II
- SOWK 314 Social Work Methods: Generalist Practice with Individuals
- SOWK 388 Field Practicum Orientation

To enter the field practicum, students must complete the admission procedures for the social work major, be of senior standing, apply for entrance into field, and have the consent of the Coordinator of Field Education.

Field Practicum Description and Requirements

Field Practicum (SOWK 498) comprises a 480 clock-hour (12 credit hours) taken over three consecutive quarters in one academic school year. The practicum experience is designed to produce a beginning generalist social worker who is aware of what is involved in practice; knows why a particular intervention is selected; can determine how the necessary helping techniques should be performed; and can evaluate the outcome. It is recognized that faculty, field instructors and students must take equal responsibility for planning and implementing the practicum experience. Upon completion of the practicum students should be able to practice at the professional Bachelor of Social Work entry level.

Students with senior standing are required to complete the Field Practicum under the supervision of a Field Instructor who is a M.S.W. graduate from an accredited school of social work and who has completed a minimum of two years post-graduate professional social work experience. The student will be enrolled in a 4-unit practicum course (SOWK 498) for each of
the three quarters of the senior year. Field Practicum must be taken concurrently with Field Seminar, SOWK 488 (for 3 quarters, 2 units per quarter), fall, winter, and spring quarters.

A student must receive a minimum of 73 percent equivalent to a “C” grade in both Field Practicum and Field Seminar each quarter. If a student does not receive a minimum “C” grade he/she cannot continue Field Practicum or Field Seminar for the remainder of the academic year.

**Methodology for Integration of Field Practicum and Classroom Knowledge**

The practicum curriculum is designed to provide generalist practice experiences in a continuum of modalities, including work with individuals, families, small groups, organizations and communities. Learning in the practicum curriculum is based on experiences in the functional application of the basic theoretical knowledge, concepts, principles and values underlying the practice of social work.

In order for the dynamic and positive tension between the classroom theory and social work practice to be addressed, several learning mechanisms have been designed. These include a practicum orientation, integrative seminars, and education of the Field Instructors to the Department’s overall philosophy, goals and objectives, as well as the art of educating and supervising.

The first method of integration is the SOWK 388 Field Practicum Orientation. Here students develop an initial understanding of the structure, function and process of the Field Practicum. The Field Practicum Orientation is also used to identify the student’s personal interests, goals, needs, and background and to integrate these with the selection of an appropriate practicum site.

The second method of integration is the Field Seminar. The seminar provides a forum for presenting case analyses, mutual support, discussion of on-going practice concerns and peer learning, thus providing a vital link between theoretical knowledge, skills, values and practice realities.

The third method of integration is field practicum which involves professional practitioners as Field Instructors. In addition to supervision, Field Instructors also serve as teachers. The Social Work Department provides orientation, communication, support and education to assist the Field Instructors in fulfilling their role.

The fourth method of integration is classroom instruction. Classroom teachers are practitioners who aid students in bridging the gap between theory and practice by helping them process their field practicum experiences. These integrative mechanisms provide the curriculum with a dynamic orientation.

In addition to prerequisite courses required for the Field Practicum, students also take the following classes in their course of study:
SOWK 205 Heritage of American Social Work (4)
SOWK 286/386 Special Topics (2-3)
SOWK 315 Social Work Methods: Generalist Practice with Groups (4)
SOWK 316 Social Work Methods: Generalist Practice with Communities & Organizations (4)
SOWK 317 Social Work Methods: Generalist Practice with Children and Families (4)
SOWK 405 Social Welfare Policy (4)
UNST 404P Religious, Moral and Social Aspects of Social Work (4)
SOWK 252 Understanding Social Work Research Methods (4)
SOWK 349 Generalist Social Work Research Methods (4)

Field Practice Code of Ethics, Standards and Accountability

Ethics: All students and Field Instructors must review and observe the NASW Code of Ethics (Appendix).

Standards: Each student's behavior while in placement must represent the standards of conduct established for students at La Sierra University.

Accountability: Each student is accountable to their practicum agency, field instructor and clients. If for any reason the student cannot attend their regular assignment they must immediately notify their agency, field instructor and any client scheduled for an appointment. Each student should also consult with their field instructor regarding school holidays and final examination schedules so that these are anticipated and compatible with agency routines. All sick time and absences for any reason must be made up.

Additionally, throughout the school year there are times when school vacations take place that are not included for Practicum hours, e.g., Thanksgiving, Christmas, and Spring Break. During these time periods students are expected to consult with their Field Instructor to ensure the meeting of their professional social work responsibilities.

Field Practicum must be completed within three consecutive quarters of the same academic year.

Field Insurance

Students working in the field are involved professionally with clients. Professional social workers carry malpractice insurance. As a matter of preventive protection, La Sierra University requires students to purchase malpractice insurance while they are in their field practicum. This process is discussed in the Field Seminar Orientation so students are fully informed and prepared for this expense (approximately $45) prior to entering their field practicum.
Student Background Check

Students working in the field are assigned professional obligations and need to adhere to agency policies for employees and volunteers. In keeping with professional standards La Sierra University Social Work Department requires students to complete a background check including social security verification and criminal history report. This process is discussed in Field Seminar Orientation class and students are informed of the process and expense (approximately $45) prior to entering to their field practicum.

Field Practicum Agencies

The Social Work Department utilizes diverse agencies in the local community to provide optimal learning experiences for our students. Agencies and field instructors are screened according to the guidelines outlined in the Field Practicum Manual prior to use by our program. Additional agencies are added each year in response to the learning needs and interests of our students. The following agencies are being or have been utilized for the Field Practicum, SOWK 498, senior year.

Alternatives to Domestic Violence
California Department of Corrections
California Family Life Center
Community Settlement Association
Family Service Association
Florence Crittenton Services
Inland Multicultural Counseling Services
Loma Linda Medical Center Adult Services
Loma Linda University Behavioral Medicine Center
RCC Mosaics Independent Living Program
Riverside County DPSS Adult/Child Protective Services
Riverside County Department of Mental Health HIV/AIDS Program
Riverside County Department of Public Health; Health Services Agency
San Bernardino County Department of Behavioral Health
The Wylie Center for Children and Families
Walden Family Services
United Connections Foster Family Services
V. Administrative Roles and Responsibilities

Coordinator of Field Education Responsibilities

The Coordinator of Field Education is a faculty member of the La Sierra University Social Work Department answerable to the Social Work Department Chair and is responsible for coordination of practicum instruction. In undertaking responsibilities, the Coordinator of Field Education adheres to the NASW and the California Board of Behavioral Sciences Code of Ethics.

Specific coordination responsibilities are:

1. Expanding the number of practicum agencies and the recruitment, assessment, and orientation of new Field Instructors and ensuring that agencies and Field Instructors meet the standards set in the manual.
2. Consulting with the Field Instructor and agency in developing student learning goals and objectives.
3. Informing the agency of the Social Work Department’s expectations regarding the content and structure of field instruction and aids in planning and implementing this content.
4. Transmitting to agencies significant information pertaining to the operation and development of the educational program, including the orientation and training of Field Instructors.
5. Communicating with Field Instructors about the university’s curriculum and any changes in the program.
6. Identifying training needs for Field Instructors and practicum issues which should be addressed by the university.
7. Conferring with the agency about student assignments for the coming year.
8. Preparing the student for the practicum and orienting him/her to practicum instruction through SOWK 388 Field Practicum Orientation.
9. Placing students in a practicum that matches their interest, capabilities, and needed areas for professional growth.
10. Maintaining professional adherence to NASW Code of Ethics through dialogue with students and Field Instructors.
11. Conferring with the student and the Field Instructor about the student’s experience and performance in accordance with the Social Work Department’s educational expectations.
12. Addressing student’s specific learning needs.

13. Meeting with the student in Field Seminar once a week and meeting with Field Instructor once each quarter.

14. Reviewing the Practicum Evaluation with the Field Instructor/student each quarter.

15. Assuring completion of quarterly Field Instructor’s Evaluations of Students and making contributions to quarterly evaluations.

16. Submitting practicum grades in conjunction with evaluations.

17. Addressing problems and/or conflicts between student, Field Instructor or agency and ongoing notification to inform the Department Chair.

18. Coordinating all practicum placement changes as needed.

19. Coordinating the Field Instructor Training and Dinner per year.

20. Planning innovations which will enhance the practicum instruction program.

21. Act as the Keeper of Records of all practicum and Senior records.

22. Revise and/or update the Field Practicum Manual.

23. Evaluating the appropriateness of Agencies for future intern placement.

Field Instructor

Field Instructors who serve in the capacity of social work supervisors - are in most cases professional practitioners holding an M.S.W. degree from an accredited school of social work and have a minimum of 2 years post MSW work experience. A non M.S.W. supervisor may assist in the daily implementation of the learning agreement and will have the title of Task Supervisor. A Task Supervisor must have a BSW (MSW preferred) and at least 5 years of direct practice experience. In most instances, Field Instructors will also be employees of the agency. Practicum instruction must be supplied on a consultative basis or by the Social Work Department if an agency lacks a qualified professional but provides an appropriate internship site. The Field Instructor adheres to the standards and ethics as described by NASW and California Board of Behavioral Sciences.

The emphasis of practicum instruction is on the development of a sound educational experience. In working towards this, the Field Instructor must be an administrator, educator, and supervisor.
Administrative responsibilities of the Field Instructor include:

1. Assigning tasks that best meet the educational needs of the individual student and carries out the function of the agency.

2. Advocating for the student to gain access to learning experiences within the agency and the professional community.

3. Meeting program requirements (i.e. consulting with Coordinator of Field Education, attending meetings for Field Instructors, writing evaluations on student performance, and submitting a suggested letter grade).

4. Keeping the Coordinator of Field Education informed about the student's on-going progress and raising questions/concerns as needed via telephone or e-mail contact. Field Instructors agree to document such concerns.

5. Providing feedback to the Department about various components of the curriculum.

6. Evaluating the appropriateness of the placement for future use.

Document and forward a copy to the Coordinator of Field, any concerns warranting negative action (e.g. write-up, withdrawal of assigned duties, address of insubordination, etc…) against a students’ behavior, poor demonstration of skill, critical incident, breach of professional ethics, reprimands, unprofessional incidences, or other circumstances of concern to the agency or it’s clients. Any action taken must be preceded by clear documentation that highlights the concern addressed to the student, a plan of corrective action discussed with such student, and student’s response to the plan of correction. Final acceptance of a plan of corrective action will occur after the Field Instructor, Coordinator of Field and Student Intern have met and discussed fully, the concern incident or behavior. Any further action needed, (e.g. termination of field placement) will follow the policy set forth below under Termination of Field Placement.

Educational responsibilities within the agency include:

1. Assuming overall responsibility for the student's educational experience at the placement.

2. Assessing the internship educational needs of the student.

3. Establishing with the student learning objectives that address the student's professional learning needs.

4. Making appropriate learning experiences available to the student in relation to the educational assessment.

5. Helping the student to integrate theoretical knowledge and previous experiences with present practice at the internship.
Providing an educational climate and tasks that challenges the student to expand professional skills, knowledge, and values, as well as provide a consistent work space for the student intern.

Supervisory responsibilities include:

1. Orienting the student to the agency, its history, function, policies and procedures and target populations.

Informing student about the strengths and growth areas of the agency and the community's services delivery system.

3. Working closely with students in the actual delivery of services (e.g. mentoring, modeling, role playing, guiding, directing and providing effective, timely feedback on demonstrated knowledge and skills). This includes on-site supervision of interns at their assignment sites by the Field Instructor or Site Supervisor. Students are not to independently work with clients with limited, inconsistent or irregular access to their Field Instructor or site supervisor. Students are to have access to a seasoned professional for guidance, instruction and if needed, to defer a case to such professional when the demand for work exceeds their burgeoning skill set.

4. Integrating the student's work with that of agency personnel.

5. Scheduling the student's work week and assisting student in meeting professional responsibilities and using time appropriately. Students and supervisor negotiate internship times based on the student’s existing class and work schedule.

6. Providing weekly scheduled supervision with the student as protected time for teaching, educational support, mentoring and administrative supervision.

7. Providing written feedback and signature on the Weekly Field Practicum Time Sheet submitted by student on a weekly basis. (Time sheets must be signed by the Field Instructor or assigned Site Supervisor). Timesheets will not be accepted without a signature.

8. Addressing any problem or conflicts with student directly, using appropriate social work skill and ethics. If the Field Instructor is unsuccessful in bringing about a satisfactory resolution, the Instructor will then contact the Coordinator of Field Education for consultation, and provide written documentation of such concerns to the coordinator. Any further action needed, (e.g. termination of field placement) will follow the policy set forth below under Termination of Field Placement.

1. Adhering to the standards and ethics as described by NASW and the California Board of Behavioral Sciences.
Student Responsibilities

The Social Work Department regards the student as an adult learner, capable of identifying his/her learning needs and shaping the educational process. This philosophy is exemplified by the student's responsibilities within a practicum assignment.

The student's responsibilities include the following:

1. Using the Field Practicum as an opportunity to enrich and extend his/her learnings in the Social Work Department.

2. Assuming professional responsibility and appropriate accountability to the practicum setting for assigned client services and other agency activities, including adhering to a consistent internship work schedule negotiated with the Field Instructor each quarter. Students are responsible for completing field hours within 3 consecutive quarters of the field academic year.

3. Preparing a Field Practicum Learning Agreement at the beginning of each quarter with the Field Instructor and collaborating to revising it as necessary.

4. Participating in weekly supervisory conferences with the Field Instructor as protected time; preparing an agenda, selecting, recording, or presenting material representative of work; sharing reactions to and questions about the practicum experience; advising the Field Instructor of new learning needs; and notifying the Coordinator of Field of on-going lapses of consistent supervisory meetings.

5. Participating in selected agency activities (e.g., staff meetings, conference, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.

6. Obtaining agency approval for the use of all case material or records outside of the agency; maintaining accepted standards of confidentiality.

7. Informing the Field Instructor of classroom assignments that relate to practicum instruction, and sharing material when relevant.

8. Conferring with the Coordinator of Field Education about learning experiences and any problems and/or concerns related to the practicum assignment, both in seminar class or individually as needed.

9. Begin Field Practicum the first week of the fall quarter. If field is not started at this time, student should re-enroll in Field Practicum Orientation and begin placement process again the following Fall Quarter.
10. **Complete and submit** the Weekly Field Practicum Time Sheet (page 60), to Field Instructor for comments and signature and then submit it to Coordinator of Field Education **on a weekly basis**.

11. Turn in all Field Practicum and Field Seminar assignments on due date. If assignments are not turned in on time, this is grounds for failing the course.


13. Address problems or conflicts with Field Instructor directly, using appropriate social work skill and ethics. If the student is unsuccessful in bringing about a satisfactory resolution, the student will then contact the Coordinator of Field Education for consultation. Any further action needed, (e.g. termination of field placement) will follow the policy set forth below under Termination of Field Placement.


**Social Work Department/Agency Responsibilities**

In addition to these specific roles, the Social Work Department and the agency have special responsibilities toward each other.

**The Social Work Department’s Responsibility to the Agency Includes the Following:**

1. Consulting on the assignment of students to the agency to ensure appropriate learning opportunities for students that also fit the agency's service functions.

2. Providing the Field Instructor with information about the student, the curriculum, and school policies; assisting the Field Instructor through consultation and conferences.

3. Designating the Coordinator of Field Education to serve as liaison to the agency.

4. Planning periodic meetings of Field Instructors and faculty to integrate practicum instruction with the total curriculum.

5. Informing Field Instructors of their privileges within the university community (e.g., library use).

**The Agency’s Responsibility to the Social Work Department**

1. Interviewing and accepting students in Field Practicum without regard to age, race, religion, sex, or national origin.
2. Recognizing students as developing pre-professionals who should be assigned to tasks congruent with the mission and curriculum goals of La Sierra University Social Work Department BSW program and are appropriate for a beginning social work practitioner (e.g. secretarial, menial or rote work does not constitute appropriate tasks for a social work intern).

3. Providing a qualified Field Instructor who has sufficient time and resources to develop student learning experiences; preparing and conducting individual student conferences; attending program-sponsored meetings; and preparing quarterly evaluations, and documentation of concerns or issues that arise.

4. Providing adequate facilities and equipment appropriate to the student's needs. Adequate facilities include provision of a dedicated and consistent work space for the student intern to engage in practice activities on behalf of the agency.

VI. Selection and Approval of New Field Practicum Agencies and Practicum Field Instructors

The setting for practicum instruction is a social services agency, program, or department setting. The social services agency supplies the resources for students to engage in social work practice. These include office space, secretarial aids, recording instruments, supplies, etc. Most important, it makes staff resources available for student learning. Students then serve the clientele of the practicum site.

The social services’ setting is perceived as a social system, in which students become members both as students, and as practitioners. They must relate to the essential sub-systems including clients, administrative personnel, educational personnel, practitioners, aids, and secretarial staff.

Teaching is done by a Field Instructor who is an M.S.W., and is typically employed by a social service setting. The setting is selected because of recognized interest in professional standards of practice, an interest in providing quality practicum experience in social work education, and a declared policy of making resources available for educational purposes.

Factors in the selection of an agency for Field Placement are the following:

1. A commitment to professional education as delineated by the mission, goals and curriculum of La Sierra University’s Social Work Department BSW program.

2. Commitment to provide professional social work services to clients as demonstrated by apportioning adequate and stable resources and professional personnel.

3. Willingness to provide adequate personnel in terms of qualifications, time for instruction of students, and continuity of Field Instructors.
4. Willingness to make available to Field Instructors cases, groups, and agency or community projects for selection and assignment to students.

5. Interest in participation in student's research.

6. The provision of adequate office space, clerical aids, and when possible travel reimbursement for the students.

7. Commitment to the NASW Code of Ethics.

Any new practicum instruction setting will need to be approved by the Social Work Department. The Coordinator of Field Education shall provide the program with a completed Field Practicum Setting Information form, as well as written materials/brochures about the setting. The Coordinator of Field Education shall also provide a résumé of the new Field Instructor and a report to the program about his/her obligation, and site visit of the new agency. During the agency visit the Coordinator will inform the setting of the requirements of Field Practicum instruction, and other pertinent matters. This information is then processed within the agency so that it may make a determination about whether it wishes to become a practicum instruction setting.

An available M.S.W. employed by the setting is assigned as Field Instructor of that setting. The Social Work Department reserves the right to accept or decline acceptance of a setting and candidate as Field Instructor. Determination is based upon the evaluation of the setting and the qualifications of the M.S.W. as outlined below and evaluated by the Coordinator of Field Education.

The new Field Instructor is invited to engage in ongoing improvement of his teaching skills through a plan devised between faculty, setting, and instructor. All new Field Instructors are asked to attend group or individual orientation sessions with the Coordinator of Field Education, to discuss the Social Work Department’s and agency’s needs as well as potential problems and difficulties they may encounter.

It is essential that a social worker with at least a master's degree from an accredited School of Social Work and two years of experience in order to oversee and monitor the Field Practicum. If such a person is not available to the host agency, arrangements may be made with other consultants or the Social Work Department to provide this educational component. In those instances a Task Supervisor will be identified by the agency to oversee the student’s activities which are congruent with the Practicum goals and objectives. However, responsibility for the student’s field instruction and evaluation will remain with the provided Field Instructor.

Factors in selection of Field Instructors:

1. Possession of the M.S.W. degree from an accredited school of social work.
2. A sufficient background of social work experience to assure security in social work practice (preferably at least six months at the agency and a minimum of two years post-M.S.W. experience).

3. Commitment to the NASW Code of Ethics.

4. Demonstrated skill in practice.

5. Conviction about and identification with social work as a profession.

6. Independence, creativity, and flexibility in the use of professional self.

7. Knowledge and capacity to deal with the following elements:
   a. Students with a wide range of backgrounds and interests.
   b. Institutional structures of a society.
   c. The structure and functions of a particular social agency.
   d. Organization of resources for educational purposes.
   e. Authority inherent in role of educator.
   f. Religious values as they apply to social work practice.
   g. Divergent philosophies of life.

8. Potential for teaching, which includes the following:
   a. **Available one hour per week for supervision of student.**
   b. Ability to conceptualize theory and practice.
   c. Interest in designing and organizing experiences in practicum instruction.
   d. Commitment to increasing knowledge of learning theory and skill in teaching.
   e. Willingness to collaborate with faculty members in the development of the curriculum of the Social Work Department.
   f. Attendance at the various meetings which may be held to enhance field practicum instruction
Field Placement Setting Information

La Sierra University
Social Work Department

(Please Print or Type)
Agency Name ________________________________ Phone ________________
Street Address _______________________________________________________
City __________________________ State ________ Zip ___________________
Agency Director ________________________________ Phone ________________
Email __________________
Field Instructor ________________________________ Phone ________________
Email __________________
Task Supervisor ________________________________ Phone ________________
Email __________________

1. Statement of Function:

Clientele Served:

3. Catchment Area:

4. Funding:

5. Years of Service __________

6. Total Number of Staff in Agency, Office, or Department ________________

7. Days and Hours of Operation:

8. Learning Experiences Offered:
9. Type of Supervision (Degree/Experience):

10. Project/Research Possibilities:

11. Student Office Space: (Please describe):

12. Travel Reimbursement Available?__________

13. Student Stipend Available: Yes___ No___ Amount________

14. Evening or Weekends Placement Opportunities? Yes ____ No. ____
   Please describe and note hours:

15. Please check the specific focus of the agency program and services:
   ___ Aging ___ Medical ___ Chemical Dependencies
   ___ Child Welfare ___ Mental Health ___ Developmental Disabilities
   ___ Criminal Justice ___ Social Services ___ Family Services
   ___ Health ___ School Social Work ___ Multi-Ethnic

16. Student Training/Orientation Offered – Specify

17. Opportunity for Individual Experience _____ Family Experience _____ Group Experience _____
   Community Organization _____ Organizations/Administrative _____
   Policy Experience _____ Casework Experience _____ Clinical Experience _____
Field Instructor Profile
La Sierra University
Social Work Department

Please fill in this sheet carefully as it will be used in compiling data for our Social Work Department

Date: __________________________

Name ____________________________ Phone _____________________

Email ____________________________

Title _______________________ Degree ___________ Graduate School Year ___________

Name of Agency _________________________________________________________________

Years at Agency ________________ Years of Previous Experience _____________________

Agency Address:

Position in Setting _______________________________________________________________

Setting Director _________________________________________________________________

Contact Person _________________________________________________________________

EDUCATION

School (Most Recent First)      Degree      Date      Major

I will be the Primary Field Instructor of a B.S.W. student for the first time: Yes ____ No ___
If no, please list prior Field Instruction experiences:

S. W. Program      Field Agency      Year      No. Supervisees      School/Program


OTHER SUPERVISORY EXPERIENCES (SOCIAL WORK)

<table>
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<tr>
<th>Agency</th>
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<th>No. Supervisees</th>
<th>Educational</th>
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</table>

COURSES IN SUPERVISION COMPLETED

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<tr>
<th>COURSE TITLE</th>
<th>INSTRUCTOR</th>
<th>GIVEN WHERE</th>
<th>DATE</th>
</tr>
</thead>
</table>

AREAS OF SPECIALIZATION:

RESEARCH EXPERIENCE:

PUBLICATIONS/TEACHING EXPERIENCE:

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

ATTACH RESUME

If assigned a student, I agree to abide by the field instruction criteria of the La Sierra University Social Work Department. I agree to uphold the rules and responsibilities outlined in the Field Practicum Manual and the NASW Code of Ethics.

Signature_________________________________________ __

Date _____________________________________________ _
Statement of Understanding between the Social Work Department and
Affiliated Field Instruction Settings

La Sierra University
Social Work Department

I. Preamble

Inasmuch as the Social Work Department and many community settings share common interests about the value of field experience in social work education, and since students register for and receive college credit for agency-supervised practicum education, this letter of understanding delineates areas of responsibility for both department and field practice settings.

II. Understanding

A. The Social Work Department (Department) will, through faculty consultation and the Coordinator of Field Education, carry out the functions and responsibilities specified in the following areas.

1. Placement of Students
   a. The Department will confer with the setting about numbers and types of students it might accept for placement, the nature of setting program needs, and its expectations of students in meeting those needs.
   b. The Department will screen students carefully and endeavor to make appropriate placements.
   c. The Department will provide the setting with appropriate information about each student’s professional interests and background.
   d. The Department will ensure that liability coverage for students enrolled in field, remains in effect for the duration of the academic year.

2. Consultation to Agencies and Field Instructors
   a. The Department will designate a Coordinator of Field Education.
   b. The coordinator will carry out such responsibilities as:
      (1) Providing information on Department educational and curricular objectives;
(2) Reviewing, with the Field Instructor, student progress and problems;
(3) Sharing instructional materials;
(4) Assisting or facilitating the development of educational programs in the agency as these relate to students.

3. Support Services

a. The Department will provide the Field Instructor with access to instructional materials.

b. The Department will provide opportunities, such as workshops and training sessions, to assist Field Instructors to develop professionally as social work educators.

c. The Department will provide the Field Instructors with University Library privileges.

B. The setting will provide practical Social Work learning experiences in congruence with the mission, goals, and curriculum of the La Sierra University Social Work Department.

1. Placement of Students

a. The setting will complete and submit Field Placement Setting Information Form and Field Instructor Profile Form (including résumé for Field Instructor).

b. The agency reserves the right to interview and approve students proposed for placement consistent with agency and University policies or nondiscrimination with regard to race, color, creed, sex, physical disability, and national origin.

c. The number of hours spent by the student in the agency is determined by University credit requirements. Specific scheduling of the hours is negotiable between the student and agency.

d. The setting adheres to the NASW and the California Board of Behavioral Sciences Code of Ethics.

e. The agency will designate, with the Department’s concurrence, a qualified staff member who will serve as instructor and/or, if necessary, task supervisor who will comply with Field Instructor requirements as listed in the following:

2. Field Instructor will:

a. Plan with agency staff the duties and assignments of students, including their attendance at selected agency meetings or conferences.
b. Provide a **minimum of one hour of weekly** scheduled and additional task supervision as necessary.

c. Assist the student in the development and application of learning objectives.

d. Provide written feedback and verification of hours on student’s practicum time sheets. Also provide on-going feedback directly to students throughout each quarter.

e. Provide quarterly evaluations of students.

f. Adhere to NASW and California Board of Behavioral Sciences Code of Ethics.

3. **Support Services**

a. The setting will provide reasonable office space, conference room, and support services for participating students.

b. The setting will allocate reasonable time to Field Instructors and Task Supervisors to carry out their educational responsibilities.

The setting retains full responsibility for client services and for establishing standards for the quality of services rendered by students placed within the agency. As such, the agency will maintain administrative and professional supervision of student insofar as their presence affects the operation of the agency and/or direct or indirect services to clients.

This statement of understanding may be terminated or amended by mutual agreement, and shall be subject to annual review.

________________________________________________
Agency Name

____________________________________     _________ __________________________
Agency Director   Date        Sibyl Beaulieu, MSW, LMSW
Coordinator of Field Education

(Adapted from material developed by Walla Walla College Department of Sociology, Social Work and Human Services)
### VII. Field Practicum Orientation
#### Senior Field Practicum Application Form

La Sierra University Social Work Department

**STUDENT APPLICATION INFORMATION**

Name: _____________________________________________ ________________________

Address: ___________________________________________________________________

Telephone: _________________________ Social Security Number ____________________

Date of Birth __________ Gender _____ Expected Graduation Date: ____________________

Valid California Driver’s License? __________ Give Number: _______________________ 

Do you have access to a car? Yes _____ No _____ Insured? Yes _____ No _____

List all languages you speak: ___________________________________________________________________

List all social work classes taken & grade received:

<table>
<thead>
<tr>
<th>Social Work Class</th>
<th>Taken: Y or N</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>204A Intro to Social Work Department</td>
<td></td>
<td></td>
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<tr>
<td>204B Fields of Practice</td>
<td></td>
<td></td>
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<tr>
<td>204 C Case management</td>
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<td>214 Intro to SOWK Practice I</td>
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<td>215 Intro to SOWK Practice II</td>
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<td>405 Social Welfare Policy</td>
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<td>252 Understanding Research Methods</td>
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<td>311 HBSE I</td>
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<tr>
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<tr>
<td>315 Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>316 Communities &amp; Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>317 Children &amp; Families</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At what agency or in what kind of agency are you interested in interning? List 3 choices in order of priority.

1. _______________________________________________ _________________________

2. _______________________________________________ _________________________

3. _______________________________________________ _________________________

Explain at some length your future goals in social work.

Prioritize 1, 2, and 3, the following considerations in determining the suitability for your placement:

Kind of setting desired _____
Distance traveled to setting _____
Paid setting _____

Confidential Personal Information

All information given in this area is confidential. This document is placed in a specific student file, administered by the Coordinator of Field Education and kept in a secure file cabinet. There is no public access to these records and all confidentiality laws apply to this information including the standard exceptions to confidentiality. This is your opportunity to discuss any personal issues, circumstances or concerns, in your own voice. This information will not be disclosed to prospective internship agencies. There is an expectation however, that students will share their story with their field instructor to insure the agency is making an informed decision regarding student placement. However, this information is YOUR story to tell.

Explain briefly, any social, cognitive, emotional or situational concerns that could interfere (or has the potential) with your ability to fulfil your duties as an intern or complete field.

(e.g. a recent victim of domestic violence; recently survived a sexual assault; a recent victim of a violent crime; a significant historical experience that is unresolved and remains a present emotional trauma for you; a neurological disorder that alters your state of consciousness, a physical illness that requires treatment which alters your mood, physical strength, response or cognition, etc…)}
Is there a historical or current medical diagnosis (either physical or mental) that places you at risk of being unable to participate or complete field? Please explain briefly.

Briefly explain any past, current or pending criminal charges or convictions involving harm to a child, elderly person or of a violent or sexual nature and describe any populations of clients you are prohibited by law from working with?
Dear __________, Field Instructor:

Re:

The above student(s) is(are) interested in scheduling an interview with you for the purpose of a possible practicum placement or field placement. She/he will be contacting you for an appointment.

After the interview, please rate the student using the sheet provided and forward to me by _________________. A copy of the student(s) application for Field Practicum and a self-addressed envelope are enclosed.

Sincerely,

Sibyl Beaulieu, MSW, LMSW
Coordinator of Field Education
Field Instructor’s Confirmation of Student Interview

Student’s Name ____________________________________
Field Instructor ____________________________________
Agency __________________________________________

Rating Sheet

I interviewed this student on _______________. The student exhibited the following behaviors for the interview. (Check where applies)

_____ prompt       _____ prepared       _____ engaging       _____professional

_____ I will highly consider accepting this student as a social work intern for the next school year.

_____ I will accept with some reservations. (Please specify)

_____ I will not accept this student. (Please give a brief explanation of reasons)
Student Notification of Placement Interviews

(Given to student after they have returned Field Application by week 5 of Spring Quarter.)

Dear ______________________________________:

You have been assigned the following agencies to contact for an interview for possible field practicum internship.

These agencies were selected based on interest stated on your Senior Field Practicum Application.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Field Instructor</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._________________________</td>
<td>______________________</td>
<td>___________</td>
</tr>
<tr>
<td>2._________________________</td>
<td>______________________</td>
<td>___________</td>
</tr>
<tr>
<td>3._________________________</td>
<td>______________________</td>
<td>___________</td>
</tr>
</tbody>
</table>

It is your responsibility to contact the Field Instructor to schedule the interview. A résumé should be taken to the interview.

All interviews must be completed by _______________. If a field practicum is not secured before the end of Spring Quarter, student will restart this process during Spring Quarter of the next academic year; therefore delaying field practicum placement until fall of the following year.

Sibyl Beaulieu, MSW, LMSW
Coordinator of Field Education
Student Confirmation of Field Practicum  
(To be given to student by week 9 of Spring Quarter.)

Dear ____________________________:

You were selected by the following agency to complete your social work field practicum internship:

____________________________________________________________________________________

Please arrange to meet with Coordinator of Field Education and Field Instructor, at

____________________

____________________________________________________________________________________ during the week of June______________ to confirm your start date, your schedule, and where to report.

Sibyl Beaulieu, MSW, LMSW  
Coordinator of Field Education
Field Instructor Notification of Placement
(To be mailed to Field Instructor by week 9 of Spring Quarter.)

Dear _________________________________, Field Instructor:

Thank you for your cooperation in this process. The following student(s) will be assigned to you:

Name _____________________________________. Phone # _______________________

Name _____________________________________. Phone # _______________________

He/she will make an appointment for the three of us to meet next week. At our meeting I ask that you come prepared with the following:

1. Suggested days covering 16 hours a week for the student to be at your field site.
2. Identification of and attendance at the meeting of whomever will be serving as Field Instructor and/or Task Supervisor, and contact person if other than yourself.
3. General information about your program relevant to the student’s placement.
4. Description of the specific role the student will play.
5. Personnel and orientation requirements, including health screening, background check, dress code, conduct standards, and any other relevant information.

Additionally, we will address any questions or issues relevant to the placement.

The student’s practicum is scheduled to begin the week of Sept. _____, 20__. The student will contact you to reconfirm two weeks prior to the start date that is agreed upon at our meeting. If you need to contact the student before that, feel free to do so.

If for some reason you are unable to keep your commitment to this (these) student(s), or changes have occurred, please contact me as soon as possible at 951-785-2917 work, during the summer.

Thank you very much for providing this student at La Sierra University, Social Work Department, with the opportunity for this learning experience.

Warm regards,

Sibyl Beaulieu, MSW, LMSW
Coordinator of Field Education
VIII. The Field Practicum Learning Agreement

General Information

Developed by the student and the Field Instructor in consultation with the Coordinator of Field Education, the Learning Agreement makes explicit what the student’s learning focus will be. The Field Practicum Learning Agreement helps the student and Field Instructor identify individual learning objectives and experiences that will allow the student to meet those objectives. These objectives and experiences should reflect the operationalization of the Practicum goals as listed under the Levels of Learning in the Field Practice Evaluation form. (see Chapter VI)

The Field Instructor uses the Learning Agreement to decide which of the agency’s educational opportunities (cases, projects, meetings, etc.) is the most appropriate for the student’s current objectives and beginning professional skills. The Learning Agreement can be modified as objectives are achieved, new needs emerge, or additional practicum experiences (activities) become available. By using the Learning Agreement in this way it becomes one of the major tools for evaluating the student’s progress towards meeting his/her learning objectives.

The Learning Agreement is developed at the beginning of every quarter. The Learning Agreement Schedule of Events (next page) shows the approach commonly used to develop the Learning Agreement. The student’s needs and the Field Instructor’s observations and ideas will help the student develop the first draft of the Agreement. Once the Agreement is completed, it is typed on the form in this section and final copies are submitted, approved and signed by the student, Field Instructor, and Coordinator of Field Education.

Learning Agreement Schedule of Events

This process is repeated for each quarter the student is in Practicum.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Frame</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Agreement discussed in Field Seminar</td>
<td>1st Week</td>
<td>Takes place at beginning of each quarter</td>
</tr>
<tr>
<td>Student develops a rough draft of learning objectives and activities with the help of Field Instructor. This is turned in to Coordinator of Field Education during Field Seminar and returned to student for completion of final draft.</td>
<td>2nd Week</td>
<td>Field Instructor and Coordinator may add or delete based on their assessment of student skills and availability of activities within the agency.</td>
</tr>
<tr>
<td>Student, Field Instructor and Coordinator of Field Education meet to review and sign learning agreement.</td>
<td>By 5th Week</td>
<td>Takes place only in Fall Quarter at practicum agency. In Winter and Spring quarters no meeting takes place, but Learning Agreement is to be signed by 3rd week.</td>
</tr>
</tbody>
</table>
Learning Agreement is used by Field Instructor to evaluate student at end of the quarter along with time sheets and other evaluations. These instruments are then transmitted to student’s file at Social Work Department. By 10th Week Field Instructor and student meet with Coordinator of Field Education to share and sign evaluations.

Field Practicum Activities and Assignments

Each agency should also develop for the student a specialized set of activities and assignments which are germane to each agency setting. These activities and assignments should provide an opportunity for the student to practice a specific concept or skill. The following questions are useful guides to assess the value and relevance of these:

-- What is the **purpose** of the activity? Will it give the student an opportunity to practice the kind of behavior implied by the learning outcome?

-- Does the activity **build upon** or encourage the student to **examine** knowledge or skills brought from past experience? Learning is incremental—a process of growth. A learning activity needs to be appropriate to the student's present attainments.

-- Does the activity **challenge** the student's interest and provide **satisfaction** in carrying it out? (Doing what one is familiar with or going through the motions with "busy work" does not put many demands on the student to increase competency).

-- Is there a balance between **observational** and **participatory** activities? It is important to provide ample opportunity for the student to put theory into practice.

-- How **feasible** is the activity? Once an activity is begun, there should be sufficient agency resources to assure its completion.

-- Does the activity give the student opportunity to increase **independent performance**? Activities should permit the student to progress from supervised to self-directed practice.
Instructions for Completing B.S.W.
Field Practicum Learning Agreement

Description of Terms:

1. **Student Learning Outcomes**: Statement of intended accomplishment of knowledge or skills drawn from Social Work Department and practicum goals. Learning objectives and action steps need to be carefully planned and stated because they become the yardstick by which the student’s performance is measured.

**Student Learning Activities (action steps)**: Specific, short-term tasks which, when completed, will lead to accomplishment of learning objectives. There may be more than one action step to each learning objective. These are to be written in measurable terms linked to objectives.

**Target Date**: The date when student anticipates accomplishing the learning objective.

**Evaluation**: Nos. 1-5 = levels of competence in practice. Please refer to page 96 for instructions on rating.

This scale can also be found on the Field Practicum Evaluation Form in the evaluating student performance section.

**Rating Student Progress**.

The rating scale printed on the Learning Agreement and Practicum Evaluation form has five points to allow for variation in performance. The standard of measures used to anchor the end and mid-points on the scale reflect the student's progress toward self-directed practice. The following figure illustrates this scale.

### PRACTICUM EVALUATION SCALE

<table>
<thead>
<tr>
<th>1-Does not meet expectation</th>
<th>2-Beginning</th>
<th>3-Developing</th>
<th>4-Proficient/Competent</th>
<th>5-Accomplished/Mastery</th>
<th>Score</th>
</tr>
</thead>
</table>

If the student does not agree with either the ratings or the content of the narrative summary, he/she should still sign the Practicum Evaluation to indicate that it has been read. The student may attach a brief statement explaining why he/she disagrees with the Field Instructor's judgments. These differences of opinion should be discussed with the Coordinator of Field Education.
(SAMPLE)
B.S.W. Field Practicum Learning Agreement

Student __________________________
Quarter ________________Year_______

(Student objectives, activities, and target date)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Student Learning Activities</th>
<th>Target Date</th>
<th>Score No.</th>
<th>Evaluation Comments</th>
</tr>
</thead>
</table>
| A. Demonstrates understanding of the philosophy & history of social work as it applied to the Agency setting. | 1. Inquire as to history & philosophy of setting during orientation.  
2. Identify history & philosophy of services to setting population in local community and state.  
3. Research history & philosophy in social work literature in delivering services to client population. | Oct. 5      | 2         | Student demonstrated an initial understanding of the history and development of the agencies practice in the local area.                              |
|                          |                                                                                          | Oct. 12     |           |                                                                                                                                                    |
|                          |                                                                                          | Oct. 25     | 2         | Student demonstrated beginning knowledge of how to access information about the agency, showed initiative in asking for existing agency documentation and questioning agency directors on their knowledge of agency history and services in the local area. |
|                          |                                                                                          | Nov. 1      | 2         | Student demonstrated beginning knowledge in compiling an adequate reference list of resources to complete this task.                                |
|                          |                                                                                          | Nov. 8      |           |                                                                                                                                                    |
| B. Engage client in an effective manner. | 1. Review coursework on effective client engagement skills.  
2. Utilize specific engagement skills with 6 clients.  
3. Receive feedback from supervisor as to effectiveness of engagement skills. | Oct. 5      | 3         | Student shows developing skills in engaging, showing warmth, developing rapport and being non-judgemental with clients. Student is comfortable with actively listening to clients, maintaining eye contact, asking relevant questions and setting a tone that is relaxed and welcoming. |
|                          |                                                                                          | Oct. 12     |           |                                                                                                                                                    |
|                          |                                                                                          | Oct. 19     | 3         | Student will grow more competent from incorporating a greater range of engagement skills,(e.g. reflecting, rephrasing, summarizing and using empathetic statement), as he/she continue to learn to engage clients. Student is open and incorporates feedback about strengths and areas of growth. |
|                          |                                                                                          | Oct. 15     |           |                                                                                                                                                    |
|                          |                                                                                          | Nov. 1      | 3         |                                                                                                                                                    |
|                          |                                                                                          | Nov. 8      |           |                                                                                                                                                    |

Student __________________________
Quarter ________________Year_______

B.S.W. Field Practicum Learning Agreement
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Student Learning Activities (Assignments)</th>
<th>Target Date</th>
<th>Score No.</th>
<th>Evaluation Comments</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICUM EVALUATION SCALE**

1-Does not meet expectation | 2- Beginning | 3- Developing | 4- Proficient | 5- Accomplished | Score |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Submission of Weekly Field Practicum Time Accrual

Field hours are to be submitted on a weekly basis. Field time is counted from Sunday through Saturday of each week, beginning with the first week of school in September. All timesheets must be submitted by Friday of each week. Late submission of timesheets will impact the student’s overall grade.

Field practicum hours are accrued by clock hours that have actually been worked. No hours will be ascribed to a student for time they have not spent in field practicum; this includes school and agency holidays. Time missed due to illness, holiday time off or agency furlough must be made up during the concurrent quarter of practicum.

Students must accrue 160 hours of field time for each concurrent quarter. Any overages of field hours accrued during an individual quarter will be banked for that student by the Field Coordinator. Should the student experience a catastrophic event during the following quarter (e.g. significant illness in excess of a week, serious injury due to accident, death of a significant family member or serious illness of a significant family member where the student provides caregiving and is absent from field) – the Field Coordinator has the discretion to apply those banked hours toward the student’s current quarterly hours, to offset the disruption of hourly accrual.

Weekly Field Practicum Time Sheet

This form is to be completed by the student and signed by the Agency Field Instructor each week. It is to be submitted and reviewed by the Field Placement Coordinator on a weekly basis.

<table>
<thead>
<tr>
<th>DATE</th>
<th># OF HOURS</th>
<th>QUARTER (e.g. Fall…)</th>
<th>STUDENT’S NAME</th>
<th>SUPERVISOR’S SIGNATURE</th>
</tr>
</thead>
</table>

List cases/activities worked on this week with their presenting problems.

How did you address the issues/What did you accomplish?

What significant issues did you address/encounter?
What did you professionally and personally learn?

Agency Supervisor comments:
IX. Evaluating Student Performance

General Information

The ongoing evaluation of a student's performance is an integral part of the Field Instructor's responsibilities. During their weekly conferences, the Field Instructor can help the student identify performance strengths and areas of needed growth, evaluate progress towards achieving learning objectives, and demonstrate professional responsibility. The formal evaluation conference at the end of the quarter can be used to summarize the student's performance in relationship to the Learning Agreement. It should also provide the student with a clear sense of the direction for future learning activities.

The Field Instructor documents the result of the end-of-quarter conference on the Practicum Evaluation. The evaluation includes the ratings attached to each learning objective, the learning agreement, and a narrative summary of the student's performance for the term. The Practicum Evaluation must be completed and then shared in a meeting with the student at the end of every quarter. The Coordinator of Field Education then meets with the Field Instructor and student where the Practicum Evaluation is shared and signed by the Field Instructor, the student, and the Coordinator of Field Education, who puts a copy in the student's academic file. No grade is assigned until the practicum evaluation is received. Based on the Field Instructor's recommendations, the Coordinator of Field Education assigns a grade for the quarter.

Preparing the Practicum Evaluation

End of Quarter Conference. The Field Instructor's judgment forms the substance of the Practicum Evaluation. However, the evaluation should also include an extensive review of the Learning Agreement and the term's work with the student. The following questions can be used to guide this review.

According to the Learning Agreement, what was the student supposed to learn and do this term?

If it contains clearly written learning objectives, the Learning Agreement can provide a focus for the evaluation process. Similarly, if the Field Instructor and student took the time earlier to discuss or negotiate performance expectations for the objectives, they can avoid misunderstandings during the evaluation phase.

Sometimes Learning Agreements include more objectives or activities than the student can realistically achieve, or planned-for activities have not yet materialized. These are expected variations in practicum instruction that should be allowed for when reviewing the student's performance.

What kinds and sources of information were used to evaluate the student's performance?

The use of several kinds of information from multiple sources can increase the reliability of an evaluation. That is, the Field Instructor can be more confident of the overall evaluation if he or she has assessed the student's progress, using different information collected in different situations.
For example, the student provides information through written reports, case evaluations, and process recordings; verbal briefings and discussions; audio or video recordings; and his/her self-evaluation. In addition the Field Instructor has gathered information by observing the student's conduct in an interview, presentation of a case, or participation in staff meetings. Information can also be collected from other colleagues (e.g., reports from a consultant or other staff members with whom the student has worked, and people from other agencies).

3. **At what level of performance were the learning outcomes achieved?**

Evaluating a student's level of performance requires a decision about how well the student attained agreed-upon learning outcome and judgment about his/her overall performance so that a grade can be recommended. Please carefully read each description associated with the numeric value in the evaluative rubric. The descriptor is designed to help you come to an objective assessment of the student’s performance. Thus, each goal has its own standardized description linked to each rating from 1-does not meet expectation to 5-mastery/accomplished.

**Rating Student Progress.**

The rating scale that is a part of the Learning Agreement and Practicum Evaluation forms has five points to allow for variation in performance. After reading the descriptions associated with each rating from 1-does not meet expectation to 5-mastery/accomplished, determine which rating reflect the student’s actual performance or progress. The standard of measures used to anchor the end and mid-points on the scale reflect the student's progress toward self-directed practice. The following figure illustrates this scale.

**PRACTICUM EVALUATION SCALE**

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Does not meet expectation</td>
<td>2-Beginning</td>
</tr>
<tr>
<td>3-Developing</td>
<td>4-Proficient/Competent</td>
</tr>
<tr>
<td>5-Accomplished/Mastery</td>
<td>Score</td>
</tr>
</tbody>
</table>

*It is not expected nor is it helpful, to rate a beginning practitioner as “proficient/competent” (4) or “accomplished/mastery” (5) when a student is beginning his/her training to be a competent practitioner. A more realistic rating demonstrates effective and useful feedback, (e.g. “beginning” (2) or “developing” (3), and gives a student room to grow.*

If the student does not agree with either the ratings or the content of the narrative summary, he/she should still sign the Practicum Evaluation to indicate that it has been read. The student may attach a brief statement explaining why he/she disagrees with the Field Instructor's judgments. These differences of opinion should be discussed with the Coordinator of Field Education.

**The Narrative Summary.** The last page of the Year End Practicum Evaluation Form provides space for a summary. The following points should be addressed in the narrative:

1. Summary of the student's activities and progress during the term;
2. Description of outstanding performance or strengths;
3. Description of specific areas of needed growth in his/her learning patterns, knowledge, or skills;

4. Changes in the agency that will affect the student's educational experience;

5. Plans for the following quarter, and

6. Other pertinent information.

**Grading.** The foundation upon which a student receives a Field Practicum grade will be the result of the Learning Agreement and the Practicum Evaluation. In accordance with the Field Practicum Manual, Field Instructors make grade recommendations to the Coordinator of Field Education who has final responsibility of assigning the field practicum grade.

In order to incorporate consistency throughout the Social Work major, all Social Work courses are evaluated with the following distribution:

Students must receive a 73% or higher in order to pass all social work classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>

This grading system is associated with the department’s overall evaluative rubric/scale that ranges from does not meet expectation to mastery/accomplished.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not Meet Expectations</strong></td>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Proficient/Competent</strong></td>
<td><strong>Mastery/Accomplished</strong></td>
</tr>
<tr>
<td>62% and below</td>
<td>63-72%</td>
<td>73-82%</td>
<td>83-92%</td>
<td>93-100%</td>
</tr>
</tbody>
</table>

93-100% = this grade is associated with mastery/accomplished. It indicates that students have mastered the knowledge, skills, values or material as proven by their excellence in oral and written work and exemplary performance on exams, tasks, activities. A “93-100” grade shows a superior ability to integrate concepts, theories, discussion points, etc., and apply them to problems and issues independently. **Students in the category demonstrate superior knowledge, skills, and values relating to most of the important concepts, theories, and issues.** The work submitted reflects thought, insight, thoroughness, and superior quality. These students show that they fully understand, integrate, and apply the intellectual universal standards in their thinking, speaking, and writing. Usually, this grade reflects an exceptionally better understanding and demonstration of knowledge, skills and values than most of one's peers. **Students in this category are distinguished in that they far surpass their classmates or cohort.**

83-92% = this grade is associated with proficiency/competency. It suggests that a student has shown a better than average level of knowledge, skills and values relating to important concepts, theories, and issues. Generally, however, the student may need to improve her/his ability to tie things together, i.e., how the parts relate to the whole in the discipline. The works students submit reflect care and
completeness and they consistently use, integrate, and apply the intellectual universal standards in their thinking and writing. Performance on exams, written and oral assignments, tasks or activities reflect proficiency and completeness.

**73-82%** = this grade is associated with development. It indicates that students are at a solid level of knowledge, skills, and values in regards to some essential concepts, issues, and theories. They demonstrate a growing/developing understanding or competency regarding the material. Students at this level may lack specific abilities such as application or integration of concepts, issues, and theory or generalization to new situations on their own. These students show that they have some knowledge and understanding of the intellectual universal standards and integrate them in their thinking, speaking, and writing some of the time. Usually, this grade reflects that a student has met expectations and s/he has a similar understanding and skill as most of his/her peers. Performance on exams, oral and written assignments, tasks or activities reflect that the student is very similar to the norm and s/he operates on the same level as most of his/her classmates or cohort.

**63-72%** = this grade is associated with a beginning level of knowledge, skills, and values. It indicates that while the student has understood some material, there are significant gaps in his/her understanding or skill. Performance on exams, oral or written works, tasks or activities clearly reflects a lack of mastery or competence. Usually this grade indicates that a student is operating at the initial level of mastery or competency.

**62% and below** = this grade indicates that the student has not understood material and has failed to grasp or develop significant knowledge, skills, and values. This grade indicates that a student has not met minimal expectations and is operating at a level that does not meet expectations.

**Unsatisfactory Performance.** The Field Instructor plays a major role in identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. If the student cannot demonstrate some growth in these areas within a reasonable period of time, the Coordinator of Field Education should be notified and appropriate documentation provided. The Field Instructor, Coordinator of Field Education and student should meet to identify those elements of performance that are unsatisfactory and to develop a plan whereby the student can improve. If, after an appropriate amount of time, the student's performance does not improve, a grade of D or F will be assigned.

When a grade of D or F is assigned, these actions must have previously taken place:

--- the student has been adequately notified that their performance is unsatisfactory and such performance improvements have been documented.

--- the areas of professional skill, knowledge, or judgment which are lacking have been clearly defined and a plan of correction documented.

--- the student has had adequate opportunities to achieve effective improvement of performance and
the student has been given adequate supervisory attention/time to improve their performance.

It is the policy of the Social Work Department that a student who receives a grade of D or F in Field Practicum is removed from practicum and evaluated as to his/her need for repeated course work or dismissal from the program. The student's admission to the Social Work Department is rescinded for at least one calendar year; at which time the student may reapply for admission to the B.S.W. program.
LA SIERRA UNIVERSITY
SOCIAL WORK DEPARTMENT
Evaluation of Student’s Practicum Performance

STUDENT NAME _____________________________________

AGENCY NAME _______________________________________

BRIEF DESCRIPTION OF FIELD PRACTICUM: Briefly describe the focus of the student’s learning experience, e.g., populations served, methods of practice used, etc.

PRACTICUM SUMMARY;
   Total Hours:
   Total Hours Completed ______

Instructions: Begin your evaluation with a rating of the student’s personal qualities, and then move to the Levels of Learning listed on the following pages. Your ratings on the Levels of Learning should reflect an objective evaluation of the student’s actual knowledge, skills, & values and not how much you like and value the student as a person. Rate each area associated with the goals in the levels of learning. Use the Practicum Evaluation Rubric (located on pages 6-8) to give a quantitative evaluation of the student’s performance. As you evaluate the student’s year long performance, integrate quarterly performance assessments of learning outcomes. Once you have completed your ratings in the Levels of Learning, give an overall score for each goal on the rubric. Overall scores could be whole numbers or decimals, e.g. 3, or 3.2, 3.7, 4, or 4.5. The final aspect of the evaluation is a narrative that summarizes the student’s progress throughout the year.

RATE STUDENTS PERSONAL QUALITIES

<table>
<thead>
<tr>
<th></th>
<th>Upper 5%</th>
<th>Upper 10%</th>
<th>Upper 25%</th>
<th>Upper 40%</th>
<th>Upper 50%</th>
<th>Lower 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compassion, nonjudgmental attitude</td>
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<tr>
<td>2. Self-confidence</td>
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<td>3. Maturity</td>
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<tr>
<td>4. Creativity</td>
<td>o</td>
<td>o</td>
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<tr>
<td>5. Humor</td>
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<td>o</td>
<td>o</td>
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<tr>
<td>6. Self-motivation &amp; independence</td>
<td>o</td>
<td>o</td>
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</table>

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### Levels of Learning

<table>
<thead>
<tr>
<th>GOAL I – USES A BROAD BASE OF KNOWLEDGE &amp; SKILLS</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONAL KNOWLEDGE:</strong></td>
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<tr>
<td>1. Understands the philosophy &amp; history of social work as applied to setting</td>
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<tr>
<td>2. Understands setting’s fields of practice</td>
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<td>3. Understands setting’s service delivery system &amp; policy issues related to it</td>
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<td>4. Understands that the context of practice is dynamic and knows how to use appropriate knowledge and skills to respond accordingly within the agency</td>
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<tr>
<td><strong>FOUNDATIONAL SKILLS:</strong></td>
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<tr>
<td>5. Applies and integrates critical thinking in every phase of work with client systems</td>
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<td>6. Uses empathy and other interpersonal skills</td>
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<td>7. Develops effective relationships with clients &amp; staff</td>
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<td>8. Communicates effectively in writing, i.e., case notes, forms, process recordings, letters, &amp; agency reports</td>
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<tr>
<td>9. Uses oral communication effectively with supervisor, staff, clients</td>
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<tr>
<td>10. Makes a coherent case summary presentation-includes identifying information problem situation</td>
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<td>11. Effectively organizes work &amp; manages time</td>
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<td>12. Demonstrates professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>13. Attends to professional roles and boundaries</td>
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<tr>
<th>GOAL II – USES THE PLANNED CHANGE PROCESS (GENERALIST INTERVENTION MODEL)</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. Engages client systems of all sizes in a differential &amp; effective way</td>
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<td>2. Effectively assesses client systems of all sizes using appropriate qualitative and quantitative instruments, models, measures, or tools, i.e., the bio-psycho-social-spiritual assessment</td>
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<td>3. Understands the planning process and, with client, develop a mutually agreed-on focus of work and desired outcomes</td>
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<td>4. Develops strategies of implementing evidence-based interventions designed to achieve client goals</td>
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<td>5. Monitors &amp; evaluates client’s progress &amp; intervention effectiveness</td>
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<td>6. Understands &amp; applies principles of termination w/ client</td>
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<td>7. Establishes a process &amp; timetable for follow-up w/ client</td>
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<tr>
<th>GOAL III – UNDERSTANDS HUMAN BEHAVIOR FROM PERSON-IN-ENVIRONMENT PERSPECTIVE GROUNDED IN ECO-SYSTEMS THEORY</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1. Understands and applies conceptual, developmental, and theoretical frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<td>2. Identifies and understands the impact of micro issues on</td>
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</table>
3. Identifies and understands the impact of mezzo issues on client
4. Identifies and understands the impact of macro issues on client
5. Uses tools such as a genogram or eco-map to understand & explain system dynamics

GOAL IV – WORKS WITH CLIENT SYSTEMS OF ANY SIZE
1. Understands the process of case management and applies it effectively with clients
2. Demonstrates knowledge and skills in work with individuals
3. Understands family dynamics & process and uses knowledge to work effectively with family systems
4. Understands group dynamics and process & uses it to lead and facilitate groups
5. Understands organizational context and the full range of generalist social work skills necessary for working in and with organizations to enhance the social welfare of people
6. Demonstrates knowledge and skills needed to engage in social work with communities
7. Displays an awareness of social, economical, & political issues affecting client’s situation & setting’s field of practice

GOAL V – USES CLIENT-CENTERED PRACTICE APPROACHES & STRATEGIES
Knows, understands, and is able to use the following practice approaches:
1. Crisis Intervention
2. Child Abuse Assessment
3. Elder Abuse Assessment
4. Suicide Assessment
5. Domestic Violence Assessment
6. Alcohol & Substance Abuse Assessment
7. Mental Status Exam

Understands & engages in the following practice roles and strategies:
8. Advocacy for client’s rights
8. Coordinating resources to meet client’s needs

GOAL VI – DEMONSTRATES PROFESSIONAL SOCIAL WORK VALUES & ETHICS

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<tr>
<td>10. Educating client with pertinent information</td>
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<td>11. Enabling client to address concerns</td>
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<td>12. Mediating conflicts of client</td>
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<td>13. Problem-solving with client to identify beneficial alternatives</td>
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</table>
### SOCIAL WORK VALUES:

*Knows, understands, & demonstrates the core social work values in relationship to client, setting staff, & collateral contacts:*

1. Service  
2. Social Justice  
3. Dignity & Worth of the Person  
4. Importance of Human Relationships  
5. Integrity  
6. Competency

### ETHICAL BEHAVIOR

8. Demonstrates professional accountability to client, setting, Field Instructor, & university as measured by reliability & completion of assigned tasks  
9. Demonstrates development of professional judgment & decision-making  
10. Uses supervision and consultation to facilitate learning, growth, & development  
11. Has increased level of self-awareness & uses feedback to evaluate practice  
12. Practices personal reflection and self-correction to assure continual professional development & competency  
13. Knows and adheres to NASW Code of Ethics

### GOAL VII – KNOWLEDGE OF AND ABILITY TO WORK WITH DIVERSE POPULATIONS

1. Has an understanding and awareness of the impact that one’s own ethnic, racial, cultural, religious, and gender identity; class & immigration status; sexual orientation, physical, and mental ability; political and national affiliations have on self and clients that differ.  
2. Knowledgeable of and skillful in relating to and working with clients who fall within any of the dimensions of diversity  
3. Understands that as a result of difference a client’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim  
4. Understands how discrimination, oppression, social and economic injustice can affect client systems and advocate for their reversal.  
5. Addresses issues of human oppression, discrimination, and injustice particularly for populations-at-risk (people of color, women, gay and lesbian persons).  
6. Has gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>GOAL I</strong>&lt;br&gt;USES A BROAD BASE OF FOUNDATIONAL KNOWLEDGE</td>
<td>Minimal to no ability to articulate roles, functions, purposes, policies, and service delivery system of practicum setting reflecting an understanding of the profession’s historical development of philosophy applies. No understanding of the dynamic nature of practice contexts and how to use knowledge and skills to respond effectively.</td>
<td>(1)-Does not meet expectation</td>
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<tr>
<td></td>
<td>Inconsistently identifies various roles, functions, purposes, policies, and service delivery system of practicum setting reflecting an understanding of how the profession’s history and philosophy applies. Rudimentary understanding of the dynamic nature of practice contexts and how to respond using appropriate knowledge and skills.</td>
<td>(2)-Beginning</td>
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<tr>
<td></td>
<td>Consistently articulates specific roles, functions, purposes, policies, and service delivery system of practicum setting reflecting an understanding of how the profession’s history and philosophy applies. Displays some understanding of the changing/dynamic contexts of practice and responds planfully using appropriate knowledge and skills.</td>
<td>(4)-Competent / Proficient</td>
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<tr>
<td></td>
<td>Superior ability to articulate relevant roles, functions, purposes, policies, and service delivery system of practicum setting and distinguishing among related practice fields with an in-depth understanding of how the history of the profession impacts upon setting’s practice and purpose. Fully cognizant of the evolving nature of practice contexts and informed and resourceful. Proactively responds from an in-depth repertoire of knowledge and skills to provide relevant service.</td>
<td>(5)-Accomplished Mastery</td>
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<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>GOAL I</strong>&lt;br&gt;USE A BROAD BASE OF FOUNDATIONAL SKILLS</td>
<td>Minimal to no understanding or use of fundamental skills. Has not grasped or developed skills of relationship building and critical thinking, empathy, organization, oral and written communication, maintenance of professional demeanor, roles, and boundaries.</td>
<td>(1)-Does not meet expectation</td>
</tr>
<tr>
<td></td>
<td>Fundamental skills of critical thinking, empathy, relationship building, communication, organization, and maintenance of professional demeanor, roles, &amp; boundaries are used in a rote and inconsistent manner. Skills are superficial or weak.</td>
<td>(2)-Beginning</td>
</tr>
<tr>
<td></td>
<td>Consistent use of some fundamental skills - critical thinking, empathy, relationship building, communication, organization, and maintenance of professional demeanor, roles, &amp; boundaries - in a well-versed or robust manner.</td>
<td>(3)-Developing</td>
</tr>
<tr>
<td></td>
<td>Understands and consistently uses fundamental skills of critical thinking, empathy, relationship building, communication, organization, and maintenance of professional demeanor, roles, &amp; boundaries in a dynamic and integrated manner. Application of skills related to specific personal or professional contexts.</td>
<td>(4)-Competent / Proficient</td>
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<td></td>
<td>Fully developed understanding of fundamental skills. Skills reflect depth and breadth as indicated by differential use of empathy, relationship building, communication, critical thinking, maintenance of professional demeanor, roles and boundaries, and organization skills applied to specific person-situation context. Skills are at a sophisticated level with sensitivity and integration of human diversity and organization dimensions.</td>
<td>(5)-Accomplished Mastery</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>GOAL II</strong>&lt;br&gt;USES THE PLANNED CHANGE PROCESS (GENERALIST INTERVENTION MODEL)</td>
<td>Does not use planned changed process, missing important components of the generalist intervention model (GIM).</td>
<td>(1)-Does not meet expectation</td>
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<tr>
<td></td>
<td>Content areas and tasks of GIM addressed in a rote and elementary level including client strengths and diversity dimensions. Limited ability to use principles &amp; strategies of engagement, assessment, planning, implementation, evaluation, and termination/follow-up.</td>
<td>(2)-Beginning</td>
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<td></td>
<td>Some content areas and tasks of GIM are consistently addressed in a basic dynamic process. Uses a clear, sequential framework for engagement &amp; assessment that considers diversity implications and client’s strengths and set the stage for planning &amp; implementation; some ability to identify and use principles &amp; strategies for evaluation, termination / follow-up</td>
<td>(3)-Developing</td>
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<td></td>
<td>Key content areas and tasks of GIM are known and used in a dynamic &amp; integrated way. Engagement &amp; assessment consistently integrate diversity dimensions and client’s strengths, which set the foundation for a solid intervention plan; implementation process keeps clients focused on tasks. Consistently uses principles &amp; strategies for evaluation, termination / follow-up in an effective and flexible manner</td>
<td>(4)-Competent / Proficient</td>
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<td></td>
<td>Full knowledge and use of GIM in a flexible, dynamic &amp; integrated way. Engagement &amp; assessment reflect depth &amp; breadth as indicated by differential use of skills &amp; tools applied to the specific person-situation. Dynamic, sophisticated formulation fully integrates diversity dimensions, client’s strengths, &amp; a theoretical framework which leads to an effective intervention plan. Implementation process focuses on tasks, clients’ strengths, &amp; adjusted to their needs. Appropriate &amp; differential use of effective principles &amp; strategies for evaluation, termination / follow-up</td>
<td>(5)-Accomplished Mastery</td>
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65
### GOAL III – UNDERSTANDS HUMAN BEHAVIOR FROM PERSON-IN-ENVIRONMENT PERSPECTIVE GROUNDED IN ECO-SYSTEMS THEORY

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<tr>
<th>(1) - Does not meet expectation</th>
<th>(2) - Beginning</th>
<th>(3) - Developing</th>
<th>(4) - Competent / Proficient</th>
<th>(5) - Accomplished Mastery</th>
<th>Score</th>
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<tbody>
<tr>
<td>Lack of familiarity with a theoretical, conceptual, or developmental framework/model/perspective. Minimal ability in recognizing micro, mezzo, or macro issues</td>
<td>Vague communication of theoretical, conceptual, or developmental framework, with very limited ability to apply concepts to generate understanding of individuals or social systems, and their interaction with the environment. Elementary skills in identifying &amp; listing impact of micro, mezzo, or macro issues on clients</td>
<td>Clearly communicates a single theory, perspective, or model with a beginning ability to apply concepts to generate understanding of individuals or social systems during assessment, intervention &amp; evaluation. Able to articulate an understanding of the impact of micro, mezzo, &amp; macro issues on clients. Knows assessment tools that helps explains systems dynamics</td>
<td>Clearly articulates a theory, perspective, or model with a strong ability to apply concepts to understand individuals and social systems, and their interaction in their environment. Beginning ability to critically compare multiple theories and their usefulness for practice. Consistently discusses the impact of micro, mezzo, &amp; macro issues on clients to gain a deeper understanding of transactional &amp; environmental factors. Uses assessment tools appropriately and with flexibility</td>
<td>Superior ability to clearly articulate multiple theories, models, or perspectives and apply concepts to gain understanding of individuals and social systems, and their interaction with the environment. Critically compare multiple theories and their usefulness for practice. Fully cognizant of the range of micro, mezzo, &amp; macro issues that impact clients and understand the dynamic nature of these issues when using them to gain insight into person-situation context. Chooses appropriate &amp; effective assessment tools and knows how to use them differentially</td>
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### GOAL IV – WORKS WITH CLIENT SYSTEMS OF ANY SIZE

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<th>(1) - Does not meet expectation</th>
<th>(2) - Beginning</th>
<th>(3) - Developing</th>
<th>(4) - Competent / Proficient</th>
<th>(5) - Accomplished Mastery</th>
<th>Score</th>
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<tbody>
<tr>
<td>Inconsistent, minimal or no ability to work with a range of client systems. Unfamiliar with case management. Has not grasped how social, political, or economic issues affect clients or practicum setting</td>
<td>Limited ability to engage and assess client systems of all sizes and limited awareness of social, economic, &amp; political issues affecting clients and field of practice area at practicum setting</td>
<td>Have the ability and skill of case management &amp; able to work with a specific client system (an individual, family, group, organization, or community) in a well-versed or robust manner. Recognizes social, economic, and political issues that clients and practicum setting face</td>
<td>Ability to work well with a few client systems &amp; appropriately uses case management. Understands the dynamics of a few client systems and effectively addresses issues/needs in an integrated way. Clearly articulates social, economic, and political issues that impact both clients and practicum setting and identifies strategies for creating change</td>
<td>Exemplary ability &amp; skill of case management. Fully able to work with all client systems-individual, families, groups, organizations, and communities. Demonstrates a vast knowledge of dynamics &amp; issues associated with each client system and addresses them in an effective and integrated way. Is alert to and insightful of social, economic, &amp; political issues that affect client systems &amp; the various fields of practice of the practicum site</td>
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### GOAL V – USES CLIENT-CENTERED PRACTICE APPROACHES & STRATEGIES

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<th>(4) - Competent / Proficient</th>
<th>(5) - Accompiled Mastery</th>
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<tr>
<td>Minimal to not ability to identify or use client-centered practice approaches, roles, and strategies.</td>
<td>Limited ability to identify and use client centered practice approaches that includes crisis intervention; child &amp; elder abuse assessment; suicide assessment; domestic violence assessment; alcohol &amp; substance abuse assessment; mental status exam. Elementary skills in using practice roles, &amp; strategies – advocacy, coordinating, educating, enabling, mediating, or problem-solving</td>
<td>Ability to identify and use one or two client centered practice approaches such as crisis intervention; child &amp; elder abuse assessment; suicide assessment; domestic violence assessment; alcohol &amp; substance abuse assessment; mental status exam-in a well-versed and robust manner. Consistent use of one to two practice roles, &amp; strategies - advocacy, coordinating, educating, enabling, mediating, or problem-solving. Emerging ability to use this knowledge to generate services for clients.</td>
<td>Knows, understands, &amp; uses a variety of client centered practice approaches - as crisis intervention; child &amp; elder abuse assessment; suicide assessment; domestic violence assessment; alcohol &amp; substance abuse assessment; mental status exam- in a differential and effective manner. Consistent use of some practice roles, &amp; strategies - advocacy, coordinating, educating, enabling, mediating, or problem-solving. Able to communicate the necessary steps of the approaches, roles, and strategies and use this knowledge and skills in service to clients.</td>
<td>Demonstrates broad and vast knowledge of all client centered practice approaches, roles and strategies. Knows appropriate circumstances and conditions of use for each approach, role, and strategy. Is able to effectively communicate the necessary steps/ components of each approach, role &amp; strategy and can find and identify existing services and resources for clients. Articulates a sophisticated understanding of approaches, roles, &amp; strategies and effectively use them in the provision of competent service</td>
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<tr>
<td>GOAL VI – DEMONSTRATES PROFESSIONAL SOCIAL WORK VALUES</td>
<td>(1)-Does not meet expectation</td>
<td>(2)-Beginning</td>
<td>(3)-Developing</td>
<td>(4)-Competent / Proficient</td>
<td>(5)-Accomplished Mastery</td>
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<tr>
<td>Does not demonstrate the professional standards of social work in behavior, practice, choices, interactions, or relationships. Minimal to not self evaluation. Has not grasped the importance or value of supervision.</td>
<td>Professional values are identified, but with little integration into practice &amp; with little evidence they inform or guide practice, behavior, or interactions. Lack knowledge of the professional values or only a broad or vague articulation.</td>
<td>Clearly articulates and discusses all professional values. Integration &amp; implementation in practice are consistent. Able to articulate a world view that reflects understanding and importance of integrating values into social work practice, professional relationships, interactions, &amp; choices.</td>
<td>Values are exceptionally well articulated with strong evidence of their commitment to these values in their daily practice. Able to articulate a world view that clearly shows and demonstrates a depth of understanding and appreciation of the importance of integrating values in behavior, choices, interaction, &amp; decisions. Has an exemplary ability to connect professional values to practice and professional relationships.</td>
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<tr>
<th>GOAL VI – DEMONSTRATES PROFESSIONAL SOCIAL WORK ETHICAL BEHAVIOR</th>
<th>(1)-Does not meet expectation</th>
<th>(2)-Beginning</th>
<th>(3)-Developing</th>
<th>(4)-Competent / Proficient</th>
<th>(5)-Accomplished Mastery</th>
<th>Score</th>
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<tr>
<td>Does not demonstrate the professional standards of social work in behavior, practice, choices, interactions, or relationships. Minimal to not self evaluation. Has not grasped the importance or value of supervision.</td>
<td>Ethical standards identified, but with little integration into practice &amp; with little evidence they inform or guide practice, behavior, choices, or interactions. Inconsistent self-evaluation inhibits ability to initiate personal growth plan; does not integrate feedback from supervision into practice.</td>
<td>Professional standards are described, but loosely connected to practice, with some evidence of integration or impact on practice, relationships, behavior, interactions, &amp; choices. Self-evaluation lack depth &amp; breadth which leads to vague identification of areas for personal development; engages in supervision in a superficial fashion, some integration of feedback in practice.</td>
<td>Clearly articulates discusses, and integrates professional standards in practice, relationships, behavior, interactions, &amp; choices; consistently implements them in practice. Engages in ongoing self-evaluation as demonstrated by ability to identify areas for personal development; able to engage in a process of supervision, and integrate feedback in practice.</td>
<td>Ethical standard are exceptionally well articulated with strong evidence of commitment to these standards in daily practice. Standards are used as a foundation for all decisions, behavior, interactions, &amp; choices. Consistently engages in ongoing self-evaluation, actively initiating and seeking opportunities for personal growth. Appropriately uses supervision, and actively integrates feedback in practice.</td>
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<tr>
<th>GOAL VII – KNOWLEDGE OF AND ABILITY TO WORK WITH DIVERSE POPULATIONS</th>
<th>(1)-Does not meet expectation</th>
<th>(2) Beginning</th>
<th>(3) Developing</th>
<th>(4) Proficient/Competent</th>
<th>(5) Accomplished/Mastery</th>
<th>Score</th>
</tr>
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<tr>
<td>Does not demonstrate the professional standards of social work in behavior, practice, choices, interactions, or relationships. Minimal to not self evaluation. Has not grasped the importance or value of supervision.</td>
<td>Limited ability to identify human diversity dimensions and their impact on the working relationship. Little understanding of the impact of oppression and discrimination on human behavior. Limited self awareness regarding biases and personal values in working with diverse groups.</td>
<td>Identifies human diversity dimensions, with some ability to apply knowledge to practice. Has understanding of oppression and discrimination, but limited in articulating how impact human behavior and how to advocate for their reversal. Some self awareness of biases &amp; personal values when working with diverse groups.</td>
<td>Consistently identifies human diversity dimensions, knowledgeable of how differences impact the working relationship, and can integrate knowledge in practice strategies. Identifies forms of oppression and discrimination, impact on human behavior, and knows how to address inequity especially for populations-at-risk. Consistent awareness of personal biases and values when working with diverse groups. Demonstrate a willingness to use supervision to address these issues.</td>
<td>Highly developed human diversity perspective, consistently applying knowledge to social work practice strategies to all clients that has dimensions of diversity. Demonstrates a depth of insight on the forms of oppression and discrimination and can apply a variety of interventions that positively impact human behavior for all diverse groups especially for populations-at-risk. Exemplify significant self awareness of personal biases and values as demonstrated in ongoing transparency of areas of struggles with certain groups and behaviors. Actively explores these areas in supervision and seeks ways to minimize impact on client systems.</td>
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</table>
FIELD PRACTICUM NARRATIVE SUMMARY:

Please provide a narrative of the student’s progress throughout the year. In your narrative, address the following areas:

1. Give a summary of the student’s progress throughout the internship year (from fall to spring);
2. Describe outstanding performance and strengths;
3. Describe specific areas for growth, e.g., learning patterns, knowledge, or skills;
4. Changes in the agency that may have affected the student’s educational experience;
5. Other pertinent information that adds to the overall picture of the student’s experience, growth, & development.

RATE STUDENT’S OVERALL PERFORMANCE

1. Social work knowledge, skills, & values
   Upper 5%  Upper 10%  Upper 25%  Upper 40%  Upper 50%  Lower 50%
   ○       ○       ○       ○       ○       ○

2. Readiness for professional social work practice
   ○       ○       ○       ○       ○       ○

3. Relative to other students (or beginning social work professionals) you have evaluated in the past 1-5 years, where does this student place?
   ○       ○       ○       ○       ○       ○

SIGNATURES:

Student ____________________________________________

Field Instructor ______________________________________

Task Supervisor ______________________________________
   If different from Field Instructor

Coordinator of

Field Education ________________________________

Date ________________________________

Recommended Grade ____________________________
Field Instructor’s Evaluation of Field Experience

Spring 2011

1. Please identify the positive aspects of your LSU Social Work Department field experience.

2. Please address any problematic aspects of your LSU Social Work Department field experience.

3. Please comment on how satisfied/unsatisfied you have been with access to support for orientation, communication, problem-solving and administration as a Field Instructor.

4. Please comment on how prepared you found your LSU Social Work student to be for the Field Practicum and to the degree your student met your expectations as an intern.

5. Please offer any suggestions for improvement that LSU Social Work Department could make in its Field Practicum program.
X. Special Situations

The Work/Study Practicum

It is possible that students can have a practicum placement at the agency that employs them providing the educational experience is "new learning" of knowledge, values and skills. This learning is to be clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented and clearly measurable objectives. The time spent in preparation, performance of activities, supervision and evaluation is counted toward the required hours for the field practicum.

Change in Practicum Placement

Any student enrolled in the The Social Work Department may request change in his/her field practicum when problems unrelated to the student's performance make the continuation in the field practicum an issue.

It is the function of the student's Coordinator of Field Education to determine whether the problem is performance or non-performance. Examples of some non-performance problems are the following:

1. Inadequate agency resources to support Field Practicum.
   
   For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of Field Instructor due to illness, change of jobs, etc.

2. Learning experiences in agency are too narrow.
   
   For example, lack of opportunities to work with individuals, families, and groups or to assume multiple interventive roles: counselor, broker, and advocate.

3. Misplacement error based on paper credentials of students and practicum site.
   
   For example, agency learning experiences are too advanced for the student or the converse. It is more a problem of an unanticipated "mis-match" than a difficulty in student performance.

4. Agency reorganization or change in personnel.
   
   During the academic year the agency substantially changes its administrative structure, or Field Instructor leaves setting, which creates a chaotic situation for the student and adversely affects available learning opportunities.

5. Personality, ethical, or ideological clash between practicum instructor and student.
Sometimes this problem is intertwined with difficulties in student performance. However, in other instances the student and Field Instructor “don't get along” or “don't see things the same way,” and neither one is willing to make the necessary compromises.

Other non-performance types of field practicum problems may be identified, but the above is a sampling of the common difficulties which occur.

**Procedure for Change in Practicum Placement**

If student desires change:

1. Student discusses his/her concerns with Field Instructor.

2. Coordinator of Field Education and student meet to discuss the concerns. Student may prefer bringing his/her academic advisor (or another member of the Social Work faculty) to the meeting if the matter is delicate.

3. Coordinator of Field Education, student, and Field Instructor discuss problem and explore alternative solutions. If a solution is not found within the agency, a decision to terminate the placement is then made by the Coordinator of Field Education with agreement to continue placement until a replacement agency is secured.

4. Student and Coordinator of Field Education explore options of other placements and a decision to place the student is made.

If Field Instructor desires change:

1. Field Instructor discusses his/her concerns with Coordinator of Field Education and provide documentation that supports the Field Instructor’s concerns.

2. After above discussion, the Coordinator of Field Education or Field Instructor will meet with student to discuss concerns and possible solutions.

3. Field Coordinator will discuss the situation with Department Chair.

4. If student is not able to meet agency expectations, it may be grounds for termination from field. Depending on the reasons for termination, the student may be placed at another agency or may need to wait until the next academic year. Termination from a Field Agency must involve a process and should not be a sudden event (unless there is an immediate risk of harm or safety).

**Policy on Special Circumstances**

During the academic school year, students may experience a variety of circumstances impeding their ability to continue on with or complete Field Practicum. These can range from personal
difficulties to extraordinary circumstances. The following sets forth the department’s process of action in responding to such developments:

During application to Field Practicum, students are asked to provide information on any issue (both historic and current) that could impede or prevent student’s participation or completion of Field Practicum. This request includes:

- Recent survival of domestic violence, sexual assault or a violent crime.
- A significant historical experience that is unresolved and remains a present emotional trauma.
- A neurological or mental diagnosis which alters one’s state of consciousness.
- A physical ailment that requires treatment that alters one’s mood, physical strength, response or cognition.
- Medical diagnosis (either mental or physical) that increases their risk of discontinuing or not completing Field Practicum.
- Any past, current or pending criminal charges or convictions involving harm to a child, elderly person or of a violent or sexual nature.
- Any legal prohibition from working with a specific client population (e.g. children).

The Department does not prevent students from engaging in Field Practicum based on a medical diagnosis (either mental or physical), or any of the above-listed issues (certain legal issues may be excepted).

If the student’s ability as an intern is being negatively impacted due to their health concerns or any of the above-listed issues, the Coordinator of Field, Department Chair, Student and Field Instructor will meet to determine if a plan of action will remedy the situation. If it is determined that a plan of action will remedy the situation - part of such plan will require the student to provide documentation from their physician, clearing them to continue in Field Practicum (certain legal issues are excepted).

If a student is unable to continue in or complete Field Practicum due to ineffective performance linked directly to their medical diagnosis or any of the above-listed issues, such student will be released from field and field practicum discontinued. The student will be required to re-register for Field Practicum in the following academic year. This policy is subject to the same appeals process as listed below.

If a student falls under the American’s with Disabilities Act (ADA) and requires accommodations to complete field, such accommodations will be negotiated with the student and Coordinator of Field on a case-by-case determination. Accommodations include extending the time for field internship completion, directed study to complete field internship and individualized scheduling with the Agency (negotiated by the student), to complete field internship. No decrease in the amount of hours required (a total of 480 hours), will be authorized as a reasonable accommodation for any student to complete field practicum.
Termination from Field Practicum

A student will be terminated from the field practicum for a violation of the NASW Code of Ethics, the commission of an illegal act, or engagement of any other kind of violation of professional conduct with clients or co-workers. If a student is not able to meet agency or Social Work Department expectations, it may be grounds for termination from the field practicum. If a Field Instructor (agency) or the Coordinator of Field Education (LSU) believe that termination from field practicum should be considered the following process would be utilized.

The Field Instructor (agency) and the Coordinator of Field Education (LSU) discuss concerns. The Field Instructor will provide the on-going documentation that supports their concerns and evidences their good-faith efforts to resolve the situation with the student through a plan of correction.

The Coordinator of Field Education (LSU) and the Field Instructor (agency) will meet with the student to discuss concerns within 7 calendar days. Immediately after this meeting, the student will be informed by the Coordinator of Field Education and/or the Chair of the Department if the field practicum is suspended during the Termination from Field Practicum process.

The LSU Coordinator of Field Education will discuss the situation with the LSU Social Work Department Chair within 3 calendar days.

The LSU Social Work Chair, Coordinator of Field Education, and the agency Field Instructor, develop an appropriate plan of action that is shared with the student if appropriate.

The LSU Social Work Department Chair and Coordinator of Field Education, in consultation with the Field Instructor and other social work faculty, will make a decision regarding a student’s termination from the field practicum.

The Social Work Department Chair will inform the student in writing within 10 calendar days of the Social Work Department’s decision. If the decision is to remove the student from the field practicum, the reasons for that decision will be stated in this letter, as well as the conditions for readmission.

The outcome of this process may be removal from field practicum with the possibility of entering field the following year, or removal without consideration of reentry. If a student is dismissed from the field practicum without the possibility of reentry, the student is automatically dismissed from the Social Work Department. The Social Work Department Chair will notify the LSU Office of Student Services of the dismissal and both will assist the student in the transition to a new major at LSU.

Appeals Process

The student terminated from the field practicum may enter a formal appeals process. To enter a formal appeal, the student must submit a written statement to the Social Work Department Chair.
within **ten calendar days** of the date of the letter notifying the student of his/her dismissal from the field. In this letter the student must clearly state the reasons for disagreement with the Social Work Department’s decision. The Appeals Committee will meet within **ten calendar days** of the receipt of this letter to review the appeal. The Appeals Committee consisting of all full-time social work faculty members, a faculty member chosen by the student, at least one representative of the Professional Advisory Council, and a representative from the Office of Student Services will invite the student to present his/her case to the committee. The Appeals Committee will once again consider the student’s situation and will reach a decision, giving that decision to the student in writing within **ten calendar days** of the appeal meeting. If the student continues to disagree with the decision of the appeals committee, the student may appeal the decision beginning at Step Three of the Student Academic Grievance as described in the *LSU Student Handbook* and the *LSU Undergraduate Bulletin*.

**Criteria and Procedure for Reinstatement to the Field Practicum**

The following guidelines have been established by the Social Work Department and approved by the Professional Advisory Council on 12/04/02 for the reinstatement to field practicum.

If a student, who had been terminated from the field practicum with the possibility of reentering the following year, would like to be considered for reentry to the field, the student would need to meet the criteria for admission to field practicum outlined in the Social Work Handbook and Field Practicum Manual. This includes the consent of the Coordinator of Field Education. Readmission will be decided on a case-by-case basis and must include the support of the full-time social work faculty. This decision will be based on progress made in the resolution of the original concerns.
XI. Senior Field Seminar

Student Evaluation of Field Experience

La Sierra University
Social Work Department

Student Name _______________________________ Date ____________________

Name and Place of Field Practicum

________________________________________________________________________

Name and Position of Field Instructor and/or Task Supervisor

________________________________________________________________________

(Please use reverse side when necessary)

1. Evaluate the quality and quantity of field supervision focusing on assets and deficits. What suggestions or recommendations would you have to improve supervision in this particular placement?

Assess your field experience in regards to the following areas:

   A. Variety of exposure to a broad spectrum of social work experience.

   B. Accessibility to a variety of input from staff members.

   C. Amount of structure and flexibility in work schedule and field instruction for a positive learning experience.
D. Opportunity for application of theory and practice in social work principles and concepts.

E. Field Instructor’s teaching and application of theory to practice.

F. Your suggestions of improving academic curriculum to give optimum preparation for your field experience.

G. Did you model yourself after anyone at your agency? Explain or describe how.
3. How has your field internship helped you grow as a professional (Be specific).

4. In light of your above answer, what continues to be your areas of strength and needed
growth? Be specific. Describe your plan to address areas of needed growth?

5. Specify what you found most valuable about interacting with your Field Instructor and/or
   Task Supervisor. Discuss those aspects of their supervision that can improve?

Specify how your field experience has prepared you for practice or graduate school.
Be specific in your answers. Are there any aspects of your experience you feel did not prepare
you for practice or graduate school? Explain.

Would you recommend using this agency again for future students? Yes ___ No___.
Please fully explain your answer, giving a rationale for your response.
### XIII. Field Agencies (2010-2011)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Information</th>
<th>Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inland Multicultural Counseling Services</td>
<td>Jewel Thompson, LSCW&lt;br&gt;951-202-2134 (cell)&lt;br&gt;<a href="mailto:Jthom0504@sbcglobal.net">Jthom0504@sbcglobal.net</a></td>
<td>Margarita Gomez</td>
</tr>
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<td></td>
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<tr>
<td>California Family Life Center</td>
<td>Arelis John Martinez, LCSW&lt;br&gt;(909) 252-4043&lt;br&gt;<a href="mailto:ajmartinez@dbh.sbcounty.gov">ajmartinez@dbh.sbcounty.gov</a></td>
<td>Dane Beckford</td>
</tr>
<tr>
<td></td>
<td>Betina Scott, MSW, ACSW&lt;br&gt;(Site Supervisor)&lt;br&gt;(951) 929-0101&lt;br&gt;<a href="mailto:neuenswander@roadrunner.com">neuenswander@roadrunner.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephanie Johnson</td>
</tr>
<tr>
<td>United Connections FFA</td>
<td>B.J. Singleton, MA&lt;br&gt;(951) 358-0800&lt;br&gt;<a href="mailto:unitedconnections@sbcglobal.net">unitedconnections@sbcglobal.net</a></td>
<td>Laura Torres</td>
</tr>
<tr>
<td>Riverside City College District</td>
<td>John C. Sousa. Director&lt;br&gt;(951) 222-8445&lt;br&gt;(951) 445-7662 (cell)&lt;br&gt;<a href="mailto:john.sousa@rcc.edu">john.sousa@rcc.edu</a></td>
<td>Angelica Castrejon</td>
</tr>
<tr>
<td>Riverside City College District Independent Living Program</td>
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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.2

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, 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.

These six value elements reflect the National Association of Social Workers Code of Ethics.

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.

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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.

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 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; and
• 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, 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 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 2.1.9—Respond to contexts that shape practice.
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 2.1.10(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. 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, 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.
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.5


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.

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 postbaccalaureate or postmaster's 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.
XV. Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

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

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).

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.

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.

Importance of Human Relationships

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

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

**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.

**Competence**

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

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

**Ethical Standards**

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

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

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

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.