FIELD PRACTICUM MANUAL

Social Work
BSW Program

Brigham Young University-Idaho

2010
Brigham Young University-Idaho
Social Work Field Work

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A. **PURPOSES AND OBJECTIVES:  Accreditation Standard 2.1.3**

The purpose of the two-semester field experience (500 clock hours), is to provide the opportunity for students to apply cognitive learning to practice in an agency setting and to develop competencies/skills which integrate and focus the various dimensions of the helping process for poor, physically or emotionally ill, abused or impaired children and families in a variety of cultures.

As students move through successive stages of personal development toward becoming professional social workers, they are expected to engage in a process of self-evaluation which develops self-awareness and facilitates self-acceptance in the professional role.

The field practicum serves as an integrative tool for the BSW curriculum. Through the provision of services to client systems, the students apply the knowledge, skills, attitudes and values they have learned in the classroom and the skills laboratories. Through the field practicum experience, they are expected to develop an identification of self as a professional social worker with a generalist orientation. The specific program objectives/competencies for the practicum are listed below.

As a result of engaging in field practicum placements serving individuals, families, and children, students will:

**Objectives/competencies: 2.1.2**

1. Prepare students to be Professional Workers by learning to act rather than be acted upon as demonstrated by students:
   a. Advocating for client services,
   b. Practicing reflection and self correction while attending to professional roles and boundaries,
   c. Demonstrate good general communication skills,
   d. Demonstrate professional demeanor in behavior, appearance, learn to apply skills in a variety of professional situations and contexts.
   e. Demonstrate professional respect, knowledge, and skills
   f. Demonstrate an appreciation for the historical underpinnings of the Social Work Profession.
   g. Using consultation and supervision appropriate to social work practice. Develop professional respect, knowledge and skills.
2. Students will understand and apply social work professional values, ethics, and principles to social work practice as evidence by:
   a. Recognizing and managing personal values in a way that allows professional values to guide practice.
b. Making ethical decisions by applying to NASW Code of Ethics
c. Tolerating ambiguity in resolving ethical conflicts
d. Applying strategies of ethical decision making (reasoning) to arrive at principled decisions.

3. Students will use critical thinking skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge as evidence by:
   a. Demonstrating effective oral and written communication in dealing with individuals, families, groups, organizations, communities, and colleagues
   b. Developing social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks and historically grounded purposes.
   c. Distinguish, appraise and integrate multiple sources of knowledge—including research and practice wisdom.

4. Students will develop Professional respect, knowledge, and skills to practice and work with human diversity within the context of client’s cultural reality by:
   a. Integrating knowledge, values and skills of the social work profession into their professional lives and within the context of their client’s specific cultures.
   b. Recognizing how a cultures structures and values oppress, marginalize, alienate, or create/enhance privilege and power.
   c. Understanding how personal biases/values might influence working with diverse groups (create self-awareness within students)
   d. Recognizing and developing the ability to communicate the importance of differences in socialization and shaping life experiences.
   e. Striving to always learn from those who are diverse by engaging them.

5. Students will develop an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance/advocate for social and economic justice in social work practice.

6. Students will develop ability to evaluate and conduct research, apply findings and relate to social work practice interventions by:
   a. Using practice experience to inform scientific inquiry
   b. Using research findings/ evidence to inform practice to evaluate and provide leadership to work effectively with social policy, social service, delivery systems, practice and in professional social work employment.

7. Students will Apply knowledge of human behavior in the social environment by:
   a. Developing knowledge of the bio-psycho-social context of individual human development and behavior.
   b. Developing the ability to apply and integrate a variety of social work methods and theoretical frameworks to person-environment transitions with individuals, families, groups, organizations, communities, culture, and society.
c. Developing social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, to guide the process of assessment, intervention, and evaluation.

d. Being able to critique and apply knowledge to understand person and environment.

8. Students will provide leadership in and work effectively with social policy, and social service delivery systems...to promote social well being by:
a. Collaborating with colleagues and clients for effective policy action.

9. Students will develop knowledge, skills, and leadership to effectively work with organizations and social systems, to seek necessary change /services by:
a. Discovering, appraising, attending to changing societal trends such as changing populations, locals, science & technology development, and social trends.
b. Providing leadership to promote quality social services, and long-term lasting changes in service delivery.

10. Students will apply generalist social work (knowledge/skills) with systems of all sizes in the following areas.
a. Engagement- developing good basic attending skills, use of empathy and other interpersonal skills preparing for action with individuals, families, groups, organizations, and communities—developing worker/client relationships to focus on work and desired outcomes.
b. Assessments- collecting, organizing and interpreting clients data, assessing client strengths and limitations, developing an action plan with client (e.g.) intervention goals, objectives and implementing appropriate intervention strategies.
c. Intervention- helping clients problem solve, implementing interventions that help clients improve life situation and enhance client capacities, initiate actions to achieve organizational goal.
d. Evaluate- seriously analyze, monitor and evaluate interventions, with purposeful, effective follow up or correction, re-contract etc.
e. Termination-provide consistent ending to process—smooth termination, referral, and a step wise ending when therapeutic goals are met and client can safely function independently of interventions.

11. Students will apply and integrate generalist social work practice and Christian service by:
a. Striving to be a disciple of Jesus Christ and to implement and follow the BYU - Idaho Learning Model.
b. Exhibiting as part of their social work practice Christian ideals.

12. Students will prepare for practice in specific areas of social work practice such as Child welfare and / Mental Health By exploring a field of social work practice in greater depth in course work and/or internship experience.
B. Practicum Overview: Accreditation Standard 2.1.3

Overview, Field Work Education: The Social Work program administers field work education which is systematically designed, supervised, coordinated and evaluated on criteria in which students demonstrate program objectives/competencies. Field work education is under the coordination of the field work director, Grover Wray M.S.W. Systematic protocol is in place for agency criteria, student placement, field instructors, orientation, training, dialogue, supervision and evaluation based on program objectives/competencies. Field education in social work is consistent with the mission, goals, objectives and competencies of the BYU-Idaho baccalaureate social work program. The student will be placed in social service/social work agencies and get actual experience in social work. The goal is to integrate academic knowledge with actual experience (empirical and practice based knowledge). This experience will help the student to reinforce identification with the purposes, values, and ethics of the social work profession, promote professional competence, and students field work practice will be evaluated on the basis of demonstration and consistency with program objectives/competencies.

Field education is the capstone experience in baccalaureate social work education, students will work 500 hours in their field placements. (500 hours will be required of BYU-I Social Work students in field work to meet BYU-Idaho internship guidelines of 50 hours per credit hour.)

Specified Criteria for Student Participation In Field Work Education: Accreditation Standard 2.1.4
Since the BYU-Idaho Social Work Practicum/Internship is the capstone experience in baccalaureate social work education, participation will only be allowed for those students who meet the specified criteria, which is: only those students in their last year of social work education and/or those who have completed the requisite course work, (professional foundation practice curriculum SW 260, 362, 364, 365, 367, 400), and who are deemed prepared by the social work program field director/coordinator shall be allowed to take the SW 497/498 field work class.
In addition the student must qualify for the placement by meeting the criteria necessary to be placed as a worker in social work/social welfare agencies (for example pass a criminal background investigation).

Field Work Mechanics: Agency, Student Placement, Field Instructors, Director: Accreditation Standard 2.1.5
Social Work Field placements will be under the direction of the BYU-Idaho Social Work program Field work/internship Director. Policies, criteria and procedures for field work agencies and field instructors are based on the following:

Agency: Criteria
The agency should serve a diverse population that would fall under a social welfare/social services/social work domain. The agency must have the ability to provide field work
students/interns, with opportunities to become involved in meaningful social work tasks, activities, intervention and interaction. The agency must have been in operation for at least one year, with a proven track record of stability as an agency or entity. The agency has a social worker on staff who has graduated from a CSWE approved school/college. The agency must agree to involve the student for the entire period of the field placement/internship as agreed unless the agreement is terminated for cause.

If applicable, the experience provider/agency provides Workers’ Compensation and/or other employment benefits to the student to the extent required by law. If there is a question regarding Workers’ Compensation laws of your state, please consult: http://www.comp.state.nc.us/ncic/pages/all50.htm. The agency provides liability, automobile insurance, or other appropriate insurances applicable to the internship/field work/setting for the student intern as applicable to agency tasks and responsibilities. BYU-Idaho will provide liability insurance for the student to cover harm or damage caused by the student as per the Master Internship Agreement.

Policy: The experience provider/agency accepts the primary responsibility for supervision and control of the student at the internship/field work site.

Procedure: The agency should have a written job description of the field work interns position. If such a job description is not available, the student and the field instructor should develop one for their work together and future students. The job description should correlate with and provide opportunities to fulfill the BYU-I social work program goals, objectives, and competencies. The agency and field instructors will be familiar with the BYU-I Social Work program goals, objectives, and competencies through onsite training meetings held by the BYU-I Social Work field work director/coordinator, and/or online training where applicable.

The experience provider (agency) orients the student to the providers rules, policies, procedures, methods, and operations and has a person designated as the liaison with the BYU-Internship director. The agency must be willing to enter into BYU-Idaho’s Master Internship agreement and designate a field work instructor allowing adequate time to mentor and teach the social work student.

The BYU-I field work director/coordinator along with the field work liaison will be responsible to maintain field liaison contacts with agencies and train field work instructors. This will be accomplished by attending training meetings held by the BYU-Idaho Social Work field work director, and/or online training where applicable. Agencies will be aware that students will be asked by the BYU-I social work program to evaluate their internship/field work agency and instructor relative to their effectiveness in providing a holistic experience and helping them to perform and fulfill the BYU-I social work program goals, objectives and competencies. The BYU-I social work program field work director/coordinator and/or field work liaison will also periodically visit the field work provider/agencies to assess their effectiveness in fulfilling the social work programs goals, objectives and competencies. This also allows the program field work director/coordinator to keep their finger on the pulse of the overall field work experience.
**Student Placement:**
Policy: Student will fill out and submit to the BYU-I social work field education director/coordinator the BSW Field Work Application to initiate a field work placement. **Procedure:** Once an agency and field instructor have met the criteria for field work, there will be training, whether in house or online, provided to the agency and field instructors by the BYU-Idaho Social Work program field work director/coordinator. Placement of students into field work agencies will take place by mutual agreement of the program, student and agency. This will be accomplished by a mini-fair in which agencies will set up an area with information about their agency etc. students will have a professional vitae when they visit the mini-fair to share with agencies. Experience Providers/agencies will be encouraged to conduct “job interviews” with prospective field work students so the student can have the interview experience and the agency can have input in the selection process. Through interest, collaboration, interviews and the input from the BYU-Idaho field work director/coordinator, liaison, agency and the student a placement will be made.

**Field Instructor: 2.1.6**
**Policy:** The field work instructor must have time to mentor, work as a social worker and have graduated with a baccalaureate degree from a CSWE accredited social work program, attend training meetings (or online training) with other field instructors provided by the BYU-Idaho Social Work Program, and agree to the BYU-Idaho internship agreement. **Procedure:** The field instructor should orient the student to the experience provider’s rules, policies, procedures, methods and operations. It is discouraged, but if a field work instructor is not available with a baccalaureate degree in social work the BYU-I social work program field work director/coordinator will assume responsibility for reinforcing a social work perspective in the field placement. This will be done by spending extra time bi-weekly with the student in this placement as part of the SW 497/498 class and/or by extra training sessions with the field work instructor focusing on a social work perspective in the field work experience.

The field instructor will also evaluate the student’s performance in their agency relative to the goals, objectives, competencies, and mission of the BYU-Idaho Social Work program. A survey of the goals and objectives/competencies of the BYU-Idaho social work program and training by the BYU-I field work program director will be provided. Field instructors will be taught what is expected of the social work student relative to the goals and objectives/competencies of the social work program. See appendices C & D.

**Orientation, Training, Dialogue - Field Work Agency & Instructor: 2.1.7**
**Procedure:** The field instructor will be oriented and trained by the BYU-I social work program field director/coordinator and attend one field instructors training (or online training). In addition, there will be a joint student / field instructor’s mini fair. Also, the field instructor will meet weekly with the student for instruction/evaluation sessions. The agency must also be willing to enter into the BYU-I internship agreement which stipulates that the agency will evaluate the students performance. Assessments will be provided on the BYU-I social work program goals, objectives and competencies as well as training by the BYU-I field work director, to provide a foundation for
the agency and field work instructor to do their student assessment and evaluation. The BYU-
Idaho Social Work Field Work Director/Coordinator and/or liaison will dialogue with the field
work instructors and field work agencies on a regular and consistent basis, through site visits,
training sessions, evaluation, follow-up, and informal collaboration and dialogue. The Social
Work Field Work Director/Coordinator or liaison will also meet weekly with the students in the
SW 497/498 class for supervision, processing of field work experience and for academic
teaching.

Follow up Procedure:
After the agency has signed a master agreement to be an internship provider, training of field
instructor has occurred, and students have been assigned a to a particular agency for placement,
an email confirmation will be sent by the social work program to make sure (both student and
agency field instructor) are aware of the placement. It is subsequently the responsibility of the
student and field instructor to make contact. Any question by either the student or agency can be
addressed to the fieldwork director/coordinaor or liaison. If the student or agency, between the
time of assignment of field placement and actual start of placement, have a change in status that
might affect the integrity of the placement; it is incumbent upon the student or agency to contact
the social work program and let the field director/coordinateor or liaison know of the situation. If
a student has a problem that interferes with the ability to complete the assigned placement, for
whatever reason, it is up to the student to let the social work program and the agency know.

Two week prior to the beginning of the student field placement another email will be sent to the
student and their assigned agency to confirm the placement. Any minor changes or
circumstances that might affect the placement will be addressed at this time. At or by mid-
semester a face-to-face contact will be made with the agency and field instructor by a social
work faculty member (liaison) to monitor the placement and assess the students’ performance
and overall quality of work. At the end of the field work placement program assessments will
be done by the field instructor and student. They may collaborate with the field
director/coordinateor or liaison if needed.

Paid Employment and Field Work Education: 2.1.8
Policy: When students are involved in employment in the same agency where they wish to do an
internship the following standards must be met in addition to all other internship requirements.
1. The field instructor must be a different person than their employment supervisor and have at
least a Bachelor of Social Work degree (BSW).
2. Regular employment hours / assignments must be different from internship hours/assignments.
3. Internship responsibilities must be of a social work nature at the bachelor’s level. Internship
assignments must be different from regular employment responsibilities and they must provide
the student opportunity to meet the BYU-Idaho social work program objectives/ competencies

Procedure: The determination of interference with academic/work related issues will be
evaluated and determined by the Social Work Program Field Work Director/Coordinator. In
application for an internship where the student is also employed, the student will provide the
following for the Field Work Director/coordinateor’s review.
1. Documentation of the employment supervisor’s name and contact information and the name,
contact information and credentials of the proposed field instructor.
2. A schedule showing how the student plans to get adequate internship hours that are different from their employment hours.

3. Documentation of current work responsibilities /assignments and documentation of proposed internship responsibilities/assignments with an explanation of how they require bachelor’s level social work skills and how they provide the student opportunity to meet the BYU-Idaho social work program objectives/competencies.

If the agency does not following through with the above standards and/or does not take corrective action when discrepancies are addressed they will lose the approved internship status and the student will be removed from the placement. The student may be asked to fulfill the remainder of their field placement in another provider/agency to receive credit in their SW 497/498 class work.

Students who have grievances with their field placements follow the BYU-Idaho Social Work Program grievance policy and procedure. See student manual pages 25 - 29.

C. ORGANIZING RATIONALE AND RELATIONSHIP TO TOTAL CURRICULUM

Accreditation Standard 2.1.1

Undergraduate education for social work at BYU-I is designed to prepare social workers with a generalist orientation toward serving individuals, families and children in a wide variety of settings. The curriculum emphasizes the problem-solving approach as the integrative practice framework. Systems theory is introduced early in the curriculum to support the generalist conception of practice. This educational experience is implemented in a variety of placements and connects classroom activities with the actual practice setting through critical thinking exercises, analysis, group assignments, and discussion in the integrating seminar.

Even though part of the curriculum will most likely be taken concurrently with the field practicum, entry into fieldwork occurs during the senior year on the assumption that a knowledge and skill base must be laid before students engage with client systems. Students may apply for field internship only after admission to the major, which requires demonstration of good academic ability, mental stability and the satisfactory completion of Introduction to Social Work (260), Statistics (223), Human Biology (230, or 264), Introduction to Sociology (111) or, Social Problems (112), Psychology (111). The following courses are also prerequisites to fieldwork:

SW 362 Social Work Practice I -Individual
SW 364 Social Work Practice II -Group
SW 365 Social work Practice III Community/Macro
SW 367 Human Behavior in the Social Environment
SW 400 Social Work Values & Ethics

NOTE: It is recommended that students take, SW 466 Social Welfare Policy, and 464 Intervention with Diverse Clients or 470 Populations at Risk.
The remainder of the curriculum may be taken either before or concurrently with fieldwork, at the student's option. Students must qualify for agency placement requirements for example - pass a criminal background investigation etc.

D. FIELD WORK INTEGRATION: Accreditation Standard 2.1.1

Fieldwork, more than any other educational experience, has the potential for helping students integrate the cognitive (classroom) context with the experiential (field) practices. This integration, necessary for the development of the entry-level social work practitioner, is achieved in the following manner:

1. Agency Field Instructors must be aware of program goals, objectives and competencies as stated in the student and program manual. Each field instructor has access to a Field Manual and copies of the Social Work 497/498 syllabus online. Syllabi of other courses are available upon request.

2. Students registering for the field practicum are required to attend a fieldwork orientation meeting where the Fieldwork Educational Director/Coordinator will explain educational objectives, along with important policies and procedures relating to their anticipated field experiences.

3. A weekly integrative 497 Senior internship seminar will be held where students can share and discuss their ongoing field experiences in terms of the problems posed by client systems, value/ethical dilemmas, intervention plans, problem-solving efforts, outcomes, and insights gained. The students' functioning within the structure of the agency is also discussed. This particular fieldwork seminar is crucial in connecting the field experience to the educational objectives/competencies of the program. The seminar is conducted by BYU-I field faculty in hopes of furthering the student’s sense of professional identity, allowing them to integrate the entire curriculum around the practice experience.

4. Field Instructors and Agency-based Field directors are provided an initial program orientation online and thereafter attend an annual training meeting on campus.

5. BYU-I Faculty Liaison encourages integration as they interact with agencies and students. They consult with agency instructors on issues such as the preparation of learning agreements, completion of evaluation forms, and other field policy and procedural matters.

E. STRUCTURE AND DURATION

The fieldwork practicum is primarily structured based on sixteen clock hours per week for two semesters. Students will be placed in a different setting each semester. This structure may be modified to accommodate a clock hour placement according to student and/or agency needs.

In screening, coordinating and teaching across settings, and in binding the field experience to the educational objectives/competencies of the program, three different roles are involved: (1) the campus-based Fieldwork Educational Director/Coordinator, who
negotiates the general arrangements with agencies, assigns students to agencies, and oversees the total effort; (2) campus field faculty member who serves as Coordinator/Liaison between the school and the agencies; (3) the Field Instructors within the agencies who assign cases and other learning experiences and give direct supervision to the students. The students’ faculty advisors on campus are also available to advise and support students as well as to help them integrate their total educational experience with their career goals.

F. SETTINGS

A wide variety of agencies in Southeast Idaho will be used for field training. Each of these agencies signs an Agency Agreement contracting with the University to provide training for students in compliance with the School goals, objectives and competencies. An example of agencies, albeit not inclusive, who are willing to work in a collaborative effort with the BYU-Idaho Social Work program to provide agency placements for students include:

Madison Memorial Hospital
Idaho Department of Health and Welfare
Madison and Fremont Counties Juvenile Probation
Rehabilitative Health Services
Hospice

Note: For a full list of placement providers, contact the social work offices.

G. BREADTH OF LEARNING OPPORTUNITIES: Accreditation Standard B2.1.2

Because of the close relationships between agency personnel across settings in this rural community, it is relatively easy to plan for student involvement in agencies other than the one to which they are primarily assigned. Even though the particular setting in which a given student is placed may employ a narrow range of interventional modes, a very broad range can be experienced through their collaborative work throughout the community. As a result, many generalist practice opportunities are available for students to demonstrate the core competencies as they are encouraged to visit other agencies and programs such as attending an AA meeting. It is the responsibility of the field instructors to encourage and facilitate student exposure to a broad range of generalist practice opportunities.

All students are required to participate in macro-practice activities. They are expected to become aware of current legislative issues impacting their field agency and, wherever possible, become involved in legislative processes. The Social Policy and Community Organization courses and instructors encourage and support such involvement.
H. ASSURING EDUCATIONAL DIRECTION: Accreditation Standard 2.1.8

Several mechanisms and approaches are simultaneously employed to assure educational direction in the relationship between the academic program and field instruction settings:

1. The three different roles described under "Structure and Duration," (section E, above) represent a division of responsibility to assure students are maximizing their learning opportunities within the goals, objectives and competencies of the BSW Program.

2. Workshops and meetings are scheduled periodically to bring agency field instructors and campus field faculty together to exchange ideas and practice methods and techniques.

3. Written Field Agency/University Agreements are in effect with all agencies to specify mutual expectations and minimal standards.

4. The Social work Senior Internship Seminar serves a variety of functions in assuring educational direction as discussed above.

5. The Field Practicum Manual discusses the nature and functioning of the relationship between the program and field instruction settings. The manual also delineates the type of field experiences needed to meet students' learning needs within the framework of the mission and educational objectives of the program.

6. Social Work Senior Internship Seminar and the 497 / 498 Social Work Senior Internship/Practicum outlines are distributed to agency field instructors.

7. Field work evaluations on each student are completed by field agency instructors and analyzed by campus field faculty to assure educational competencies are being met.

8. Each agency is evaluated by intern students to monitor the educational qualities of each setting.

9. The University Field Liaison visits each agency at least once each semester to monitor the process of field instruction and the effectiveness of collaboration between the agency and the university.

10. Field placement in an agency in which the student is currently employed will be considered on a case by case basis and a decision will be made after careful review by social work faculty. Field policy has been revised to allow for placement of students outside the immediate geographic area. At the present time we are placing students on a case by case basis in many States throughout the Country. In all such cases, care is taken to assure that standards for field instruction and exposure to learning experiences are comparable to local placements.
Long Distance Internships

Long distance internships are defined as internships that are further than 100 miles from the BYU-I Campus.

When Students participate in long distance internships, liaison visits requirements may be fulfilled in the following two ways:

1. Should a department approved liaison from another university be available a courtesy visit will be conducted. Students who choose a long distance internship will be responsible for identifying potential liaisons from other universities and arranging for their approval by the BYU-I Social Work Program.

2. The liaison visit may be fulfilled by the BYU-I liaison with the use of communication technology such as video conferencing or phone contact. Students who choose a long distance internship will be responsible for securing the technology necessary to participate in liaison contact.

All other policies related to student internships and internship agencies apply

I. CRITERIA FOR THE SELECTION OF SETTINGS AND INSTRUCTORS:
Accreditation Standard 2.1.6

1. All programs selected for field intern placement will have demonstrated:
   
   • History as a respected social welfare program or agency with clear-cut sanction from the community, having been in operation for at least one year.
   
   • Commitment to the goals of the social work profession.
   
   • Commitment to the goals of social work education.
   
   • Willingness to support the primacy of BYU-IDAHO educational placement objectives.
   
   • Willingness to commit resources for the training of students i.e. release time for field instructor orientation and student supervision, release time for attendance at periodic half day training sessions at the university, and resources to support student services to client systems such as telephones, adequate work space, secretarial services and privacy for direct contacts.
   
   • Field instructors’ credentials enable them to design and create learning opportunities for the students to increase their overall competency in knowledge, values and skills.
   
   • A general attitude of respect for students with their competencies and needs.

2. The criteria for the selection of field instructors are:
   
   • A MSW, or BSW degree
   
   • A reputation for professional competence.
A demonstrated loyalty to the agency and its purposes.

A demonstrated identification with the profession.

An expressed understanding of and support for undergraduate social work education.

A background of experience and at least six months in the present setting.

A desire and ability to teach BSW students.

A willingness to participate in training sessions at the university.

On the rare occasion when a field instructor is not a social worker, a social worker in that agency is under contract to oversee the students’ total experience. This social worker meets with the student one hour each week to assure that the planning for, teaching, and evaluation of the field component all have a social work focus and that they are professionally sound and educationally directed.

J. FIELD WORK RESPONSIBILITIES: Accreditation Standard 2.1.7

The following guide has been provided to help assist students as they enter into the Senior Field Internship experience. Since this phase of the educational process involves the coordination of so many elements (university--agency--student) it is deemed essential that general as well as specific expectations, responsibilities, and guidelines be shared and agreed upon.

1. The University Responsibilities

To select only those agencies that will offer comprehensive learning experiences. Agencies will be selected that are willing to guarantee the personnel, time, and space needed to assure the completion of the educational objectives established for the student in the field experience.

To provide a Field Education Director/Coordinator who will personally assign the student to an agency based field instructor who will then direct the student’s field learning experience. The field instructor will evaluate the student’s field work and recommend a final grade to the Field Education Director/Coordinator, who will assign a final grade for the university field course.

To provide a Field Faculty Liaison who will serve as a link between the student, the university, and the agency. This liaison will visit each student in the agency at least once each semester and will alert the Field Education Director/Coordinator regarding any concerns the student or agency field instructor might have.

To properly prepare the student with the academic and theoretical knowledge needed to enter the field practicum and have a successful field placement experience.
To allocate sufficient field faculty time for planning, advising, and coordinating with the placement agency and the student. This would include a sharing of expectations as well as the provision of course outlines and field manuals essential to a well-integrated field experience.

To assume the primary responsibility for evaluating and grading the student’s performance in the field, and granting or denying university credit for the semester’s work. This is accomplished only after carefully considering the inputs of the student, the field liaison and field instructor.

To provide professional liability insurance for all students in field internships.

2. **The Agency and Field Instructor Responsibilities**

   - To orient the student to the agency. This includes the provision of written material as well as discussions related to the agency's history, philosophy, purpose, goals, eligibility requirements and administrative structure. It is also the field instructor's responsibility to help the student perceive and understand the agency as it relates to and compliments other community social welfare services.

   - To provide an opportunity for the student to meet the agency staff and to open whatever doors are necessary for the student's involvement in staff meetings, conferences, and consultations. This includes arranging for adequate working space, access to secretarial help, parking space, and generally providing satisfactory working conditions.

   - To discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the times the student will be available to be in the agency. Supervision of student in agency placement.

   - To provide a balanced and meaningful experience in the field. This includes appropriate assignment of clients, agency visits, social studies, case conferences, consultations, staff meetings, referrals, group experiences, etc. It is also expected that the instructor utilize the field practicum manual and make certain that each student experiences the full range of educational objectives/competencies. Each student's experiences will be designed for the entry level generalist social worker working with a variety of client systems and problems. It is essential that all assignments and specific tasks be given only after carefully considering the feelings, abilities and skills demonstrated by the student at a given point in time.

   - To provide, where possible, opportunities for the student to work with minorities and assist him/her in understanding relevant dynamics and intervention strategies.

   - To assure the student an opportunity to work in collaboration with a variety of other social services in the community.
• To set apart and protect supervision time for the student.

• To share with the university Field Director/Coordinator an evaluation of the students' performance in the agency. This will be done only after the material has been carefully discussed with the student.

3. The Student Responsibilities:

• To assume a primary role and responsibility in assuring a successful field experience.

• To gain a working knowledge and understanding of the agency to which he/she is assigned. This includes an understanding of the relationships of the assigned agency with other social service agencies in the community.

• To train for and practice social work within the rules of the agency in which the student is placed. This includes compliance with work requirements scheduled by the agency in accordance with university expectation. It also means that the student will complete a minimum of sixteen hours per week in actual field experience.

• To adhere to the social work code of ethics.

• To observe, test, integrate, and apply in direct service, through a problem solving process, the theoretical concepts and principles presented in the classroom.

• To schedule and prepare for regular individual and/or group supervision sessions.

• To be available for case conferences, staff meetings, and other identified meetings, as agreed upon.

• To attend the campus-based field work seminar and to complete seminar assignments including keeping a log of field experiences. The log should provide a written record of the field experience. From this experience should come an opportunity for the student to evaluate and explore his/her emotional readiness for a career in the field of Social Work.

• To participate in one’s own evaluation with the field instructor and submit final evaluation forms to the university Director /Coordinator of Field Education to obtain a final grade for the course.

• To complete an Evaluation of Field Agency Form, upon completion of fieldwork.

K. LEARNING AGREEMENTS:

Approximately three (3) weeks into each new semester field placement experience, students are expected to create a learning agreement on the form provided,
Appendix D. This agreement is designed to direct the student’s learning effort and to acknowledge an understanding by the student, the agency field instructor, and the university Field Director of the activities in which the student will be engaged during that specific grading period.

The form (see pages 46 – 48) is completed by the student, with consultation from the agency field instructor, listing all the major learning activities in which the student will be involved, during that semester, under three categories: Individual activities, Group activities, and Community activities. Assistance on the completion of this form will be given during the university field interactive seminar classes at the beginning of each semester. All three signatures, at the bottom of the form, should be affixed to the original agreement held by the student. Two copies should be made, one for the agency field instructor and one for the Field Director/Coordinator. The form will be submitted to the University Field Director/Coordinator for the university student file, within the first six weeks of each semester’s field experience.

The Agreement, when signed and submitted for filing, may be changed at any time during the semester as the student and the agency field instructor decide to add new learning activities, and to modify or expand the student’s field experience. The original form, in the student’s possession, may be modified and a new copy submitted for the Field Director’s signature and the student’s file.

L. EVALUATION OF STUDENT LEARNING AND PERFORMANCES

The "End-of-Semester Evaluation" assessment form Appendix C (pages 32 - 40) yields a detailed summative report.

Final Evaluation forms are structured to facilitate a three-way communication between the Field Instructor, the University and the student. They are to be forwarded to the Social Work senior Internship Seminar Instructor or Field Director/Coordinator as soon as possible after completion and prior to the last day of class. No grade will be given for the internship course without it. An End-of Semester evaluation must be submitted per semester.

M. EVALUATION OF PRACTICUM BY STUDENTS

After the completion of 500 clock hours in field practice (10 credit hours), the student is asked to complete the evaluation form regarding the agency and the field instructor. If more than one agency is used to complete the 500 hours, one form is to be completed for each agency.

Forms are to be sent by the student directly to Grover L. Wray, Field Director, Ricks 132 H, or Paul Roberts, MSW, Field Instructor, Ricks 132 D, BYU-IDAHO Department of Social Work. The information on the form is considered confidential.

N. GRIEVANCE PROCEDURE:

Please refer to pages 25-29 of the BYU-IDAHO Social Work Bachelor’s Program Student Manual
APPENDIX A

BSW FIELDWORK APPLICATION
Fall BSW Fieldwork Application-Social Work 498R

Name: ___________________________________ Date: __________________________

Local Address: ____________________________________________________________

Local Phone: _____________________________________________________________

Prior Field Placements: ____________________________________________________

Current Employment: ______________________________________________________

   Hours and Days Working: ________________________________________________

   Will you continue this employment during your internship? [ ] Yes [ ] No
   *(If your employment changes during your internship, please let us know)

   Is there anything that would cause you not to pass a background check? [ ] No. If yes,
   explain:_________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

Class standing at the beginning of internship: __________

Prerequisite courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 362 Practice 1</td>
<td>Winter ☐ Summer ☐ Fall ☐</td>
<td>____</td>
</tr>
<tr>
<td>SW 364 Practice 2</td>
<td>Winter ☐ Summer ☐ Fall ☐</td>
<td>____</td>
</tr>
<tr>
<td>SW 365 Practice 3</td>
<td>Winter ☐ Summer ☐ Fall ☐</td>
<td>____</td>
</tr>
<tr>
<td>SW 367 HBSE</td>
<td>Winter ☐ Summer ☐ Fall ☐</td>
<td>____</td>
</tr>
<tr>
<td>SW 400 Ethics</td>
<td>Winter ☐ Summer ☐ Fall ☐</td>
<td>____</td>
</tr>
</tbody>
</table>

Meeting attendance date: ________________

Video Viewing date: ________________

Approved: ________________________________

Unapproved: Reason ________________________________
APPENDIX B

CURRENT SYLLABUS FOR SOCIAL WORK 498 COURSE
Social Work 497/498 Field Internship / Practicum
Syllabus - 2010

Course Description:
Field education in social work is consistent with the mission goals, objectives and competencies of the BYU-Idaho social work program. The student will be placed in social service/social work agencies and get actual experience in social work. The goal is to integrate academic knowledge with actual experience (empirical and practice based knowledge). This experience will help the student to reinforce identification with the purposes, values and ethics of the social work profession, promote professional competence, and students will be evaluated on the basis of consistency with program objectives. This is the capstone experience in baccalaureate social work education, students will work 500 hours in their field placements. Thus, only those students who are in their last year of baccalaureate social work education and who have completed the requisite course work and who are deemed prepared by the social work field coordinator shall be allowed to take the SW 498 class. The field internship/practicum at BYU-Idaho is an integral part of our generalists social work education.

Course Requirements:
Only those students who are in their last year of baccalaureate social work education and who have completed the requisite course work and who are deemed prepared by the social work field coordinator shall be allowed to take the SW 498 class.
Submit a BSW Fieldwork Application to apply for SW 498 class.
Once application is approved by the program field work director/coordinator, register for class.
Students will be required to complete 500 hours in their field placements/ internships.
Students will read, agree to and sign the BYU-Idaho Student Internship Agreement Forms, and any agency forms that are required for their placement.
Attend program field work training / meetings as held.
Student will need to attend an agency orientation meeting with their field work instructor.
Have a weekly supervision meeting in their agency with their field instructor.
Attend the SW 498 class, complete assignments, and participate in processing field work experiences.
Successfully complete BYU-I social work program goals, objectives, and competencies listed below. Successful evaluation by the field work instructor and program field work instructor/director; (see evaluation forms for criteria that must be fulfilled pages 33 – 41), Student will evaluate the agency, field work instructor, and the program fieldwork coordinator/instructor.

Generalist practice in the BYU-Idaho Social Work program is characterized by:
(1) Entry level social work practice wherein the student has acquired core knowledge for social work practice; including development of knowledge and skill to engage in professional relationship, identifying issues, problems, resources, assessments, appropriate intervention,
evaluation, and termination with diverse client systems (individual, family, group, organization, and community).

(2) Operation from a multidimensional perspective i.e. multiple theoretical perspectives, (systems theory, ecological theory) and a holistic foundation.

(3) Generalist practice is carried out using professional values/ethics, appreciation, sensitivity to human diversity, and the pursuit of social and economic justice.

Course Objectives:

Note- Listed below course objectives are numbers of program objectives / competencies that the course objectives relate to. A full explanation of the social work program objectives / competencies follows the course objectives.

The student will:

1. Students will engage in personal reflection and self-correction (EP 2.1.1) as demonstrated by completion of weekly journal entries. (Relationship to Program objective 1, 3)

2. Students will demonstrate professional demeanor by establishing professional boundaries (EP 2.1.1) and using effective oral and written communication (EP 2.1.3) as documented buy a passing grade by the internship supervisor on the final evaluation. (Relationship to Program objective 1, 2, 3, 4)

3. Students will demonstrate ethical reasoning and principled decisions (EP 2.1.2) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 2, 4, 5, 11)

4. Students will integrate multiple sources of knowledge in internship practice, including research evidence (EP 2.1.3, EP 2.1.6) as documented by passing journal entries. (Relationship to Program objective 3, 4, 6, 7, 10)

5. Students will demonstrate self-awareness while working with diverse groups (EP 2.1.4) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 4, 5)

6. Students will advance social and economic justice (EP 2.1.5) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective , 5, 8, 9,10, 11)

7. Students will use conceptual frameworks to guide the processes of assessment, intervention, and evaluation (EP 2.1.6) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 3, 7, 10)
8. Students will collaborate with colleagues and clients for effective policy action (EP 2.1.8) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 10, 8, 6, 9)

9. Students will attend to changing locales, populations, scientific and technological developments, and emerging societal trends in their internship practice (EP 2.1.9) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 1, 3, 6, 7, 8, 9, 10)

10. Students will demonstrate the use of empathy and other interpersonal skills (EP 2.1.10a) as documented by the internship supervisor in the final evaluation. (Relationship to Program objective 3, 4, 5, 7)

11. Collect, organize, and interpret client data at a professional level (EP 2.1.10b) as documented by the internship supervisor on the final evaluation. (Relationship to Program objective 3, 6)

12. Students will implement interventions that enhance client capacities and help resolve problems (EP 2.1.10 c) as documented by the internship supervisor on the final evaluation. (Relationship to Program objective 3, 7, 9, 11)

13. Students will critically analyze, monitor, and evaluate interventions (EP 2.1.10 d) as documented by the internship supervisor on the final evaluation. (Relationship to Program objective 3, 6)

Program goals are:

To prepare students to be good communicators, competent and effective professionals for generalist social work practice. To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, consultation, supervision, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

To help social work students of diverse interests and abilities to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment. To enhance social functioning for individuals, groups, families, communities, society and to promote social justice.

To prepare students for family life, church and community service, and to integrate the knowledge, values, and skills of the social work profession into their professional lives and within the context of their clients specific cultures.

The BYU-Idaho Social Work program has objectives/competencies that are derived from its program goals.
Objectives / Competencies:

1. Prepare students to be Professional Workers by learning to act rather than be acted upon as demonstrated by students:
   a. Advocating for client services,
   b. Practicing reflection and self correction while attending to professional roles and boundaries,
   c. Demonstrate good general communication skills,
   d. Demonstrate professional demeanor in behavior, appearance, learn to apply skills in a variety of professional situations and contexts.
   e. Demonstrate professional respect, knowledge, and skills
   f. Demonstrate an appreciation for the historical underpinnings of the Social Work Profession.
   g. Using consultation and supervision appropriate to social work practice. Develop professional respect, knowledge and skills.

2. Students will understand and apply social work professional values, ethics, and principles to social work practice as evidence by:
   a. Recognizing and managing personal values in a way that allows professional values to guide practice.
   b. Making ethical decisions by applying to NASW Code of Ethics
   c. Tolerating ambiguity in resolving ethical conflicts
   d. Applying strategies of ethical decision making (reasoning) to arrive at principled

3. Students will use critical thinking skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge as evidence by:
   a. Demonstrating effective oral and written communication in dealing with individuals, families, groups, organizations, communities, and colleagues
   b. Developing social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks and historically grounded purposes.
   c. Distinguish, appraise and integrate multiple sources of knowledge—including research and practice wisdom.

4. Students will develop Professional respect, knowledge, and skills to practice and work with human diversity within the context of client’s cultural reality by:
   a. Integrating knowledge, values and skills of the social work profession into their professional lives and within the context of their client’s specific cultures.
   b. Recognizing how a cultures structures and values oppress, marginalize, alienate, or create/enhance privilege and power.
   c. Understanding how personal biases/values might influence working with diverse groups (create self-awareness within students)
d. Recognizing and developing the ability to communicate the importance of differences in socialization and shaping life experiences.
e. Striving to always learn from those who are diverse by engaging them.

5. Students will develop an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance/advocate for social and economic justice in social work practice.

6. Students will develop ability to evaluate and conduct research, apply findings and relate to social work practice interventions by:
   a. Using practice experience to inform scientific inquiry
   b. Using research findings/evidence to inform practice to evaluate and provide leadership to work effectively with social policy, social service, delivery systems, practice and in professional social work employment.

7. Students will Apply knowledge of human behavior in the social environment by:
   a. Developing knowledge of the bio-psycho-social context of individual human development and behavior.
   b. Developing the ability to apply and integrate a variety of social work methods and theoretical frameworks to person-environment transitions with individuals, families, groups, organizations, communities, culture, and society.
   c. To developing social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, to guide the process of assessment, intervention, and evaluation.
   d. Being able to critique and apply knowledge to understand person and environment.

8. Students will provide leadership in and work effectively with social policy, and social service delivery systems…to promote social well being by:
   a. Collaborating with colleagues and clients for effective policy action.

9. Students will develop knowledge, skills, and leadership to effectively work with organizations and social systems, to seek necessary change/services by:
   a. Discovering, appraising, attending to changing societal trends such as changing populations, locals, science & technology development, and social trends.
   b. Providing leadership to promote quality social services, and long-term lasting changes in service delivery.

10. Students will apply generalist social work (knowledge/skills) with systems of all sizes in the following areas.
    a. Engagement—developing good basic attending skills, use of empathy and other interpersonal skills preparing for action with individuals, families, groups, organizations, and communities—developing worker/client relationships to focus on work and desired outcomes.
b. **Assessments**- collecting, organizing and interpreting clients data, assessing client strengths and limitations, developing an action plan with client (e.g.) intervention goals, objectives and implementing appropriate intervention strategies.

c. **Intervention**- helping clients problem solve, implementing interventions that help clients improve life situation and enhance client capacities, initiate actions to achieve organizational goal.

d. **Evaluate**- seriously analyze, monitor and evaluate interventions, with purposeful, effective follow up or correction, re-contract etc.

e. **Termination**- provide consistent ending to process—smooth termination, referral, and a step wise ending when therapeutic goals are met and client can safely function independently of interventions.

11. Students will apply and integrate generalist social work practice and Christian service by:
   a. Striving to be a disciple of Jesus Christ and to implement and follow the BYU - Idaho Learning Model.
   b. Exhibiting as part of their social work practice Christian ideals.

12. Students will prepare for practice in specific areas of social work practice such as Child welfare and / Mental Health By exploring a field of social work practice in greater depth in course work and/or internship experience.

**Grading:**
Students will be assigned grades based on the evaluation of the internship supervisor (40%), their attendance and participation in class (20%) and their successful completion of the Social Work Program objectives / competencies. (40%)

Note: Students must complete all internship hours to be given a grade. Students must also complete and turn in all Pass/Fail assignments to be given a grade.

**Professionalism:**
It is expected that each student conduct themselves in professional manner. Ten Percent of your overall grade will be based on your professional conduct. Areas of evaluation include but are not limited to attendance, punctuality, respect for colleagues, response to feedback from others, preparation for class, active participation in and contribution to class, taking responsibility, dress, appearance, and attitude.

**Assignments:**
*Pass/Fail Learning Agreement*
*(See the Field Practicum Manual p.18 and 46-48 for details)*

*Pass/Fail Portfolio Cover Letter*
Write a cover letter for your portfolio addressing how you have completed each of the 12 Program Objectives (see Student Manual). Identify examples, experiences, what others have said about you etc. to support your position. There are no length restrictions on this letter. The cover letter will be used by the instructor when assigning 40% of your grade related to you completing the Social Work Program objectives.
Pass/Fail Portfolio
Complete a Portfolio of your work in the Social Work Program. The Portfolio must contain at least the following (see Student Manual):

- One paper exhibiting critical thinking skill on a social welfare topic
- One paper that deals with aspects of human development and reciprocal interactions between individuals and society on micro, mezzo and macro levels
- One paper that exhibits and example of Social Policy analysis

Journal
Each student must submit a journal entry by Monday by 12:01 AM of each week. This Journal entry must address at least the following.
1. The topic of the following Tuesday
2. Significant internship events for the week
3. New skills or knowledge gained

Class Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Orientation (learning agreement objectives related to SW Practice, organize topics)- Bro Roberts</td>
</tr>
</tbody>
</table>
| January 12 | Grad School
Talk to three social workers about how they paid for their schooling and report your findings. What options do you have?
RESPONSIBLE: Heidi Wuthrich |
| January 19 | Licensure Exam/ State to State Transfers
What benefits are there for the public as a result of licensure?
What do professionals at your agency think about licensure and the process of licensure?
RESPONSIBLE: Chelsea Lasley
Learning agreement due |
| January 26 | Grant writing/ Fundraising
What grants has your agency been awarded? How did they find out about the grant and write the grant? How is your agency funded?
RESPONSIBLE: Emily Coomer, Melody Voss |
| February 2 | Leave work at work
Talk to another social worker at your internship and ask them what kinds of things are difficult for them to leave at work. What did you learn?
RESPONSIBLE: Alex Probert |
| February 9 | Non-Profit day
What are the advantages and disadvantages of non-profit status as an agency?
RESPONSIBLE: Don Fryberger |
| February 16| Crisis intervention and safety
Ask two social workers what experiences they have with safety concerns in the work place. What did they say? What are you scared |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Responsible Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 23</td>
<td>What does your internship supervisor think the pros and cons are of private practice?</td>
<td>Heather Pearce</td>
</tr>
<tr>
<td>March 2</td>
<td>Job search tips, ins and outs</td>
<td>Gabby</td>
</tr>
<tr>
<td>March 9</td>
<td>Resume</td>
<td>Aubrey Johnson</td>
</tr>
<tr>
<td>March 16</td>
<td>Interview</td>
<td>Bianca Jones</td>
</tr>
<tr>
<td>March 23</td>
<td>Networking</td>
<td>Heather Scott</td>
</tr>
<tr>
<td>March 30</td>
<td>Interpersonal communications</td>
<td>Christine Potter, Chelsea Kirk</td>
</tr>
<tr>
<td>April 6</td>
<td>Spiritual Health Day, social work and the gospel-how to stay centered, stress management</td>
<td>Christianne, Emily Peet, Bro Roberts</td>
</tr>
</tbody>
</table>
APPENDIX C
EVALUATION FORMS
BYU-Idaho

Social Work Field Practicum

Field Instructor Assesses Student
Final Field Work Assessment

In-Agency Field Supervisor Signature  (supervisor Name): Click to sign Completed Document
By signing this form you are verifying that you have reviewed this evaluation with your field supervisor.

Student Signature  (student Name): Click to sign Completed Document

Student's Name:  [student Name]
Field Instructor's Name:  [supervisor Name]
Agency:  
Section (ex. SW102):  
Semester:  
Year:  
Date:  
Average Rating:  Grade:

Instructions:
The following assessment contains the BYU-Idaho Social work program Objectives and Competencies as they appear in the BYU-Idaho Social Work Field Work Learning Agreement. You are assessing whether the BYU-Idaho social work student has fulfilled the BYU-Idaho social work program competencies, as per your observations in their field work experience. For reference below is a brief list of the BYU-Idaho social work program objectives/competencies. For more detailed information on the objectives/competencies of the BYU-Idaho Social work program please refer to the Practicum Field Manual or the Student Manual. See http://www.byui.edu/socialwork.

Thank you for your time and expertise shared with the BYU-Idaho social work student and your assistance in completing this assessment!
Objectives:
1. Identify as a Professional Social Worker and Conduct Oneself Accordingly
2. Apply Social Work Values and Ethics to Guide Professional Practice
3. Critical Thinking & Social Welfare
4. Human Diversity-Cultural Realities
5. Human Diversity & Social/Economic Justice
6. Conduct and Apply Research
7. Bio-psycho-social/ Person-in-environment/Systems
8. Social Policies & Service Delivery
9. Leadership – Responds to Contexts that Shape Practice
10. Generalist Practice
11. Christian Service
12. Preparation in a specific area of social work practice: Child Welfare/ Mental Health
The field instructor is to rank how well the student has accomplished each objective/competency. Use the following scale: 1 Poor, 2 Fair, 3 Good, 4 Very Good, 5 Excellent.

<table>
<thead>
<tr>
<th>1. Identify as a Professional Social Worker and Conduct Oneself Accordingly</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for Client Services</td>
<td>Student advocates and works toward the end of advancing policies that improve societal well-being and collaborates with colleagues and clients for efficacious actions</td>
</tr>
<tr>
<td>Understand fundamental historical, skills, values and ethics of social work. Develop an appreciation for the historical underpinnings of the social work profession.</td>
<td>Student engages in social work practice using values, skills and ethics that take into consideration the interactive influences of social welfare including individual and environmental and how these interactive influences affect client functioning</td>
</tr>
<tr>
<td>Develop professional respect, knowledge and skills.</td>
<td>Student is open to learning, seeks feedback from supervisors and transfers learning into action</td>
</tr>
<tr>
<td>Exhibits professional demeanor in appearance, behavior, and communication and applies skills in a variety of professional situations and contexts.</td>
<td>Student demonstrates effective oral and written communication in working with various client populations, organizations and colleagues. Student uses good basic attending skills, understands and uses verbal and non-verbal communication effectively. Student exhibits professional appearance, dependability, self-responsibility, industry, adaptability/flexibility, and professional conduct</td>
</tr>
<tr>
<td>Practices self correction and reflection while attending to professional roles and boundaries</td>
<td>Student exhibits self awareness in relation to interaction with clients and colleagues. Student attends to professional roles and boundaries.</td>
</tr>
<tr>
<td>Field Instructor Comments:</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Student has learned role in agency and acts accordingly.</td>
<td></td>
</tr>
<tr>
<td>Student follows directions and policies; understands agency requirements, completes tasks, and exercises good judgment.</td>
<td></td>
</tr>
<tr>
<td>Student understands the principles governing dual relationship and the critical need to refrain from them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Applies Social Work Values and Ethics to Guide Professional Practice</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply professional values, ethics and principles to social work practice.</td>
<td>Student is able to manage personal values and use professional values to guide practice and tolerates ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>Use fundamental skills, values, and ethics to work with individuals, families, groups, communities, and society.</td>
<td>Student applies ethical principles in decision making and reasoning derived from the National Association of Social Workers Code of Ethics while working with various client populations and applies strategies of ethical decision making (reasoning) to arrive at principled decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Instructor Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Critical Thinking &amp; Social Welfare</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop social work knowledge &amp; competency.</td>
<td>Student is able to analyze, integrate, synthesize and communicate relevant</td>
</tr>
</tbody>
</table>

35
<table>
<thead>
<tr>
<th>Framework</th>
<th>Description</th>
<th>Field Instructor Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to apply and integrate a variety of social work methods and</td>
<td>Student is able to integrate and use a variety of social work methods and theoretical frameworks.</td>
<td></td>
</tr>
<tr>
<td>theoretical frameworks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain a broad Liberal Arts foundation to use.</td>
<td>Student demonstrates the use of general knowledge expected of a bachelor’s degree professional.</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Human Diversity-Cultural Realities

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Field Instructor Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop professional respect, knowledge and skills</td>
<td>Student recognizes, respects, and communicates an understanding of culture and human diversity.</td>
<td></td>
</tr>
<tr>
<td>Use these to work with diverse groups within the context of clients &amp;</td>
<td>Student applies knowledge of culture and human diversity in their social work practice and recognizes how cultural structures/values oppress, marginalize, alienate, or create privilege and power.</td>
<td></td>
</tr>
<tr>
<td>cultural reality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate knowledge, skills, and values of the social work profession</td>
<td>Student exhibits an understanding of their own personal values and bias as they relate to diverse groups. They treat diverse populations with respect, dignity and professionalism and engages and learns from diverse clients</td>
<td></td>
</tr>
<tr>
<td>into professional life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Human Diversity & Social/Economic Justice

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Field Instructor Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding &amp; appreciation for diversity</td>
<td>Student understands and identifies oppression and discrimination on an</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand forms of discrimination and oppression</td>
<td>Student advocates for clients and fair treatment services, and policies</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Understand and implement mechanisms to advance social and economic justice</td>
<td>Student engages in social work practice to advance social and economic justice</td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor Comments:

<table>
<thead>
<tr>
<th>6. Conduct and Apply Research</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the ability to evaluate and conduct research</td>
<td>Student understands how research and scientific inquiry can inform and clarify practice experience; appreciates how data collection and research can inform practice</td>
</tr>
<tr>
<td>Learn how to apply research findings to social work practice interventions</td>
<td>Student uses research evidence to inform practice For example, using Best Practice models.</td>
</tr>
</tbody>
</table>

Field Instructor Comments:

<table>
<thead>
<tr>
<th>7. Bio-psycho-social / Person-in-environment/Systems</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop knowledge of the bio-psycho-social context of individual human development</td>
<td>Student understands and expresses knowledge of bio-psycho-social context in understanding human development. Student also critiques and applies this knowledge.</td>
</tr>
<tr>
<td>Be able to apply a variety of social work methods and theoretical frameworks to person-environment transactions with groups of various</td>
<td>Student exhibits an understanding and applies/integrates eclectic models/methods of social work practice and theoretical frameworks</td>
</tr>
</tbody>
</table>
sizes | relative to assessment and intervention/evaluation which will assist clients to resolve problems and enhance client capacities.

Field Instructor Comments:

<table>
<thead>
<tr>
<th>8. Social Policies &amp; Service Delivery</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand, formulate, and analyze social policies</td>
<td>Student has the ability to understand, formulate and analyze social policies, provides leadership in working with social policy to enhance social service delivery and promotes well being of others</td>
</tr>
</tbody>
</table>

| Understand the impact of social policies on clients, workers, agencies, communities, and society | Student advocates and works toward the end of advancing policies that improve societal well-being and collaborates with colleagues and clients for efficacious policy action. |

Field Instructor Comments:

<table>
<thead>
<tr>
<th>9. Leadership – Responds to Contexts that Shape Practice</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop knowledge, skills, and leadership to effectively work with organizations and social systems</td>
<td>Student seeks to provide leadership in promoting change, service, and delivery practices that improve the quality of social services for organizations and social systems.</td>
</tr>
</tbody>
</table>

| Be able to seek necessary change | Student strives to be appraised of and uses developments, technologies, and societal trends in order to provide relevant effective services. |
### 10. Generalist Practice

<table>
<thead>
<tr>
<th>Require for competent and effective generalist social work practice.</th>
<th>Select rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student understands and applies the generalist social work model including engagement, assessment, intervention evaluation and termination with individuals, families, groups, communities and organizations.</td>
<td></td>
</tr>
<tr>
<td>Use fundamental skills, professional values, and ethics to work with families, individuals, groups, communities, and society.</td>
<td></td>
</tr>
<tr>
<td>Student uses core social work skills, values and ethics when working with individuals, families, groups, community and society.</td>
<td></td>
</tr>
<tr>
<td>Apply generalist skills to systems of all sizes.</td>
<td></td>
</tr>
<tr>
<td>Student exhibits skill in developing a professional relationship, preparing for action, using empathy and other interpersonal skill.</td>
<td></td>
</tr>
<tr>
<td>Student does proper assessment, develops treatment plans, implements interventions, and assists the client in problem solving strategies.</td>
<td></td>
</tr>
<tr>
<td>Negotiates, mediates, and advocates for client and client systems and facilitates client self efficacy.</td>
<td></td>
</tr>
</tbody>
</table>

### 11. Christian Service

<table>
<thead>
<tr>
<th>Select rank:</th>
</tr>
</thead>
</table>

Field Instructor Comments:
### Apply and integrate social work practice and Christian service.

Students exhibit as part of their social work practice Christian ideals. They practice the admonition, "When ye are in the service of your fellow beings ye are only in the service of your God."

Student loves, serves, and strives to be a Christian in word, action, and deed.

### Field Instructor Comments:

---

### 12. Preparation in a specific area of social work practice Child Welfare / Mental Health

| Explore a field of social work practice in greater depth, for bachelors' level social work. | Student demonstrates a professional level of knowledge about their current practice setting. |
| Prepare for professional social work employment. | Student is prepared and competent to seek professional social work employment. |

### Field Instructor Comments:

---

Average Rating:  
Grade:  

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.
Evaluation of Practicum Setting By Student

Instructions: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree 7 = Very Strongly Agree NA = Not Applicable

Question 1 Multiple Choice
I received a minimum of one hour of supervision each week.

1
2
3
4
5
6
7
NA

Question 2 Multiple Choice
The staff of the agency communicated an attitude of acceptance and helpfulness conductive to a positive learning experience.

1
2
3
4
5
6
7
NA

Question 3 Multiple Choice
I consider that my field placement offered a good opportunity for learning.

1
2
3
4
5
6
7
NA
Question 4 Multiple Choice
The field placement provides an opportunity to integrate classroom theory and practice.

1
2
3
4
5
6
7
NA

Question 5 Multiple Choice
I was given individual responsibility for my own case(s).

1
2
3
4
5
6
7
NA

Question 6 Multiple Choice
The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving and evaluation).

1
2
3
4
5
6
7
NA

Question 7 Multiple Choice
The placement provided the opportunity to be appropriately involved and busy.

1
2
3
4
5
6 7 NA
Question 8  Multiple Choice
The world load expected by the agency was not too heavy.

1
2
3
4
5
6
7
NA

Question 9  Multiple Choice
I would recommend this agency placement to other students.

1
2
3
4
5
6
7
NA

Question 10  Multiple Choice
I would recommend this field instructor to other students.

1
2
3
4
5
6
7
NA

Question 11  Multiple Choice
I feel like I was treated as a valuable professional colleague in the agency.

1
2
3
4
5
6
7  NA
Question 12  Multiple Choice
   Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.

   1
   2
   3
   4
   5
   6
   7
   NA

Question 13  Short Answer / Essay
   Are there any unique requirements relating to this agency that should be known to students before being placed here?

Question 14  Short Answer / Essay
   What improvements should be made in this placement?

Question 15  Short Answer / Essay
   Other comments:
APPENDIX D

LEARNING AGREEMENT
Brigham Young University, Idaho  
Department of Social Work-Field Education  
BASW Learning Agreement

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Faculty Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Name:</td>
<td>Field Instructor:</td>
</tr>
<tr>
<td>Agency Address:</td>
<td>Preceptor:</td>
</tr>
<tr>
<td>Telephone and Area Code:</td>
<td>City and Zip Code:</td>
</tr>
<tr>
<td>Fax Number:</td>
<td></td>
</tr>
</tbody>
</table>

THE AGENCY AND THE COMMUNITY

A. Agency Mission

B. Briefly describe your agency’s organizational structures:

C. Describe the agency services available to the community:

D. Briefly describe the community served by your agency and include:
   1. Geographic location of the agency within the community
   2. Ethnicity of the population served
   3. Socio-economic status of population
   4. Community’s need for resources
   5. Community’s perception of the agency
   6. Agencies to whom referrals are made
   7. What were the sources of your information in answering the above?
**Instructions:** Students learning goals have been outlined in the left hand column. Students (in consultation with their practicum instructors) are to select activities that will help them reach these goals. Students are also to describe how their learning and performance will be evaluated. At the end of each semester, students will be evaluated by their practicum instructor on their learning and performance.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Tasks and Activities to Reach Goals</th>
<th>Monitoring/Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
<td>• Advocate for client services and policies that improve societal well-being.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop professional respect, knowledge, and skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transfer knowledge into action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exhibit professional demeanor in appearance, behavior, communication, and applies skills in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>variety of professional situations and contexts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice self correction and reflection while attending to professional roles and boundaries.</td>
<td></td>
</tr>
<tr>
<td>2. Professional values and ethics</td>
<td>• Understand and apply professional values, ethics, and principles to social work practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use fundamental skills, values, and ethics to work with individuals, families, groups, communities,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and society.</td>
<td></td>
</tr>
<tr>
<td>3. Critical Thinking and Social Welfare</td>
<td>• Develop social work knowledge and competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn how to apply and integrate a variety of social work methods and theoretical frameworks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Obtain a broad Liberal Arts foundation to use.</td>
<td></td>
</tr>
<tr>
<td>4. Human Diversity – Cultural Realities</td>
<td>• Develop professional respect, knowledge, and skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use these to work with diverse groups within the context of clients &amp; cultural reality.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrate knowledge, skills, and values of the social work profession into professional life.</td>
<td></td>
</tr>
<tr>
<td>5. Human Diversity &amp; Social Economic Justice</td>
<td>• Develop an understanding &amp; appreciation for diversity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand forms of discrimination and oppression.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand and implement mechanism to advance social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>6. Conduct and Apply Research</td>
<td>• Develop the ability to evaluate and conduct research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn how to apply research findings to social work practice interventions.</td>
<td></td>
</tr>
<tr>
<td>7. Bio-Psychosocial</td>
<td>• Develop knowledge of the bio-psycho-social</td>
<td></td>
</tr>
</tbody>
</table>
context of individual human development.
- Be able to apply a variety of social work methods and theoretical frameworks to person-environment transactions with groups of various sizes.

<table>
<thead>
<tr>
<th>8. Social Policies &amp; Service Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand, formulate, and analyze social policies.</td>
</tr>
<tr>
<td>• Understand the impact of social work policies on clients, workers, agencies, and society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Leadership – Responds to contexts that shape practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop knowledge skills and leadership to effectively work with organization and social systems.</td>
</tr>
<tr>
<td>• Be able to seek necessary change – use developments, technologies, and social trends in order to provide relevant effective services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Generalist Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare for competent and effective social work practice.</td>
</tr>
<tr>
<td>• Use fundamental skills, values, and ethics to work with individuals, families, groups, communities, and society.</td>
</tr>
<tr>
<td>• Apply generalist skills to populations of all sizes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Christian Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply and integrate social work practice and Christian service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Professional Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore a field of social work practice in greater depth, for bachelor's level social work.</td>
</tr>
<tr>
<td>• Prepare for professional social work employment.</td>
</tr>
</tbody>
</table>

Student: ________________________________

Supervisor: ________________________________

Faculty: ________________________________
NASW CODE OF ETHICS:

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

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

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

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

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

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

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

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

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

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

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

Ethical Standards

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

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

1. Social Workers’ Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients' informed consent before audio taping 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,
(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 worker 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.