# TABLE OF CONTENTS

- Program Mission ........................................................................................................................................... 1
- Professional Competencies ............................................................................................................................ 1
- BSW Curriculum .............................................................................................................................................. 1
- Life Experience Policy ..................................................................................................................................... 3
- Social Work Program Standards of Professional Conduct ................................................................................. 3
- Cultural Diversity Statement ............................................................................................................................ 4
- Commitment to Cultural Diversity and Social Justice ..................................................................................... 4
- Field Education Philosophy ............................................................................................................................. 5
- Field Education Structure .................................................................................................................................. 6
- Roles and Responsibilities in Field Education ................................................................................................ 6
- University Standards of Conduct .................................................................................................................... 9
- Selection of Field Agencies ............................................................................................................................. 10
- Selection and Training of Field Instructors .................................................................................................... 11
- Placement Planning Process ............................................................................................................................ 11
- Placing Students in Field .................................................................................................................................. 12
- Practicum in Employment Setting .................................................................................................................... 12
- Procedures During Placement ........................................................................................................................ 13
- Managing Problems in the Field ...................................................................................................................... 14
- Request to Terminate a Placement ................................................................................................................ 14
- Sexual Harassment .......................................................................................................................................... 15
- Dismissal from Placement ................................................................................................................................. 15
- Student Removal from a Field Practicum ........................................................................................................ 16
- Appendix A: BSW Field Practice Information Sheet .................................................................................... 17
- Appendix B: Field Placement Orientation Packet .......................................................................................... 19
- Appendix C: NASW Code of Ethics ................................................................................................................. 25
- Appendix D: Learning Plan and Evaluation for BSW Practicum .................................................................... 60
Program Mission

The Tennessee Wesleyan Social Work Program provides the foundation for students to become empathic, competent generalist social work practitioners who adhere to the values and ethics promoted by the profession of social work. Students will cultivate a sense of responsibility to improve the lives of their fellow person while advancing social and economic justice on a local and global level. Through study of the person-in-environment framework, scientific inquiry, and mentoring, our students are prepared to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and beliefs, grow in self-awareness, and maintain a balance between a subjective/objective view of the people they serve while respecting their dignity, diversity, and right to self-determination.

Professional Competencies

The BSW Program has adopted the following nine core competencies from the Council on Social Work Education Educational Policy and Accreditation Standards. Upon completion of the BSSW program students are expected to be able to:

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

BSW Curriculum

Generalist Practice:

1. The generalist practitioner identifies with the social work profession
2. Applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels
3. Engage diversity in practice
4. Advocate for human rights and social and economic justice
5. Recognize, support, and build on the strengths and resiliency of all human beings
6. Engage in research-informed practice
7. Proactive in responding to the impact of context on professional practice

The Social Work Program has established a competency-based bachelor’s program includes formal baccalaureate classes and field education. The BSW Program is based upon a formal educational structure that flows from the University’s mission statement, and is aligned with the BSW Program goals, which are linked directly to the nine core competencies.

Our mission statement addresses the knowledge, values, skills, and cognitive and affective processes and behaviors associated with competence at the generalist level of practice. It does so by promoting to our students a sense of responsibility to improve the lives of their fellow person, respecting their dignity,
diversity, and right to self-determination, while advancing social and economic justice on a local and global level.

Included in our mission is a pledge to provide the foundation for students to become empathic, competent generalist social work practitioners who adhere to the values and ethics promoted by the profession of social work. More specifically, our program’s practice/skills courses will focus on cognitive and affective processes and behaviors, as well as interpersonal social work skills at the bachelor’s level. This will be accomplished through study of theoretical concepts such as, the person-in-environment framework, scientific inquiry, and mentoring. All are important in engaging, assessing, intervening, and evaluating practice with those we serve. It is essential that students have an understanding of the person-in-environment framework in order to be empathic with the people they serve. It also allows them to understand the importance of identifying strengths and resources at all levels, micro, mezzo, and macro when serving individuals, families, groups, organizations and communities. Scientific inquiry is necessary to examine and use best practices.

Cognitive and affective processes include the ability to be empathic with active listening skills, the willingness to develop self-awareness by examination of their own values and beliefs, and the ability to self-regulate to maintain an objective/subjective view of those we serve.

Through learning of these skills and putting them into practice in their field practicums, our students will be prepared to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and belief and grow in self-awareness.

**Curriculum:**

**SOCIAL WORK COURSE SEQUENCE BY SEMESTER IMPLEMENTED FALL 2016**

*OVERALL TOTAL HOURS = 122*

(All courses 3 cr. hrs. unless otherwise specified)

General Education requirements are designated as Wesleyan Essentials (WE) courses

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>Cr. Hr.</th>
<th>Spring Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 101 Composition I</td>
<td>3</td>
<td>E 102 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SO 101 Introduction to Sociology</td>
<td>3</td>
<td>PY 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Religion/Western Heritage (WE)</td>
<td>3</td>
<td>SWK 231 Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>The Artist Expression (WE)</td>
<td>3</td>
<td>B 120 Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>CA 218 Computer Applications</td>
<td>3</td>
<td>The Artist Expression (WE)</td>
<td>3</td>
</tr>
<tr>
<td>TWU 101 First-Year Experience</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>17</td>
<td><strong>Total Semester Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>Cr. Hr.</th>
<th>Spring Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 301 Race &amp; Ethnicity</td>
<td>3</td>
<td>SWK 334 Social Welfare Policies &amp; Issues</td>
<td>3</td>
</tr>
<tr>
<td>M 132 Essentials of Statistics</td>
<td>3</td>
<td>Math or Science</td>
<td>3</td>
</tr>
<tr>
<td>SP 101 Introduction to Speech</td>
<td>3</td>
<td>The Spoken Word (WE)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 333 Interviewing Skills</td>
<td>3</td>
<td>SWK 270 Social Work Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
PY 231 Human Lifespan in the Social Environment I 3  PY 251 Human Lifespan in the Social Environment II 3  
**Total Semester Hours** 15  **Total Semester Hours** 15  

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr. Hr.</th>
<th>Spring Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 361 Substance Abuse and Addictive Behaviors</td>
<td>3</td>
<td>SWK 434 Social Work Practice I (Individuals and Families)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 441 Ethics &amp; Client Rights</td>
<td>3</td>
<td>Western Heritage (WE)</td>
<td>3</td>
</tr>
<tr>
<td>Western Heritage (WE)</td>
<td>3</td>
<td>SWK 451 Group Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity (WE)/R 207 World Religions Recommended</td>
<td>3</td>
<td>Cultural Diversity (WE)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>15</td>
<td><strong>Total Semester Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr. Hr.</th>
<th>Spring Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 460 Field Practicum I</td>
<td>5</td>
<td>SWK 462 Field Practicum II</td>
<td>5</td>
</tr>
<tr>
<td>SKW 461 Field Practicum Seminar I</td>
<td>1</td>
<td>SWK 463 Field Practicum Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>SWK 435 Social Work Practice II (Mental Health System)</td>
<td>3</td>
<td>SWK 436 Social Work Practice III (Community Practice &amp; Program Evaluation)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>15</td>
<td><strong>Total Semester Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area Electives</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 331 Family Violence</td>
<td></td>
</tr>
<tr>
<td>SWK 341 Family Systems</td>
<td></td>
</tr>
<tr>
<td>SWK 351 Issues of Aging</td>
<td></td>
</tr>
</tbody>
</table>

**Course Descriptions:**

**Life Experience Policy:**
No academic credit is given for life experiences or previous work experience. The policy is documented in the Field Education Manual and the Social Work Program Student Handbook. Access to BSW handbooks will be on line and provided in hard copy.

**Tennessee Wesleyan Social Work Program Standards of Professional Conduct:**
The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, [http://www.state.tn.us/sos/rules/1365/136501.20100729.pdf](http://www.state.tn.us/sos/rules/1365/136501.20100729.pdf). The standards of professional conduct are embedded in **Program Goals (PG)** as follows:
• **Interpersonal Skills.** The social work student demonstrates the ability to negotiate, mediate, and advocate for more effective policies, programs, and services to improve the quality of life for all, especially the disadvantaged (PG5). The social work student also demonstrates the ability to be empathic, active listeners able to engage diverse individuals, families, groups, organizations, and communities (PG8).

• **Self-awareness.** The social work student examines the values and relevancy of Jesus Christ, and in keeping with the strengths perspective, will apply spiritually sensitive practices which identify people’s talents, skills, capacities, and resources that help support the potential for growth (PG2). The social work student demonstrates growth in self-awareness and self-regulation in order to manage personal values and biases more effectively in working with diverse individuals, families, groups, organizations, and communities (PG9).

• **Professional Commitment.** The social work student incorporates their liberal arts foundation to build the knowledge, skills, values, ethics, and professional identity necessary for competent entry-level general practice at micro, mezzo, and macro levels (PG3). The social work student applies a knowledge base of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to be able to engage, assess, and intervene with individuals, families, groups, organizations, and communities (PG4). The social work student also applies evidence-based practice and research in order to evaluate and improve practice, programs, and service delivery systems (PG6).

• **Valuing Diversity.** The social work student demonstrates the ability to engage in open dialogue while agreeing to disagree respectfully with honesty and integrity (PG1). The social work student also applies knowledge gained through exposure to the complex issues surrounding human diversity, special populations and domestic and international challenges, to respect differences between people and recognize discrimination and oppression in our world (PG7).

### Cultural Diversity and Social Justice

**TWU Social Work Program Diversity Statement:**
The Social Work Program and Tennessee Wesleyan University welcome and honor all people regardless of age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, military status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The Social Work Program at Tennessee Wesleyan affirms and respects all forms of diversity and difference, and prepares students for a life of leadership and service in an ever-changing global community. In addition, the Program recognizes that, “a person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), the Program strives to instill in students their responsibility to make a positive difference in the lives of their fellow person while holding themselves to the highest level of integrity and purpose. The Social Work Program promotes social justice and social change, and strives to end discrimination, oppression, poverty, and others forms of social injustice.

**Commitment to Cultural Diversity and Social Justice:**
In accordance with the diversity statement above, the NASW Code of Ethics, and the CSWE Educational Policy Accreditation Standards for BSSW Degree Programs in Social Work Education, Tennessee Wesleyan University’s Social Work Program faculty, staff, and students shall do the following:
1. “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 [or ancestry], color, sex [gender], sexual orientation, age, marital status, political belief, religion [creed], or mental or physical disability” [NASW Code of Ethics, 6.04(d)].

2. Practice within the defining principles “of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence” (CSWE, Educational Policy, Purposes, 1.0).

3. “…Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice” (CSWE, Educational Policy, Purposes, 1.0).

4. “…Develop and apply practice in the context of diverse cultures” (CSWE, Educational Policy, Purposes, 1.0).

To this end, the Social Work Program shall provide a learning environment that prepares students “…to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (and)…to alleviate poverty, oppression, and other forms of social injustice…” (CSWE, Educational Policy, Purposes, 1.2).


BSW FIELD EDUCATION

Field Education Philosophy:
The Social Work Program mission statement addresses the knowledge, values, skills, and cognitive and affective processes and behaviors associated with competence at the generalist level of practice. It does so by promoting to our students a sense of responsibility to improve the lives of their fellow person, respecting their dignity, diversity, and right to self-determination, while advancing social and economic justice on a local and global level.

Included in our mission is a pledge to provide the foundation for students to become empathic, competent entry-level social work practitioners who adhere to the values and ethics promoted by the profession of social work. More specifically, our program’s practice/skills courses focus on cognitive and affective processes and behaviors, as well as interpersonal social work skills at the bachelor’s level.

To put this knowledge into practice, Tennessee Wesleyan students are placed in generalist agencies to prepare for working with vulnerable populations. Most of the BSW students are placed in public agencies, such as schools, child welfare agencies, community non-profit agencies, community mental health agencies and medical setting for the aging where students learn generalist skills using an eclectic knowledge base that focuses on the person-in-environment framework, scientific inquiry, and mentoring.

All are important in engaging, assessing, intervening, and evaluating practice with those we serve. It is essential that students have an understanding of the person-in-environment framework in order to be empathic with the people they serve. It also allows them to understand the importance of identifying strengths and resources at all levels, micro, mezzo, and macro when serving individuals, families, groups, organizations and communities. Since most BSW field students function in practicum settings that directly serve client systems, they must know how to engage individuals, interview, conduct assessments and set goals. It is also important they practice critical thinking skills and identify strategies to prevent and improve problems, influence policy, work with colleagues and evaluate their own professional activities. BSW students also learn the necessity of scientific inquiry in order to examine and use best practices.
Through the knowledge gained of these generalists’ skills and putting them into practice in their field practicums, our students will be prepared to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and beliefs and grow in self-awareness.

**Field Education Structure:**
BSW students in their second year of enrollment in the program must complete 400 field placement hours under supervision. They are required to complete SWK 460 Field Practicum I in the fall semester and SWK 462 Field Practicum II in the spring semester. Each practicum requires students to complete 200 hours. The School evaluates BSW field students on their abilities to master the core competencies, completion of required course work and GPA.

**Roles and Responsibilities in Field Education**

**Field Education Director:**
The Social Work Program Field Education Director carries the responsibility in their workload to remain in contact with the student, the agency, field instructors and task supervisors during the semester. The Field Education Director meets with the student at least once during the semester, and instructs the Field Placement Seminar class as another avenue to monitor student learning and field setting effectiveness. The Field Education Director visits the agency to meet with the Field Instructor and other relevant agency personnel twice during the semester, once at the start of the field placement and at mid-term. The Field Education Director maintains contact with their students, field instructors and other relevant personnel through emails, phone contact or meetings if necessary. Students Field Placement Learning Plans are reviewed at least 3 times during the semester and are expected to provide a summary of supervisory conferences with their Field Instructor documenting date and time of conference.

The Field Education Director carries the overall responsibility for helping the student, the field instructor, and the agency meet the learning outcomes established for the student’s field training experience. As an educational consultant, the Field Education Director assists the field instructor and the students to identify the educational opportunities in the placement. The Field Education Director may serve as a mediator for the student and field instructor. The Field Education Director facilitates the integration of field and class learning through the Field Placement Seminar class as well as consultation with the field instructor. The Field Education Director carries academic advising responsibility and can assist students continuing in the field with field placement planning.

The program Field Education Director acts as a liaison between the School, the field agency and the agency Field Instructor. The Field Education Director meets with the student and agency Field Instructor two times during the academic semester: at the commencement of the semester approving the student’s learning plan; and between mid-term and end of the semester to again review the student’s progress. Additionally, the Field Education Director makes on-site visits as needed for consultation on matters of field policy or academic/behavioral issues at the request of any of the parties. Periodic telephone and E-mail contacts are made at the discretion of the Field Education Director to maintain continuous supplemental supervision of the field placement.

- **Agency Visits**
  The Field Education Director visits an agency to meet with the field instructor and student and, when feasible, with other agency personnel pertinent to the students’ learning objectives. The Field Education Director is expected to visit the field agency once at the start of the placement and once at mid-term during the semester. In some situations, more frequent visits might be necessary, and Field Instructors are encouraged to request contact whenever the need arises. The Field Education Director and the field instructors maintain telephone and/or email contact between visits.
The Field Education Director Role with Agency

The Field Education Director discusses the student’s integration into the agency and the plan for the student’s workload and assignments with the field instructor and, if necessary, with other agency personnel pertinent to the student learning objectives. The Field Education Director monitors the ongoing educational experience of the student.

1. The Field Education Director helps the field instructor to connect and integrate academic learning with the field practice.

2. The Field Education Director facilitates the necessary two-way communication between the agency and the School, and as the representative of the school is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student’s experience in the agency.

3. The Field Education Director role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance. The Field Education Director provides consultation on the use of effective field teaching techniques and confers with the field instructor to ensure that there is understanding and appropriate application of the School’s field performance criteria for evaluation.

4. Field instructors should immediately contact The Field Education Director if there is any potentially serious problem with the student’s performance in the field setting or in their capacity to meet expected learning outcomes for the semester.

Monitoring of Student Assignments in the Agency

The Field Education Director monitors the assignments given to the student from early in the semester to ensure they include the suitability, the volume, and the diversity, necessary for a solid educational experience. If there are difficulties with providing such assignments, it is important The Field Education Director be notified immediately. The Field Education Director will work with the field instructor and agency to develop ways in which problems are addressed or alternatives are developed.

Student Meetings with Faculty Field Director

The Field Education Director meets with the students individually at least once each semester, and sometimes more frequently. The meeting with student is initially during the first 2-4 weeks of the semester.

Students are urged to initiate contact with The Field Education Director to set up an appointment. These meetings address any issues in placement, academic advising, and planning. The Field Education Director and students should also maintain telephone and email contact with one another to assure that any emerging issues are promptly identified, discussed and addressed.

Field Instructor:

Monitoring of student performance in field is primarily the responsibility of the agency Field Instructor, required by field policy to provide supervision for 1 hour per week during the field placement. This supervisory time intended to allow students the opportunity to discuss the learning plan assignments, receive feedback concerning the field performance and ask questions concerning professional and ethical issues.

The mechanism for evaluating student learning in field education commences with the construction of a Field Placement Learning Plan Agreement. The framework for each learning plan agreement is defined
according to the field placement class. In SWK 460, students are focusing on Knowledge and Skills for competencies 1, 2, 4, 5, and 6, and in SWK 462, students are focusing on Knowledge, Skills, Cognitive/Affective processes and Values for nine competencies. Learning Plan agreements are initiated by the student in consultation with their agency field Instructor and agency task instructor. Students are required to develop learning plans that incorporate the nine core social work competencies and field specific behaviors.

Agency specific practice activities are developed that advance the student’s personal aims relative to the field experience. Students are required to complete the Learning Plan and obtain approval from the field instructor by the 5th week of the semester.

Student progress in field practicum is evaluated according to three specific criteria: (a) the student’s completion and successful execution of the learning plan (b) the student’s attendance record in field and (c) the student’s compliance with behavioral standards, including the NASW Code of Ethics and the School’s Uniform Academic/Behavioral Code. As with other academic courses, student performance in field is a cumulative letter grade based on a 100-point scale for each semester of field practicum. The agency field instructor evaluates student performance at midterm and end of semester. The Field Education Director calculates the score and issues a number grade.

**Task Instructor:**
In the absence of an available a field instructor, a Task Supervisor is appointed to oversee the student’s work in the agency. These qualifications include (a) may be an experienced BSW or MSW elsewhere in the agency or community and (b) an individual from related social work disciplines. A faculty of the Social Work Program responsible for providing field supervision in the absence of an agency field instructor.

**Student:**
**Initiate Learning Plan Agreements** - Consult with their agency field Instructor and agency task instructor to develop learning plans that incorporate the nine core social work competencies and field specific behaviors.

**Comply with Behavioral Standards** - The student’s compliance with behavioral standards, includes the NASW Code of Ethics and the University Standards of Conduct.

**Attendance Policies** – Students are expected to attend their field placements as scheduled. In the event of unexpected absences, PROMPT COMMUNICATION with Field Instructors IS ESSENTIAL and is in keeping with professional conduct.

- **Unexcused absences** - One unexcused absence will result in a documented warning in the student’s file. An additional unexcused absence is grounds for loss of field placement and may lead to termination from the program.
- **Excused absences** - If a student experiences hardship that may affect attendance, the student is responsible for contacting the Field Instructor as soon as possible.

**Honor System** - Students with Honor System violations are subject to the policy and process identified in the TWU Academic Catalog.

**Ethics:**
Students may be terminated from the Social Work Program due to failure to meet the core values of the profession and behavioral expectations of the NASW code of ethics (Appendix C). If the Social Work
Program becomes knowledgeable of student behavior that is presumed to be in violation of the NASW Code of Ethics, the violation will be reviewed by the Social Work Advisory Committee. Students may be terminated from the Social Work Program due to the failure to meet the core values of the profession and the behavioral expectations of the NASW code of ethics (See Appendix C). Examples of professional misconduct that may result in termination from the program are as follows: Harassment, deception, dishonesty, fraud, sexual misconduct, derogatory language, breach of confidentiality, and discrimination.

**University Standards of Conduct:**
Students and recognized student organizations at the university assume an obligation to exhibit conduct in a manner compatible with the university’s function as an educational institution. Conduct which is not compatible is outlined below and is subject to disciplinary action. Violations of, including, but not limited to, the items below are in effect on and off university property, at university sponsored or supervised activities, or at functions or facilities of recognized student organizations.

1. Dishonesty such as, but not limited to, cheating, plagiarism, or knowingly or recklessly furnishing false information to the university.
2. Forgery, alteration or misuse of university documents, forms, records, or identification cards, including the giving of any false information, or the withholding of necessary information in connection with a student’s admission, enrollment or status in the institution.
3. Obstruction or disruption of teaching, research, administration, disciplinary proceedings or other university activities, including its public service functions, on or off campus, or other authorized non-university activities when the act occurs on university premises.
4. Physical abuse, which includes any action which is likely to be detrimental to the health, safety and/or well-being of another, or psychological abuse which includes any action which unreasonably interferes with the psychological well-being of another (e.g., hazing, harassment).
5. Sexual misconduct and all related offenses as defined in the sexual misconduct policy.
6. Retaliation is any conduct which serves as a reprisal with the intent of causing physical or psychological pain to an individual who has initiated a complaint with the institution. Retaliation includes, but is not limited to, unwelcomed or repeated contacts by telephone, by letter, in person or by third party; damaging or vandalizing personal property; offensive acts/gestures; overt threats, whether or not they were actually carried out; or any conduct that would instill fear and trepidation in the victim.
7. Conduct which threatens or endangers the health, safety or welfare of any person.
8. Unlawfully discriminatory acts.
9. Theft or conversion of property or of services (e.g., computer time) belonging to the university, members of the university community or others.
10. Intentional or reckless destruction, damage, abuse or misuse of university property or the property of others.
11. Unauthorized entry into or use of university property, including facilities, residence halls, equipment, or resources.
12. Disorderly, indecent or obscene conduct or expression.
13. Failure to comply with directions of university officials acting in the performance of their duties including, but not limited to, a requirement to provide unprivileged testimony at a disciplinary hearing or failure to comply with provisions of probation or suspension.
14. Intentional initiation or circulation of any false report, warning or threat of fire, bombs or explosives.
15. Alteration, misuse, abuse of or damage to fire or other safety equipment on university-owned or controlled property.
16. Unauthorized use, possession or storage of any guns, or weapons.
17. Illegal or unauthorized possession, use, sale or distribution of narcotics, drugs or other controlled substances defined as such by local, state or federal law.
18. Violations of university policies, procedures or regulations governing residence on university owned or controlled property.

Violations of federal, state and municipal laws, or any other conduct not included above whether on-campus or off-campus, which unreasonably or unlawfully interferes with the operations of the university, and the pursuit of its educational purposes and objectives or the rights of others, or which renders a person or organization unfit or unsuitable for continued association or affiliation with the university. Students may be held independently accountable to both civic authorities and to the university for acts which constitute violations of law and/or violations of university policies, regulations or procedures. Disciplinary actions will not be subject to challenge on the ground that criminal charges involving the same incident has been dismissed, reduced or are in process.

**Selection of Field Agencies**

The approval of potential field sites is facilitated by the Social Work Program Field Education Director’s personal visit to each agency. These visits accomplish (a) assessing the physical environment of each site, (b) evaluating the suitability of each setting for student learning and socialization with agency staff, (c) ensuring each agency’s ability to provide the student learning experiences put forth in the Agency Field Practicum Application, and (d) confirming each agency’s commitment to student training.

**Procedure for Selecting Field Agencies:**

TWU currently has at least 20 different field placement sites that allow the student to extend and apply generalist knowledge and skills, though that number is steadily growing as the program is in development and the Field Education Director is constantly reviewing existing field sites and recruiting new sites. The agency or site benefits by having the contributions students give in delivering agency services and in broadening agency perspectives by sharing their academic learning. Field Education Director meets with potential placement sites and review agency materials to ensure that the agency or site meets the following criteria:

- The Practicum site's philosophy of service is compatible with social work’s professional philosophy, values, and ethics, and the site provides a social work service or planning function that relates to improving human services.
- The site’s purpose and function are compatible with the School’s mission and curriculum, and the site provides a range of learning experiences consistent with the agency service functions, the student's learning needs, and the objectives of SWK 460 and 462 Field Placement.
- The agency personnel respect the educational focus of field placement, and support TWU’s nondiscriminatory policies and practices, as well as other University policies that apply to field placement.
- The practicum site has qualified Field Instructors/Field Task Instructors and will provide support for Field Instructors to carry out field instruction responsibilities and to attend field-related training and meetings.
- The staff is large enough to ensure that the basic agency program is developed and maintained sufficiently without relying on students.
- Sites are able to provide suitable space, support, and safety measures to facilitate learning activities in the agency.
- The agency agrees to work cooperatively with TWU’s Social Work Field Education Program to meet educational goals and to support students in completing their field seminar assignments. The
agency agrees to alert the program of any agency changes that affect students and field supervision.

- Once the agency and the program agree that all criteria met, the agency and the University execute an Affiliation Agreement between the University and the Practicum Site, updated regularly. Students not placed in an agency until this Affiliation Agreement is in place.

Selection and Training of Field Instructors:

Agency Instructor Approval - Each prospective field agency should be able to offer the services of an agency field instructor who is qualified, experienced and has demonstrable knowledge in the field of social work practice.

At a minimum, these qualifications include (a) hold a baccalaureate or master’s degree in social work from a CSWE-accredited program (b) 2 years post-social work degree practice experience in social work and (c) the ability to model and coach students by identifying and assisting their educational needs.

Agency Field Instructors ordinarily are expected to be employees of the host agency. If they have earned an BSW from a CSWE-accredited school, and have at least 2 years post-social work degree practice experience they may serve as agency instructors, which means that they are obliged to provide the principal professional supervision of students placed at the field agency. Agency instructors who have not met any of the aforementioned criteria may serve as task supervisors and must work in tandem with an assigned field instructor outside/within the agency who meets the requirements for primary agency instruction.

Field Instructor Orientation/Training:

Formal orientation for agency field instructors and task instructors occurs at the commencement of each academic year held at the university, and on-site as new agencies become field placement sites. The purpose of the orientation is to assist returning and new agency field instructors to understand and implement the Social Work Program Field Education policies with particular regard for the requirements and expectations imposed on students and agencies. Participants are provided with current policy updates, forms, documents, evaluation process and other information pertinent for agency field instruction. Spring 2016, the Social Work Program held its initial orientation after receiving Candidacy status. August 2017 an extensive training was planned in the use of the Competencies and Practice Behaviors in the learning contract as well as how to evaluate the students in field. In addition, the Field Education Director is available to respond to agency instructors’ questions regarding any aspect of field education. In an effort to provide clear direction in the development of practice assignments, the Social Work Program developed a list of sample practice activities, as well as template assignments. This been well received and has helped in fully implementing the assessment of the competencies and practice behaviors in the field learning.

Placement Planning Process

Admission to Field:
The criteria for admittance into the field education program are the following requirements. Students who do not meet the requirements are not admitted into the field education program.

1. Students must have at least a 2.50 GPA on a 4.0 scale within the Social Work major courses and a 2.25 GPA in general education courses. Maintenance of the 2.50 GPA in the major is required for field practicum placement.

3. Evaluation 1 – During the spring semester of the junior year in the SWK 434 Social Work Practice I, students are observed throughout the semester. A one-on-one evaluation with the Faculty of record will provide feedback. SWK 460 Field Practicum I readiness for fall semester of their senior year is determined.

4. Evaluation 2- Mid semester of fall semester of the student’s senior year SWK 435 Social Work Practice II, the Faculty of record, including relevant information from the Social Program Committee will review the student’s field practicum performance to determine if they are ready to schedule spring semester SWK 462 Field Practicum II.

5. Evaluation 3- As the student proceeds through their field practicum, the Field Education Director will observe the student in placement and receive regular feedback from the on-site Field Instructor in regards to professional performance. Field instructors will complete student evaluations, both mid-term and semester’s end based on the student’s performance of professional behaviors and demonstration of the nine social work competencies.

**Placing Students in Field:**
During mid-term of the semester prior to entering field placement, the Field Director organizes a meeting for students to fill out the BSW Field Placement Information Sheet (Appendix A) that allows the program to maintain student data on field information to include: Contact information, three populations of interest, work schedules, volunteer/work experience, obstacles to completing field placement, agency, and agency instructor assignment. Once a student has applied for field by filling out the Field Information form, the Field faculty review and assess the application, ensuring that the student meets all requirements. Field faculty personally interview each applicant to discuss the applicant’s learning needs and career goals. Faculty then designate an agency that potentially matches the student’s needs, and the student sets up face-to-face interview with the agency-based field instructors. Field faculty and agency instructors then confer, and the Field faculty make the final placement decision, matching students with agencies. If the agency requires a criminal background check, drug test, or immunizations, the student must comply with agency policy prior to actual placement. Students do not make unsolicited approaches to field placement sites or attempt to create their own placement; the Field faculty makes all contacts to establish placements.

**Practicum in Employment Setting**

**Placement in the Student’s Employing Agency:**
**Definition of Employment Based Field Placement** - The school defines an employment based field practicum as a field placement created at an agency that already employs the student on a full-or part-time basis and financially compensates the student in form of a salary.

**Requirements of Employment Based Field Placements** - Policies regarding employment based field placements require among other things that a student is considered for a practicum placement at an employment site only upon a demonstration that the practicum is able to provide educational opportunities consistent with (a) CSWE Educational Policies and Accreditation Standards and (b) the Field Programs’ practice behaviors.
It is the responsibility of any agency considering hosting an employee student in a field practicum to demonstrate to the school that the agency is able to meet the educational needs of the student. The agency must also be able to provide the student with the opportunity to perform duties and practicum-related responsibilities that not normally financially compensated as part of the student’s job description. Not all employment situations qualify as practicum sites. The agency is approved by the school through the adoption of an Affiliation Agreement prior to the request for approval of the field placement. If the agency is approved as a field practicum site, a student ordinarily will qualify to complete a field practicum for a semester.

The agency considering an employment based field practicum must specify that the practice activities established for the placement are to be educational and different from any job responsibilities. These must be appropriate for the student’s educational level and program of study. Moreover, field instruction must take place in a different unit or program and be overseen by a qualified field instructor other than the student’s regular supervisor. A waiver of this policy is granted for a student in an employment position less than 6 months with the agency and that the current employment position meets the educational requirements.

Finally, a student considering an employment based field practicum must meet with the Field Education Director in order to assess the consistency of the proposed placement with the school’s educational interests. Requests for employment based field practicum are subject to the prior approval of the Field Education Director and Program Director.

**Procedures During Placement**

**Managing and Recording Time in Field:**
Students in SWK 460 and SWK 462 are in placement for a minimum total of 200 hours per placement class. Students are expected to confirm their placement schedules with their field instructors during their orientation to agency setting. Students are expected to follow the agreed-upon schedule except in unusual circumstances, such as illness or inclement weather.

Students are to record their own placement hours as completed on the Field Practicum Time Sheet. Hours are documented only after completion. Students are to enter their hours daily, or at least weekly, so they can be reviewed and approved by field instructor or task instructor.

Students receive a field orientation packet containing Learning Plan, Field Placement Agreement, Timesheet, Syllabus, Release of Liability Personal Safety Incident Report (See Appendix A).

**The Learning Plan:**
The BSW student is an adult learner who is involved from the beginning in planning for the field practicum. During the student’s orientation to the agency, the field instructor and student review the educational competencies, the student’s past experiences, career interests, and make plans for assignments. The college requires a written learning plan for each semester. The plan includes both required assignments and agency specific assignments developed by the field instructor and student. The plan is completed and signed and may be revised as needed by mutual agreement of the student and field instructor. Any revisions are made to the learning plan when necessary. The completed learning plan is reviewed by Field Education Director.

**Field Practicum Grading Policy:**
Field courses must be completed with a grade of 80% or higher. The field practice grade is evaluated on the learning plan by the field instructor, calculated and assigned by Field Education Director. Performance in field is 60% and the field seminar is 40%.
Grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>78-81</td>
</tr>
<tr>
<td>C-</td>
<td>76-77</td>
</tr>
<tr>
<td>D+</td>
<td>74-75</td>
</tr>
<tr>
<td>D</td>
<td>70-73</td>
</tr>
<tr>
<td>D-</td>
<td>68-69</td>
</tr>
<tr>
<td>F</td>
<td>67 or below</td>
</tr>
</tbody>
</table>

Incomplete Grade in Field:
The policy for a student receiving an incomplete grade listed in TWU 2017 academic catalog as follows:
A student may receive a grade of incomplete (“I”) if for some reason there is failure to complete a small portion of the work in a course. In all cases the student must show that the work cannot be completed due to circumstances beyond the student’s control.

A grade of “I” must be removed by mid-term of the succeeding term after the student has taken the course. Otherwise the grade will automatically be changed to an “F”. Students are to make up examinations at the convenience of the instructors. In computing the student’s average, an incomplete will be considered as an “F” until such time as the incomplete is removed.

Each students’ request for an incomplete in field is reviewed on a case-by-case basis by the Program Director, Field Education Director and in consultation with Agency Field Instructor. Following this meeting, the Field Education Director meets with the student with the final decision on the grade and plan of completion.

Managing Problems in the Field:
Managing problems in field placement are considered part of students’ professional development. The expected problem solving steps are:

1. Student shares concerns directly with the field instructor to discuss how problems/concerns are to be managed or resolved. A follow-up email from the student to the field instructor documenting discussions is recommended.
2. If the collaboration with the field instructor in Step 1 does not adequately manage the problem, the student should notify the field director so that a problem-solving meeting between the student, the field instructor, and the field director is convened.
3. If concerns continue following the initial meeting, the field director will meet with the student and field instructor for additional collaboration and solution finding.

Please note: If a student is uncertain about how to begin addressing a problem/concern, the student may first request a consultation with the field director prior to Step 1. Following this preliminary consultation, the student expected to engage in each of the steps outlined above as necessary to manage the problems/concerns. If the student refuses to address placement concerns with the field instructor using the process described above, the field director will request a meeting with the Social Sciences Department Chair and the Social Work Program Director. Refusal to engage in the problem-solving process could result in dismissal from field.

Request to Terminate a Placement:
A student may request to terminate a placement if problems/concerns interfere with learning. However, the decision to terminate a placement is made after all reasonable efforts to resolve the concerns are exhausted. Students not permitted to resign from a field placement without prior approval from the Field Director. Any student who wants to request termination of placement must first engage in the problem-solving process. Following that, a student may submit a written request for placement termination to the Field Director. The request should include in detail the student’s concerns about the placement experience and all efforts made to resolve the issues. The field instructor must be copied on the request for termination. The field director will review the student’s request and may consult with the Program
Director. The decision to terminate a placement is made by the field director. Termination of a placement may result in a change in the student’s program of study and/or graduation date. The field director will review the hours and activities completed by the student in the initial placement to determine whether any of these hours can be carried over to a new placement. However, a new placement agency may require the student to complete the full term hours as a condition of placement. The student may need to complete additional hours at a new field placement so that adequate orientation and learning opportunities are ensured.

Sexual Harassment:
Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitutes sexual harassment when grades or educational progress are made contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment. Students should follow the procedure below if they experience sexual harassment in their field agency:

1. Contact the field director as soon as possible to report this situation and to receive advice on how to proceed. The field director will determine whether the student should return to the field setting while the issue is under review.
2. Complete the Personal Safety Incident Report form and submit the completed form to the field director as soon as possible (Appendix B)

The Field Director will:

1. Determine, with the student, whether she/he feels safe returning to the agency setting. If appropriate, a plan will be developed to assure the student’s safety and comfort in the field setting.
2. Upon receiving such a complaint, will work with the field instructor and/or agency administrator to further assess the situation and to decide on an intervention strategy.
3. Request a copy of the agency’s sexual harassment policy
4. Confer with the Office of Student Affairs and the Program Director regarding the situation and the planned strategy for intervention.
5. Determine the status of the student’s practicum in the agency after a thorough assessment.
6. Make referrals, if needed, to appropriate resources for assisting the student to cope with the situation

Dismissal from Placement:
Every field agency must sign an agreement for student placement with the University. Consequently, any field agency that determines that a student’s continuation in placement jeopardizes the quality of client services or agency reputation, or disrupts normal agency operations, may elect to immediately terminate the student’s placement. Upon notification by the agency of a student’s dismissal, the field director will contact agency staff for information and review all documentation of cause for dismissal. Field instructors are requested to submit documentation to the field director detailing any incident leading to termination of placement. Field instructors are also requested to thoughtfully and accurately complete all scheduled evaluations, documenting and discussing with the student any areas of concern. Field instructors are asked to contact the field director to proactively address any concerns about student performance that might lead to termination of placement. The field director will make a decision as to whether the student is eligible for placement in another setting.
Student Removal from a Field Practicum

The field director has the authority to withdraw a student from a placement based on concerns about the student’s performance, the agency environment, quality and consistency of supervision, or the student’s refusal to address concerns about the placement. If a student is removed from a placement by the field director due to his or her performance, a meeting may be convened with the Social Work Program Director to explore the student’s readiness for placement and to make recommendations. Circumstances in which a student may be removed from a placement include, but are not limited, to the following:

1. Attempts to harm him/herself or any client or agency staff person.
2. Violates the NASW Code of Ethics
3. Violates the Social Work Program Standards of Professional Conduct
4. Has personal or legal hardships that negatively affect her/his performance in the field practicum.
5. Has a physical or mental health challenge, active substance abuse issues, or undocumented disabilities that severely limit the student’s effectiveness in the field practicum.

If the Field Director determines that the student is not eligible to interview for another placement or to receive the grade of Incomplete, the student will receive a No Credit for the course at the end of the semester. If the student elects to appeal the grade of NC, the student is to follow the grade appeals procedure in the TWU Academic Catalog.
BSW Field Practice Information Sheet

Semester of Placement: ____________________

Name: _______________________________________________________________________________

Address: _______________________________________________________________________________

Email: ________________________

Phone: ________________________

Employment History:

Organization: ________________________________ Dates: ____________________________
Responsibilities: ________________________________________________________________
______________________________________________________________________________

Organization: ________________________________ Dates: ____________________________
Responsibilities: ________________________________________________________________
______________________________________________________________________________

Volunteer Experience:

Organization: ________________________________ Dates: ____________________________
Responsibilities: ________________________________________________________________
______________________________________________________________________________

Organization: ________________________________ Dates: ____________________________
Responsibilities: ________________________________________________________________
______________________________________________________________________________

Have you been convicted of any offense other than a minor traffic violation? _____ Yes _____ No
Have you ever had any legal involvement that may negatively affect your acceptance for placement at a social service agency _____Yes _____No
_____________________________________________________________________________________
_____________________________________________________________________________________

**Special Skills and/or Additional Life Experience:** (Sports, Arts & Crafts, Music, etc.). Discuss specific life experiences or other information you believe would be helpful in planning for your field placement.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Do you have a car/access to car that you can use for field practice during the semester _____Yes _____No
Briefly explain any limitations that might have an effect on your field placement or might limit a type of field placement. (Examples: lack of transportation, health problems, commuting distance, childcare hours, work hours, etc.)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please select three agencies in which you would be interested for a field practice experience.

1. _________________________________________________________________________________

2. _________________________________________________________________________________

3. _________________________________________________________________________________

Discuss any special learning objectives you have for your field placement this year.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

**To Be Completed By Field Education Director:**

Placement: ___________________________ Address: ___________________________

Field Instructor: ___________________________

Placement Phone: ___________________________
Release of Liability, Waiver of Rights, Assumption of Risks, and Indemnity Agreement

This release is by and between the Undersigned and TENNESSEE WESLEYAN UNIVERSITY, its governing board, officers, employees and agents, herein collectively referred to either as Tennessee Wesleyan University or Releases.

WHEREAS, the Undersigned is a student or faculty representative of TENNESSEE WESLEYAN UNIVERSITY who desires to participate in a project or activity referenced herein to earn or receive community service or other credit related to a course or courses the Undersigned is taking at TENNESSEE WESLEYAN UNIVERSITY; and

WHEREAS, TENNESSEE WESLEYAN UNIVERSITY has asked the Undersigned to execute this Agreement in order to participate in the project or actively referenced herein.

I, _____________________________________________________(*Participant*), hereby acknowledge that I have volunteered or elected to participate in a project or activity (event) described as ______________________________________________________________________which is scheduled for the _____________________________________, 20____.

**Participation:** I am aware of the general nature and scope of the event and I am aware of the physical requirements necessary for participation in the above-referenced even, and I certify that I possess all of the necessary physical abilities, experience, training and knowledge to participate in this event.

**Informed Consent:** I am aware that TENNESSEE WESLEYAN UNIVERSITY does not warrant the condition or adequacy of any equipment, premise, vehicle or mode of transportation for any purpose connected with or incident to the event. I am further aware that TENNESSEE WESLEYAN UNIVERSITY does not warrant the adequacy or competency of any other individual participating in or involved with the event. I understand that as with any event involving other individuals and physical activity, there is a risk of harm. I understand that by participating in this event I could sustain personal injuries, property damage or even death.

**Assumption of Risk:** I understand that serious injuries could occur during my participation in this event. I could sustain serious personal injuries, illness, property damage, or even death as a consequence of the negligence or fault of others and that there may be other risks not known to me or not reasonably foreseeable at this time. I further understand and agree that any injury, illness, property damage, disability, or death that I may sustain by any means, including my own negligence or fault, is my sole responsibility and risk.

**Release and Waiver or Liability:** I, on behalf of myself, my personal representative, heirs, executors, administrators, agents, and assigns, hereby release, waive, discharge and covenant not to sue TENNESSEE WESLEYAN UNIVERSITY, its governing board, officers, employees and agents (herein referred to as “Releases”) for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits or judgments of any and every kind (including attorneys’ fees), arising from any injury, property damage or death that I may suffer as a result of my participation in the above-described event, regardless of whether the injury, damage or death occurs while in, on, upon, or in transit to or from the premises where the activity or event occurs. I further agree that the Releases are not in any way responsible for any injury or damage that I sustain as a result of my own negligent acts.

**Indemnity:** I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, agree to hold harmless, defend and indemnify the Releases from any and all liability, including any and all claims,
demands, causes of action (known or unknown), suits or judgments of any and every kind (including attorneys’ fees), arising from any injury, property damage, or death that I may suffer as a result of my participation in the above-described event.

**Personal Medical Insurance:** I acknowledge that while participating in this event medical insurance coverage is not being provided for me by TENNESSEE WESLEYAN UNIVERSITY. I further acknowledge that I am responsible for the cost of any and all medical and health services I may require as a result of my participation in this event.

**Choice of Law:** I hereby agree that this Agreement shall be construed in accordance with the laws of the State of Tennessee, and the exclusive venue for any litigation shall lie in McMinn County, Tennessee.

I have read this Agreement and fully understand its terms. I am aware that this Agreement includes a Release and Waiver of Liability, and Assumption of Risk, and an Agreement to Indemnify Releasees. I understand I have given up substantial rights by signing this Agreement, and sign it freely and voluntarily without any inducement. By my signature I represent that I am at least eighteen (18) years of age or, if not, that I have secured below the signature of my parent or guardian as well as my own.

__________________________________ Date
Signature of Participant
__________________________________ Date
Signature of Witness
to Participant’s Signature

I certify that I have custody of Participant or I am the legal guardian of Participant by Court Order. I have read this Agreement and fully understand its terms. I am aware that this Agreement includes a Release and Waiver of liability, an assumption of risk, and an Agreement to indemnify the Releasees. I join with Participant in granting a Release to Releasees as set forth in detail above.

__________________________________ Date
Signature of Parent/Guardian
for Participant under 18 Years of Age

__________________________________ Date
Signature of Witness
to Parent/Guardian signature
# TIMESHEET

Name ___________________________   Agency ______________________________

Email ___________________________   Supervisor ___________________________

Cell # ___________________________   Office # ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Total Hours</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Placement/Internship Practicum

Student’s Name: _________________________________________________________________

Course No. and Title: _____________________________________________________________

Semester Hours Credit: ________________________________

Location of Internship, Field Placement, Fieldwork, or Practicum:

Outline of Student’s Activities and Responsibilities:

Means of Evaluation: (See Attached Syllabus)

Signatures:

Course Instructor: ___________________________________________ Date: _____________

Advisor: __________________________________________________ Date: _____________

S.W. Program Director: ________________________________ Date: _____________

V.P. of Academic Affairs: ________________________________ Date: _____________

Field Instructor: __________________________________________ Date: _____________

Task Instructor: __________________________________________ Date: _____________
Personal Safety Incident Report
BSW Program

STUDENT: ____________________________ AGENCY: ____________________________

FIELD INSTRUCTOR: ______________________ FIELD DIRECTOR: ______________________

COURSE NUMBER: ______________________ DATE/TIME of INCIDENT: ______________________

DESCRIPTION of INCIDENT: _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

NAMES OF ALL PARTIES INVOLVED AND THEIR RELATIONSHIP TO AGENCY: ______________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

WITH WHOM HAVE YOU DISCUSSED THIS INCIDENT: _________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

HAS A FORMAL REPORT BEEN FILED WITH THE AGENCY: ______________________

DESCRIBE ANY ACTION TAKEN TO DATE: ____________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ARE YOU SATISFIED WITH THIS ACTION: ___________________________________________________
_____________________________________________________________________________________

Signatures:

_________________________________________ Date _____________________________
Student

_________________________________________ Date _____________________________
Field Instructor

_________________________________________ Date _____________________________
Field Director

_________________________________________ Date _____________________________
BSW Program Director

Return the completed form to the field director at the TWU Social Work Program. Rev. 9/17
CODE OF ETHICS
OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS
Code of Ethics of the National Association of Social Workers

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- strengthen and unify the profession
- promote the development of social work practice
- advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.
Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s dual 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.

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

---

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*. 

---

VOLUME 3.2 - Field Education Manual

Page 28
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.

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

Ethical decision making is a process. In situations when conflicting
obligations arise, social workers may be faced with complex ethical
dilemmas that have no simple answers. Social workers should take into
consideration all the values, principles, and standards in this Code that are
relevant to any situation in which ethical judgment is warranted. Social
workers’ decisions and actions should be consistent with the spirit as well as
the letter of this Code.

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

Instances may arise when social workers’ ethical obligations conflict
with agency policies or relevant laws or regulations. When such conflicts
occur, social workers must make a responsible effort to resolve the conflict
in a manner that is consistent with the values, principles, and standards
expressed in this Code. If a reasonable resolution of the conflict does not
appear possible, social workers should seek proper consultation before
making a decision.
The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

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

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

**Value: Competence**

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

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

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed
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 their level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

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

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with applicable laws governing records and social work licensure.

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

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.

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.

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

1.08 Access to Records

Social workers should provide clients with reasonable access to records concerning the client. 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.

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

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

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

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

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

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

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

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

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

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

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

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

3.10 Labor–Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b) Social workers should honestly acknowledge the work of and the contributions made by others.
5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.
INDEX
acknowledgment of credit, 26
administrators, 23
audio recordings, 9
authorship credit, 26
bartering arrangements, 16
billing practices, 22
chat sessions, 4, 11, 13
client records
access to, 14
confidentiality and, 13–14, 22
responsibilities related to, 22
transfer or disposal of, 14
clients
abandonment of, 17
capacity for decision making in, 16
capacity for technology use by, 8, 10
commitment to, 7
deceased, 14
definition of, 1
derogatory language about, 16
dual/multiple relationships with, 10
electronic searches on, 9, 13
ethical responsibilities to, 7–18
illiterate, 8
interruption of services to, 17, 18
involuntary, 8
payment issues and, 16–17
physical contact with, 15–16, 19–20
privacy and confidentiality of, 11–14, 22
referral of, 17
respect for dignity and worth of, 5–6
sexual harassment of, 16
sexual relationships with, 15, 17
social diversity of, 9–10
social media use and, 11, 13
termination of services to, 10, 17–18, 22
transfer of, 11, 17, 23

collaboration,
interdisciplinary, 18–19

colleagues
confidentiality and, 18
consultation between, 19
disputes involving, 19
ethical responsibilities to, 18–21
impartiality or incompetence of, 20
interdisciplinary collaboration between, 18–19
referrals to, 17
respect for, 18
sexual harassment of, 20
sexual relationships with, 19
unethical conduct of, 20–21

commitment
to clients, 7
to employers, 24
to ethical principles, 4
communication technology, 4, 9, 11, 13.
See also technology-assisted services

competence
as core value, 1, 6
lack of, 20
standards for, 9, 25
complaints, ethics, 2, 20
confidentiality of clients and client records, 11–14, 22
colleagues and, 18
in evaluation and research, 29
limitations to, 12
conflicts of interest, 3, 10–11, 16, 19, 29
consent, informed, 7–9, 13, 28
consultation between colleagues, 19
supervision and, 21
continuing education, 23, 25
core values, 1–3, 5–6
couples counseling, 10–11, 12
criticism of colleagues, 18
cultural awareness, 5, 9–10, 30
deception, 25
decision making
capacity for, 16
ethical, 2–3
derogatory language, 16
digital technology. See technology-assisted services
dignity, respect for, 5–6
discrimination, 24, 25, 30
dishonesty, 25
disputes
involving colleagues, 19
labor–management, 24
diversity, sensitivity to, 5, 9–10, 30
dual/multiple relationships
with clients, 10
with students, 22
with supervisors, 21
education, continuing, 23, 25
educators, responsibilities of, 19, 21–22
electronic searches, 9, 13
electronic services. See technology-assisted services
e-mail, 4, 11, 13
emergencies, 29
employers, commitment to, 24
ethical decision making, 2–3
ethical principles, 1–6
ethical responsibilities to broader society, 29–30
to clients, 7–18
to colleagues, 18–21
in practice settings, 21–24
as professionals, 25–26
to social work profession, 27–29
ethnicity, 5, 10, 11, 18, 25, 30
evaluation
of performance, 21–22
research and, 27–29
family counseling, 10–11, 12
fees, setting of, 16
field instructors, responsibilities of, 21–22
fraud, 25
gender identity or expression, 10, 11, 18, 25, 30
group counseling, 12
human relationships, importance of, 1, 6
immigration status, 10, 11, 18, 25, 30
impairment, 20, 25–26
incompetence, 20
informed consent, 7–9, 13, 28
integrity, 1, 6, 27
interdisciplinary collaboration, 18–19
Internet searches, 9, 13
Internet-based services. See technology-assisted services
interruption of services, 17, 18
involuntary clients, 8
labor–management disputes, 24
legal proceedings, 4, 13
media outlets, requests from, 13
mental ability, 8, 10, 11, 17, 18, 25, 30
misrepresentation, 26
mission statement, 1
mobile communication, 4, 11, 13
multiple relationships. See dual/multiple relationships
NASW Code of Ethics compliance with, 23
purpose of, 2–4
online searches, 9, 13
online services. See technology-assisted services
payment for services, 16–17
peer review process, 3, 4
performance evaluation, 21–22
physical ability, 8, 10, 11, 17, 18, 25, 30
physical contact, 15–16, 19–20
political action, 30
political beliefs, 10, 18, 25, 30
practice settings, responsibilities in, 21–24
Preamble, 1
private conduct, 25
pro bono services, 5
public emergencies, 29
public participation, 29
records. See client records
referrals, 10, 17–18
relationships, dual/multiple. See dual/multiple relationships
relational importance of, 1, 6
religious beliefs, 10, 11, 18, 25, 30
remote services. See technology-assisted services
research and evaluation, 27–29
respect for clients, 5–6
for colleagues, 18
searches, electronic, 9, 13
self-determination, in clients, 5, 7
service, as core value, 1, 5
services interruption of, 17, 18
payment for, 16–17
pro bono, 5
referral for, 17
right to refuse, 8
termination of, 10, 17–18, 22
See also technology-assisted services
sexual harassment of clients, 16
of colleagues, 20
sexual relationships with clients, 15, 17
with colleagues, 19
social action, 30
social diversity, 9–10, 30
social justice, 1, 5, 29–30
social media use, 4, 11, 13, 21, 22
social networking sites, 11, 21, 22
video communication, 4, 11
video recordings, 9

client responsibilities of, 7–18
colleagues and, 18–21
continuing education for, 23, 25
as educators and instructors, 19, 21–22
ethical principles of, 5–6
in practice settings, 21–24
responsibilities as professionals, 25–29
social action by, 30
social media use by, 11, 13, 21, 22
society, responsibilities to, 29–30
solicitations, 26
staff development, 23
standards, ethical. See ethical responsibilities
students dual/multiple relationships with, 22
evaluation of, 21
supervisors dual/multiple relationships with, 21
sexual relationships of, 19
technology-assisted services client capacity and suitability for, 8, 10
competence and, 9
confidentiality and, 12, 13
conflicts of interest in, 11
defined, 4
informed consent and, 8, 13, 28
telephones, communication by, 4, 11, 13
termination of practice, 14, 26
of services, 10, 17–18, 22
text messaging, 4, 11, 13
third-party payers, 8, 12
trainers, 14, 21
transfer of client records, 14
of clients, 17, 18, 23
unethical conduct, 20–21
values, core, 1–3, 5–6
video communication, 4, 11
video recordings, 9

private conduct, 25
pro bono services, 5
public emergencies, 29
public participation, 29

NASW Code of Ethics compliance with, 23
purpose of, 2–4
online searches, 9, 13
online services. See technology-assisted services
payment for services, 16–17
peer review process, 3, 4
performance evaluation, 21–22
physical ability, 8, 10, 11, 17, 18, 25, 30
physical contact, 15–16, 19–20
political action, 30
political beliefs, 10, 18, 25, 30
practice settings, responsibilities in, 21–24
Preamble, 1
privacy, 11–14, 22. See also confidentiality

social work profession ethical responsibilities to, 27–29
integrity of, 27
mission of, 1–2
social workers as administrators, 23

client responsibilities of, 7–18
colleagues and, 18–21
continuing education for, 23, 25
as educators and instructors, 19, 21–22
ethical principles of, 5–6
in practice settings, 21–24
responsibilities as professionals, 25–29
social action by, 30
social media use by, 11, 13, 21, 22
society, responsibilities to, 29–30
solicitations, 26
staff development, 23
standards, ethical. See ethical responsibilities
students dual/multiple relationships with, 22
evaluation of, 21
supervisors dual/multiple relationships with, 21
sexual relationships of, 19
technology-assisted services client capacity and suitability for, 8, 10
competence and, 9
confidentiality and, 12, 13
conflicts of interest in, 11
defined, 4
informed consent and, 8, 13, 28
telephones, communication by, 4, 11, 13
termination of practice, 14, 26
of services, 10, 17–18, 22
text messaging, 4, 11, 13
third-party payers, 8, 12
trainers, 14, 21
transfer of client records, 14
of clients, 17, 18, 23
unethical conduct, 20–21
values, core, 1–3, 5–6
video communication, 4, 11
video recordings, 9
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, family, and community well-being. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
Student Name: ____________________________  
Field Instructor Name: ____________________________  
Agency Name: ____________________________  
Semester/Year: ____________________________  

**Learning Plan Directions**

The learning plan serves as a guide to direct and monitor the student’s learning and the Field Instructor’s teaching. The learning plan is a contract between the student and the Field Instructor, so both parties must commit to the plan.

A learning plan developed at the beginning of each semester. All assignments listed on the plan completed by the end of that semester. Assignments repeated on subsequent plans for continued development of mastery.

**Junior/Senior students in SWK 460 & SWK 461 will only complete competencies 1, 2, 4, 5, and 6. Senior Students in SWK 462 & SWK 463 will complete ALL 9 competencies.**

**Learning Plan Assignments – Completed by the Field Instructor and Student**

1. At least two assignments listed for each behavior. This includes the assignments already listed on the learning plan and agency-specific assignments.

2. Agency-specific assignments developed jointly by the Field Instructor and the student. The Field Instructor will be primarily responsible for the identification of agency-specific learning assignments during the first semester.

3. The student is responsible for entering the assignments in the Learning Plan Assignments column in IPT. When that column is complete, both the Field Instructor and student sign under “Learning Plan Signatures” at the end of the form.
Evidence of Assignment Completion- Completed by the Student

The student is to document activities related to assignment completion and enter this information into the Evidence of Assignment Completion column.

- Midterm: Students must enter evidence toward the completion of assignments by midterm in order for Field Instructors to assign midterm ratings.
- End of Semester: Students must enter evidence for completion of all assignments by the end of the semester in order for Field Instructors to assign final ratings.

Evaluation Directions

The Field Instructor is responsible for completing evaluations of student performance. The Field Instructor is to discuss the evaluation with the student to provide feedback targeted at student growth and development.

Midterm Ratings - Completed by Field Instructor

The Field Instructor is to assess the student’s demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale below. The midterm ratings not used to calculate the student’s grade. Midterm ratings provide feedback and identify areas for growth.

Final (End of Semester) Ratings-Completed by Field Instructor

The Field Instructor is to assess the student’s demonstrated competency for each professional behavior, reviewing the evidence provided by the student and using the evaluation rating scale.

The student should review the evaluation, enter comments and sign the learning plan first. The Field Instructor should not sign until the student has had the opportunity to review the evaluation, enter comments, and sign the evaluation.

The Field Instructor should enter the final signature when all evidence, ratings, and comments entered. A final signature locks the form.

Evaluation Rating Scale

4 = Student is meeting expectations in this area
3 = Student demonstrates motivation and developing skill in this area
2 = Student is beginning to demonstrate skill development in this area
1 = Student is not meeting expectations - concern for development in this area

If a student receives a 1 rating, the field instructor and student are expected to provide a specific plan (written in Field Instructor Feedback at end of competency) to meet the competency by end of
semester. If 3 or more 1 ratings are assigned this raises concern for limited opportunity within the agency, lack of opportunity provided to student or lack of student initiative.

Dimensions to measure: Cognitive/Affective Processes (CA); Knowledge (K); Skills (S); and Values (V).

| Competency 1 – Demonstrate Ethical and Professional Behavior. |
|---|---|---|---|---|---|---|
| Behavior | Learning Plan Assignments | Dimension | Evidence of Assignment Completion | Mid-term | Final Rating |
| 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (#1) |  |  |  |  |  |
| 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (#2) |  |  |  |  |  |
| 3. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication. (#3) |  |  |  |  |  |
| 4. Use technology ethically and appropriately to facilitate practice outcomes. (#4) |  |  |  |  |  |
| 5. Use supervision and consultation to guide professional judgment and behavior. (#5) |  |  |  |  |  |
## Competency 2 – Engage Diversity and Difference in Practice.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (#6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. (#7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply self-awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies. (#8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply their understanding of social, economic, and environmental justice at the individual and systems levels. (#9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Engage in practices that advance social, economic, and environmental justice. (#10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Competency 4 – Engage in Practice-informed Research and Research-informed Practice.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use practice experience and theory to inform</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
scientific inquiry and research. (#11)

2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (#12)

3. Use and translate research evidence to inform and improve practice, policy, and service delivery. (#13)

### Competency 5 – Engage in Policy Practice.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (#14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assess how social welfare and economic policies impact the delivery of and access to social services. (#15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (#16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply knowledge of human behavior and the social environment,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VOLUME 3.2 - Field Education Manual
person-in-environment, and other multidisciplinary theoretical framework to engage with clients and constituencies. (#17)

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (#18)

| Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities. |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Behaviors                            | Learning Plan Assignments | Dimension | Evidence of Assignment Completion | Mid-term | Final Rating |
|                                      | C | K | S | V |                            |              |
| 1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (#19) | | | | | |
| 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (#20) | | | | | |
| 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (#21) | | | | | |
| 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (#22) | | | | | |
### Competency 8 – Intervene with Individuals, Families, Groups, Organizations and Communities.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (#23)</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies. (#24)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (#25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (#26)</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Facilitate effective transitions and endings that advance mutually agreed-on goals. (#27)</td>
<td>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Learning Plan Assignments</th>
<th>Dimension</th>
<th>Evidence of Assignment Completion</th>
<th>Mid-term</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select and use appropriate methods of evaluation of outcomes. (#28)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (#29)

3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (#30)

4. Apply evaluation findings to improve practice effectiveness at the micro mezzo, and macro levels. (#31)

Field Instructor Summary Feedback for Midterm Evaluation:

Student Comments on Midterm Evaluation:

Field Instructor Summary Feedback for Final Evaluation:
Student Comments on Final Evaluation:
Learning Plan Signatures:

Student:_____________________________ Date: _______________________

Field Instructor: _______________________ Date: _______________________

Field Liaison: _________________________ Date: _______________________

Midterm Signatures:

Student:_____________________________ Date: _______________________

Field Instructor: _______________________ Date: _______________________

Field Liaison: _________________________ Date: _______________________

Final Signatures:

Student:_____________________________ Date: _______________________

Field Instructor: _______________________ Date: _______________________

Field Liaison: _________________________ Date: _______________________