ACCREDITATION

The Northwestern State University Bachelor of Social Work Program is accredited at the Baccalaureate level by the Council on Social Work Education. The following is the contact information for CSWE:

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SECTION I: PURPOSE OF THE FIELD INSTRUCTION MANUAL

The purpose of this manual is to inform all participants in the Northwestern State University Social Work Field Instruction Program of the philosophy, purposes, and objectives of field instruction, student criteria for admission into field instruction, requirements, assignments, means of student evaluation, as well as criteria for the selection of field placement sites and agency field instructors. Participants are expected to refer to this manual. Participants include students, agency field instructors, faculty liaisons, and the Director of Field Instruction. Other NSU Social Work Program faculty members should also retain a copy of the manual for reference.

SECTION II: GENERAL ORIENTATION TO UNIVERSITY AND PROGRAM

A. Northwestern State University

Northwestern State University is one of the oldest institutions for higher learning in Louisiana, dating back to 1884. Accorded university status in 1970, the institution is a member in good standing of the Southern Association of Colleges. The Graduate School is a member of the Council of Graduate Schools in the United States.

The main campus covers an area of one thousand acres encompassing both rolling hills and rich river bottom land in Natchitoches, Louisiana. The physical plant is a blend of traditional and modern architecture reflecting an extensive building program in recent years. Social work faculty have access to “smart” classrooms, as well as other educational technology.

B. Description of the Social Work Program

In 1970, the social work program applied for and was conditionally accepted for constituent membership in the Council on Social Work Education, the national accrediting body for institutions offering programs in social work education. The undergraduate program in social work education received full accreditation in December 1978, retroactive to the fall of 1977, and
has been continually accredited since that date. In January 1999, the program was granted the status of being a separate department.

Through the years the social work curriculum has retained its focus on foundational knowledge of generalist social work practice, while also adapting to trends in social work and identified student needs. A sequential course offering has been designed to provide the values, knowledge, skills, and abilities necessary for the student to attain competencies required for the generalist social work practitioner. The program includes courses in policy, practice, human behavior, research, human diversities, social and economic justice, and field instruction.

**MISSION OF THE SOCIAL WORK PROGRAM**

The mission of the Northwestern State University BSW Program is, within the scope of the University’s mission, to develop beginning-level generalist social work professionals who are competent to meet the growing need for practitioners in our state and regional work force (especially in rural central and western Louisiana). The program offers an appreciation of human diversity in developing lifelong learners whose values and ethics are consistent with the profession of social work. In this rural setting NSU maintains a commitment of service to the professional community and populations at risk who suffer from oppression due to social and economic injustice. This program seeks to provide a caring, student centered environment that encourages professional development.

**Program Goals:**

1. To prepare students for generalist social work practice at the BSW professional level, including preparation for state licensure.

2. To provide a foundational base of knowledge, values, skills, and perspectives that is transferable among settings, populations, client systems, and problem types.

3. To encourage students to become lifelong learners who continue their professional growth and development.

4. To introduce students to the special concerns affecting rural populations.

5. To support human service agencies in this region by providing new social work practitioners and services such as training/continuing education and research/evaluation.
Statement of Non-discrimination

Northwestern State University is committed to equal opportunity for student success without regard to race, color, gender, religion, sexual orientation, national origin, disability, genetic information, age, veteran status or retirement status. NSU’s Social Work Program affirms this statement and expects field agencies to adhere to this policy.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (behavioral statements):

Graduates of this BSW Program are expected to demonstrate the integration and application of the ten core competencies listed below (printed in bold on chart) as evidenced by their associated practice behaviors (bulleted below the related competency).

Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with each course, and to assist students in developing the social work core competencies. The practice behaviors marked by “X,” are introduced or strengthened by content in the designated course. All practice behaviors are expected to be addressed and measured in the field experience.

<table>
<thead>
<tr>
<th>COMPETENCIES OPERATIONALY DEFINED BY PRACTICE BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
</tr>
<tr>
<td>• a. Advocate for client access to the services of social work.</td>
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<tr>
<td>• b. Practice personal reflection and self-correction to assure continual professional development.</td>
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<tr>
<td>• c. Attend to professional roles and boundaries.</td>
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<tr>
<td>• d. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>• e. Engage in career-long learning.</td>
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<td>• f. Use supervision and consultation.</td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
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<tr>
<td>• a. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<tr>
<td>• b. Make ethical decisions by applying standards of the applicable ethical codes, such as NASW Code of Ethics (and, as applicable, of the IFSW/IASSW), and laws, such as the LA Social Work Practice Act.</td>
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<tr>
<td>• c. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>• d. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
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<tr>
<td>• a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>• b. Analyze and apply a generalist model of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>• c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td>2.1.4. Engage diversity and difference in practice.</td>
</tr>
<tr>
<td>• a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
</tr>
</tbody>
</table>
• b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

• c. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

• d. View themselves as learners and engage those with whom they work as informants.

### 2.1.5 Advance human rights and social and economic justice.

• a. Understand the forms and mechanisms of oppression and discrimination.

• b. Advocate for human rights and social and economic justice.

• c. Engage in practices that advance social and economic justice.

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

• a. Use practice experience to inform scientific inquiry.

• b. Use research evidence to inform practice.

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

• a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

• b. Critique and apply knowledge to understand person and environment.

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

• a. Analyze, formulate, and advocate for policies that advance social well-being.

• b. Collaborate with colleagues and clients for effective policy action.

### 2.1.9 Respond to contexts that shape practice.

• a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

• b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### 2.1.10A Engage with individuals, families, groups, organizations, and communities.

• a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

• b. Use empathy and other interpersonal skills.

• c. Develop a mutually agreed-on focus of work and desired outcomes.

### 2.1.10B Assess individuals, families, groups, organizations, and communities.

• a. Collect, organize, and interpret client data.

• b. Assess client strengths and limitations.

• c. Develop mutually agreed-on intervention goals and objectives.

• d. Select appropriate intervention strategies.

### 2.1.10C Intervene with individuals, families, groups, organizations, and communities.

• a. Initiate actions to achieve organizational goals.

• b. Implement prevention interventions that enhance client capacities.

• c. Help clients resolve problems/achieve goals.
C. Social Work Program Curriculum

Northwestern’s curriculum in undergraduate social work was developed with the overriding goal of preparing students for generalist social work practice at the professional entry level. Professional entry level social work requires that students are competent in the practice behaviors identified by the program. The social work curriculum is designed to provide the knowledge, values, skills, and abilities needed to achieve that competency. During their first two years, students take a number of courses reflecting the broad liberal arts orientation of the program, as well as introductory social work courses. As students meet requirements for selective admission into the professional social work program, they are allowed to take junior and senior level social work classes. The following social work courses are offered to students.

2010 CRITICAL THINKING AND WRITING IN SOCIAL WORK. 3 hours. This course is designed to assist students in mastering competencies in critical thinking through an introduction to writing for the social sciences. Proper use of American Psychological Association (APA) style of writing is highlighted through the examination and development of manuscripts and literature reviews.

2090 SOCIAL WELFARE AS A SOCIAL INSTITUTION. 3 hours. History and perspectives of social welfare as a social institution. Specific attention paid to those welfare policies affecting populations at risk.

2100 SOCIAL WORK AS A PROFESSION. 3 hours. Development of social work as a profession. Value, knowledge, and skill bases of social work in the perspective of generalist philosophy.

3030 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. 3 hours. This course is an exploration of human growth and development within the social contexts of micro, mezzo, and macro systems, utilizing a life course perspective. Areas of focus include theories of human development and behavior with a special emphasis on diversity and social problems. Content is organized from conception through middle childhood. Prerequisite: PSYC 1010.

3040 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. 3 hours. This course is an exploration of human growth and development within the social contexts of micro, mezzo, and macro systems, utilizing a life course perspective. Areas of focus include theories of human development and
behavior with a special emphasis on diversity and social problems. Content is organized from adolescence through very late adulthood. Prerequisite: SOWK 3030.

3120 GENERALIST PRACTICE I. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing individuals. Specific attention paid to problem solving and the roles of generalist social work. Prerequisite: Admission to the professional Social Work Program.

3130 GENERALIST PRACTICE II. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing families and groups. Specific attention paid to the professional development of use of self within the context of a diverse society. Prerequisite: Social Work 3120 with a grade of C or better.

3140 GENERALIST PRACTICE III. 3 hours. Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi-level systems emphasizing community and organizations. Specific attention paid to the issues of social and economic justice. Prerequisite: Social Work 3130 with a grade of C or better.

3180 TECHNIQUES OF INTERVIEWING / SOCIAL WORK VALUES AND ETHICS. 3 hours. Interviewing skills for working with various client systems. Development of self-awareness and the use of self in generalist social work practice. Analysis of the values and ethics of the profession, with exploration of models of ethical decision-making. Prerequisite: 3120 and admission to the professional Social Work Program.

4030 STATISTICS IN SOCIAL WORK RESEARCH. 3 hours. Descriptive and inferential statistics for social workers. Levels of measurement, measure of central tendency and variability, cross tabulation analysis, correlation, hypothesis testing including chi-square, analysis of variance, and multiple correlation and regression analysis. Prerequisite: MATH 1060.

4040 SOCIAL WORK RESEARCH METHODS. 3 hours. The fundamentals of social work research, practice and program evaluation. Quantitative and qualitative methods of problem formulation, measurement, research design, observation, and analysis of data for social workers. Corequisite: Social Work 4190. Prerequisites: Social Work 3130 and 4030.

4350 ANALYSIS OF CONTEMPORARY SOCIAL POLICY ISSUES. 3 hours. Contemporary social policy issues will be examined and analyzed from varying perspectives. Evaluation of the implementation of these contemporary policies will be examined in relationship to populations at risk. Prerequisite: SOWK 2090.

4450 CULTURAL DIVERSITY. 3 HOURS. Examines the cultural characteristics of minorities, multicultural perspectives on families, and effective culture-sensitive social work practice with diverse populations.

4190 FIELD WORK. 6 or 12 hours. Placement concurrent with other classes. Sixteen to 32 hours per week directed field practice education and two-hour weekly seminar integrating theory and field instruction. Social work majors only. Prerequisites: SOWK 3120, 3130, and 3140.

Add-on certificates requiring upper-level electives are offered in the areas of child welfare and addiction studies. Other electives are offered so that students may pursue areas of interest.
SECTION III: PHILOSOPHY, PURPOSE, AND EXPECTED LEARNING OUTCOMES OF FIELD INSTRUCTION

Philosophy and Purpose

The Council on Social Work Education views field instruction as the signature pedagogy of social work education. Educational Policy 2.3 (2008) states that:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum---classroom and field---are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Northwestern State University has adopted this statement of the philosophy and purpose of field education as the basis of our field education program.

Field education is an integral part of the educational experience of undergraduate students. In a conceptual framework, the overall goal of field instruction is integration of learning. It is here that the overall educational goal of preparation for practice at the professional entry level is most fully realized. It is not sufficient that students' exposure to practice in field agencies be limited to observation or apprenticeship in the agency. The students bring personal values, classroom knowledge and theory, and a beginning philosophy of social work to the field setting. They are expected to function with an integration of these while at the same time integrating the new knowledge of direct interaction. Field education is the final step in demonstrating competency for entry level social work practice.

Because of the integrated learning process and increased self-awareness of the students, the field placement is one of the most important experiences afforded the students in their academic
pursuit. Learning is direct and personal as the students are realizing an identity in the agency and are actualizing the opportunity to practice a professional helping role. In the field setting, the students will have experience with skills, techniques, and methods, which may be integrated into their own professional approach.

Since integration of knowledge is the aim of field instruction, supervision from the agency field instructors and the faculty liaisons is of vital importance. It is paramount that the students learn to use supervision within an agency setting. The agency supervisors, with assistance from the faculty liaisons, ensure that learning opportunities are designed for students to gain competence in each of the practice behaviors. Students’ competence in the practice behaviors demonstrated during the learning experiences is then evaluated by the field instructors and the students themselves.

**Expected Learning Outcomes of Field Instruction**

The expected learning outcomes of field instruction are derived from the ten core competencies and their associated practice behaviors. Graduates of this BSW Program are expected to demonstrate the integration and application of the ten core competencies as evidenced by their performance of the practice behaviors. The ten core competencies and practice behaviors can be found in the chart in Section II-B of this manual.

**SECTION IV: ELIGIBILITY FOR ADMISSION TO FIELD INSTRUCTION AND APPLICATION PROCESS**

A. **Eligibility for Admission**

To be admitted into field instruction, the student must meet the following criteria:

1. A cumulative grade point average (GPA) of 2.5 in all social work courses undertaken and an overall GPA of 2.0.

2. Completion of all required 1000-level courses.
3. Completion of Social Work 2090, 2100, 3030, 3040, 3120, 3130; completion of 3180 recommended.

4a. Under Option 1, one-semester field instruction: No more than 18 academic hours remaining in degree requirements.

4b. Under Option 2, two-semester field instruction: No more than 33 academic hours remaining in degree requirements.

B. Application Process

1. Field Director announces due date for submission of field applications for the next semester.

2. Prospective intern obtains and completes the field application, attaching the required degree audit.

3. Prospective intern meets with advisor, who reviews the application materials and signs the application, if advisor concurs that the student is eligible for field placement. In this meeting possible field placement choices are also discussed.

4. Faculty advisor submits the application to the Director of Field Instruction by the due date.

5. The Director of Field Instruction reviews each application for final determination of eligibility.

6. If a student is determined to be eligible, after consultation with the student’s faculty advisor and the student regarding the student’s interests, capabilities, and learning needs, the Director of Field Instruction decides on the placement to which the student is best suited.

7. The Director of Field Instruction contacts the chosen agency to determine if the agency can offer the student an interview for potential placement. If the agency representative is in agreement, a copy of the student’s application is submitted by mail to the agency field instructor for review.

8. The student is notified by mail to arrange for an interview at the agency.

9. Following the interview, either the student or the agency field instructor may reject the match based on "goodness of fit." The agency returns a letter indicating acceptance or rejection of the student.
10. If after review of the field application, the Director of Field Instruction determines that a student is not eligible for field placement, the Director sends the student a letter advising of the decision, the reasoning for the decision, and what the student needs to do to become eligible for field placement.

11. If, after arrangements are made for the Field Placement, a student drops below the expected requirements for Field Placement, the student will be unable to continue to placement. A student may write a letter of appeal to be reviewed on a case by case basis.

**Students are not to negotiate or arrange their own placements.**

C. Field Placement in an Agency of Employment

Students engaging in placements in agencies where they are employed is strongly discouraged, and is very rarely allowed by the NSU Social Work program. Generally, the exceptions have been made for nontraditional aged students returning to school who are employed by The Department of Children and Family Services (DCFS) (Louisiana’s child welfare organization). These students are given leave time to get social work degrees, and are often supported through Title IV-E funding.

Permission for a placement at one’s place of employment must be given by the Director of Field Instruction, and must meet the following stringent conditions: 1) the placement must be in a different administrative unit from the student’s employment (a separate physical location is preferred); 2) the student must engage in duties other than those normally a part of the student’s employment; 3) the placement supervisor must be different from the employment supervisor.

When considering allowing a field student to be placed at their place of employment, the NSU program requests a statement, in writing, affirming the adherence of the separate supervisor, separate administrative unit, and separate responsibilities. This comes from the agency chief administrator or the first administrator that bridges the two administrative units. We also warn all parties (field instructor, employment supervisor, and student) of the potential pitfall relative to how easy it is to
pull the student from field to handle regular job duties; less likely if the two areas are geographically separate.

In other rare occasions, the field agency may wish to hire the intern to work in a different part of the agency than the one in which they are interning. After making sure that all criteria are met for placement in the employing agency, permission may be granted by the Director of Field Instruction. The same criteria are required for the student to be hired, and a written confirmation from the agency is also required.

These provisions regarding employment do not prohibit a student from receiving a stipend from an agency for field placement. When this rare occasion occurs (except for DCFS stipends) the arrangements are between the agency and the student, and the social work field program is informed.

D. Students with Disabilities

Every effort will be made to accommodate students with disabilities who apply for Field Placement. The NSU BSW Social Work Program and the Field Program affirm the commitment to non-discrimination based on disability. A student with a disability who has not yet done so should register with the Office of Disability Support. The student should also discuss their needs with the Faculty Advisor and the Director of Field Instruction. Students should be aware that some agencies have requirements for employees/interns which would prohibit placement at that facility. The Director of Field Instruction will work with the Office of Disability Support and the student to locate an acceptable placement. Each situation will be handled on a case by case basis.

E. Students with Criminal Records

Northwestern State University’s Department of Social Work takes seriously its responsibility to protect the public, as well as to protect the rights of individuals wishing to enter the social work profession who have criminal records. In the State of Louisiana, BSW level social workers must obtain the Registered Social Work (RSW) credential which is issued by the Louisiana Board of
Social Work Examiners (LABSWE). This registration requires a criminal background check.

Although Northwestern’s BSW program does not conduct criminal background checks on students applying to be admitted to the professional program or to enter Field Placement, the Field Placement Application does ask students to report on any criminal background records. With permission of the LABSWE, the question utilized on the RSW application regarding criminal backgrounds was adopted for use on the NSU Field Application. The question reads, “Have you been arrested, charged with, or convicted of any state or federal, civil or criminal law? (Includes convictions on any charges except minor traffic offenses whether the conviction resulted by verdict, guilty plea, plea of no contest or nolo contendere; and includes arrests, charges, and convictions that have been expunged.)” If a student answers “yes”, then a written explanation is requested. The Director of Field Instruction arranges to meet with any student that has indicated “yes.” Students may be asked to provide documentation as to the dispositions of arrests. The situation may be referred to the Field Committee. Each situation is handled on a case by case basis. When it is determined that the field agency needs to be informed of the record, the student will be asked to sign a release of information, and the Director will communicate the information. The Northwestern’s BSW program makes students aware that certain types of criminal convictions may result in some agencies declining to offer them a field placement. The Director of Field Instruction will make every effort to identify suitable placements for students with criminal records, yet in some instances it may not be possible to find a field placement willing to accept that student. In such a case it is likely that the student will be unable to complete the BSW program.

F. Background Check

Students may be required by field agencies to complete a criminal background check prior to acceptance of a field placement. Students are required to comply with any requirements of the agencies. The results of the background check may limit the involvement or participation in the field
setting. Any fees associated incurred during this process are the responsibility of the student.

G. Field Credit for Previous Experience

Under no circumstances are academic credits to be awarded in Social Work courses for previous life or work experiences. This also applies to Field Placement courses.

SECTION V: IMPLEMENTATION OF FIELD INSTRUCTION

A. Structure of the Field Practicum: Two Options

The BSW program at Northwestern State University requires a minimum of 432 hours of field education. Students have two options for completing these hours. They may enroll in SOWK 4190 for one full semester (12 credit hours for a total of 432 hours in field), or they may enroll in two semesters (6 credit hours for a total of 216 hours in field each semester). To complete the two semester option, the student must enroll in a fall semester followed by the spring semester. Two points of evaluation of the student by the Field Instructor take place for both types of placements. One evaluation is completed halfway through the placement (the interim evaluation) and the other at the end of placement (the final evaluation). For the year-long placement, the interim evaluation takes place at the end of the first semester. For the semester long placement, the interim evaluation takes place at midterm.

Both options require the student to enroll in the research methods course while in field placement, ensuring that the student will experience field-based research. Students who elect to complete the year-long placement may take research methods in either the fall or the spring semester. These two options allow students flexibility to choose the best fit for their circumstances.

A weekly seminar, (no additional credit hours), led by the faculty liaisons, is required of all field instruction students, regardless of option chosen. For students choosing the two-semester option, written assignments in seminar are spread across the two semesters. Sections of the field seminar and the research methods course are scheduled on one day of the week when students are not expected to be in field.
B. Orientation to Field Setting Activities

Orientation of students to the agency is of major importance and will lay the foundation for students' learning throughout field instruction. Students need to know the functions, policies, and procedures of the agency and the clientele it serves. An initial orientation is held when students start to work; however, orientation to activities is considered a continuous process throughout field instruction. Because of the need to view the agency's various activities from a holistic perspective, students should be exposed to as many different social work experiences and human diversities as possible. In order to develop this perspective, they should be involved in as many as possible of the following generalist practices of the agency (some of which may or may not be practiced in the agency/facility): staff meetings, case staffings, home visits, intake interviews, client assessments, multidisciplinary team meetings, direct services with clients on an individual, group, family, organizational or community level, agency workshops and seminars, observations of professional techniques and procedures in various specialty areas, and visits to other facilities within the community. Particular emphasis should be given to introducing students to the various human diversities characteristic to the service area population and tailor social work practice accordingly. Orientation begins the process of linking theory and knowledge learned in the classroom to practice in the field. Field activities provide students with opportunities to implement generalist social work practice and to demonstrate the program’s core competencies.

C. Definition of Roles

Student- As the student enters the agency, (s)he is expected to assume, as much as possible, the role of a regular staff member. The role of the student includes the following responsibilities:

1. Adhering to agency work hours, policies, procedures and rules governing professional staff behavior; being punctual, refraining from excessive absence, and notifying the agency field instructor of the necessity for legitimate absence.

2. Adhering to agency policies and procedures regarding the work with clients, including those governing the observation of confidentiality and the handling of confidential information.

3. Assuming personal and professional responsibility for his/her actions and activities.
4. Carrying through to completion the tasks and responsibilities that are consistent with the student's role in the agency; following the directives of the agency field instructor and other appropriate administrators and supervisors.

5. Maintaining professional relationships with clients.

6. Utilizing a courteous, enthusiastic, open-minded, thoughtful approach to policies and practices within the profession.

7. Relating and using knowledge acquired from the academic setting in the agency.

8. Developing self-awareness in regard to attitudes, values, and behavior patterns that influence practice.

9. Engaging in social work practice consistent with the values and ethics of the social work profession; adhering to the NASW Code of Ethics, the NSU Code of Conduct, and the policies outlined in the social work program Student Manual.

10. Preparing for and utilizing conferences and other opportunities of learning provided by the agency.

11. Being consistent and punctual in the submission of all work assignments to the faculty liaison; actively participating in the field seminar, avoiding excessive absences from seminar.

12. Evaluating herself/himself on level of achievement of the BSW program’s core competencies.

**Agency Field Instructor** - The agency field instructor is an employee of the field agency and is assigned to directly supervise the field student’s learning experiences. It is expected that the field instructor will have a BSW or MSW from a CSWE-accredited social work program and be appropriately licensed. The field instructor is expected to serve as a professional role model for the student during placement. He/she is responsible for assuring that the learning experience is planned, consistent, and progressive. The role of field instructor includes the following responsibilities:

1. Attending the NSU Social Work Program orientation to field placement when new and at least once every three years afterwards. If a new instructor is unable to attend, an individual orientation will be provided for that instructor by the faculty liaison (or the Director of Field Instruction).

2. Introducing and orienting the student to the agency structure, programs, and function.

3. Orienting the student to agency policies regarding appropriate dress, office hours, applicable leave policies, safety policies, scheduled meetings and conferences, travel requirements and other office procedures.
4. Introducing the student to the professional and clerical staff and providing office space and supplies.

5. Teaching the student the agency's role in the community and its relationship with other agencies, including referral procedures that fill gaps in delivery of services.

6. Familiarizing the student with policies and procedures regarding case management, record keeping, intake, termination, and confidentiality.

7. Orienting the student to the dynamics of the client population, including their social needs and the commonality of problems.

8. Serving as a representative of the profession, its mission, and its core values to assist the student in identifying as a professional social worker.

9. Alerting the student, if necessary, to the conflicts affecting the agency due to the political realities of the community, thus reducing exposure to struggles that do not enhance the learning situation.

10. Assigning and supervising the completion of tasks and responsibilities that are consistent with the student's role in the agency. These tasks and responsibilities should provide the student with opportunities to practice generalist social work and to demonstrate achievement of core competencies.

11. Consulting with the faculty field liaison or the Director of Field Instruction in the event the field instructor becomes aware of problems regarding the student's learning and performance.

12. Providing regularly scheduled supervisory conferences of at least one hour per week. Supervision may occur in increments of less than one hour.

13. Participating in joint and individual conferences with the student and the faculty field liaison regarding the student's performance.

14. Submitting evaluations to the faculty field liaison on the student's performance.

15. Assuring a proper student-client ratio to allow for adequate time for preparation, observation, and other necessary activities.

**Faculty Liaison** - The faculty liaison provides the connection between the NSU social work program, the agency field placement site, and the student. Faculty members serving in the role of faculty liaison work closely with both the Director of Field Instruction and with the agency field instructors of the students assigned to them. The duties of this position include:
1. Clear interpretation to the student of course requirements, student role expectations, written assignments, and method of evaluation.

2. Conducting the weekly field seminar for field placement students assigned.

3. Providing group supervision every other week to students whose field instructor does not hold a social work degree.

4. Regular consultation with field instructors regarding student performance in the field setting.

5. Evaluation of the student's logs in terms of content and helping the student integrate his performance in the field setting with classroom knowledge; evaluation of written assignments and oral presentations.

6. Determining a final evaluation of the student’s performance and assigning a grade based on written evaluations, seminar participation, and written assignments.

**Director of Field Instruction** - The Director of Field Instruction works in close collaboration with the Director of the Social Work Program and Faculty Liaisons. His/her responsibilities and duties are as follows:

1. Distribution and collection of field applications and determination of eligibility for field placement.

2. Selection of an appropriate field instruction site for each eligible student and advising the student as to the nature and purpose of field instruction.

3. Where indicated, and in consultation with the faculty liaison and agency field instructor, removal of students from field settings.

4. Selection and screening of new field instruction sites, and terminating sites that no longer offer an appropriate learning experience for students in the program.

5. Orientation of field instructors and students as to the purpose, objectives, and requirements of field instruction;

6. Organization of regular meetings with field instructors to provide on-going training and to obtain feedback regarding the effectiveness of the BSW program in preparing students for entry level generalist social work practice.

7. Oversight of field education policies and procedures and implementation of changes as needed.

**The Social Work Department Field Instruction Committee** – Chaired by the Director of Field Instruction, the purpose of this committee is to develop and monitor field instruction policy and
procedures. The membership includes the Director of Field Instruction, the field liaison faculty members, and one enrolled field student who is chosen by the Director of Field Instruction, with input from field faculty. This committee will meet at least one time per semester.

SECTION VI: FIELD INSTRUCTION REQUIREMENTS AND ASSIGNMENTS

A. Hours in Field

Students are required to document internship hours on a timesheet that is provided by the program (See Appendix G, Page 54). The timesheet is signed by the field instructor and submitted to the faculty liaison at weekly seminar. The following guidelines are used in determining eligible hours in field:

- Each six hours credit requires 216 hours field instruction for the semester (432 hours for 12 academic credit hours).
- The students may count that time in which they are actually engaged in working in the agency, involved with client systems, or at professional or organizational meetings.
- Time spent for lunch breaks does not count toward the hours unless the student continues to work during lunch (answering phones, for example). Working during lunch time is at the discretion of the field instructor.
- If an agency has a holiday and the student is therefore unable to work, he or she may count the number of hours normally spent in the agency on the day of the holiday.
- If it is a school holiday and not an agency holiday, the students may not count the hours, unless the student chooses to work that day.
- There is no provision for sick leave; students must complete 216 hours in the field for six hours academic credit or 432 hours for 12.

B. Policy Regarding Interrupted Internships:

Occasionally students have health or family issues that interfere with completing internship hours. Sometimes the length of time a student will be out of internship is initially unclear. For circumstances in which this occurs, students are expected to be in communication with the agency field instructor and the field liaison, who will, in general, make acceptable arrangements for the
completion of hours. The Director of Field Instruction will be notified of the circumstances, the
agreed upon plan, and give approval. Students who are unable to maintain hours at an internship may
or may not be able to return to an internship site after an extended leave. Internship sites may choose
not to hold an internship slot for a student who is out for an extended and/or unknown period of time.
Sites may also ask students to leave an internship if health issues repeatedly interfere with internship
attendance and performance. These situations will be considered on a case by case basis. One option
includes the student being given an “I” (Incomplete) grade, which allows for additional time to
complete the internship. Students who terminate an internship during a semester (withdraw from the
course) will not be able to carry over accumulated hours for the semester to another internship in a
future semester.
C. Weekly Seminar

In addition to the hours of field experience, students are required to attend a weekly two-hour
seminar. In the field practice seminar, students integrate the learning experiences of the field
practicum. The students share activities, feelings, and knowledge about their agency and how the
methods of intervention exhibit similarities and dissimilarities. Topics of discussion, such as review
of the core competencies of the generalist problem-solving process, social work values and ethics,
use of self, etc., are also introduced by the faculty liaison. Specifically, competencies are discussed
and students identify agency experiences connected to that competency and to theoretical and
conceptual knowledge. Also, students identify classroom theories, concepts and experiences that
undergird the practice behavior tasks he or she is performing in the field agency. Through the
discussion of problem situations, successes and failures, as well as the formal presentation of a case
or a semester project, students develop an understanding of the nature of the problem area, the flow
of service, and the role of the service provider. The comments of fellow students add insight from
different perspectives. Students are able to share experiences and to relate to other class members the
mode of intervention and the steps necessary in the completion of the project or a given case.
Particular attention is given to the social work perspective as it relates to other disciplines.

D. Bi-weekly Supervision Meetings

Those students who do not have a Field Instructor with a degree in social work receive group supervision with the Faculty Liaison every other week. This supervision is held after the seminar is dismissed.

E. Written Assignments in Field Instruction

In addition to the direct services experience in the agency setting, there are written assignments required of each student participating in field work. These assignments are considered essential in integrating the learning process involving field instruction and knowledge gained in the classroom. They, along with placement documents and correspondence, are kept in a folder for each student and maintained by the faculty liaison. Please refer to the Appendix J, page 70, for detailed instruction for each assignment. *Denotes assignments completed second semester by students under Option 2.

1. Learning Contract. The learning contract instrument reflects the ten core generalist practice competencies which are divided into measurable practice behaviors comprised of knowledge, values, and skills. This instrument identifies learning tasks in which the student will engage while in field instruction by focusing on the core competencies students are expected to master over the course of their BSW program. All 41 of the practice behaviors are critical, and students and field instructors are expected to create opportunities in which students can demonstrate all of the behaviors, over the course of their field placement. For each competency, a list of potential learning tasks has been identified by which the student can acquire the necessary knowledge, values, and/or skills related to that competency. Using an electronic copy of this contract, the supervisor and student can determine which learning tasks are appropriate, and delete, revise, and add tasks as needed. They are encouraged to identify any other tasks unique to the setting. This learning contract serves for the complete field placement experience for the student, so if the student is in a year-long placement, this contract is used to plan learning tasks for both semesters. The completed contract is due, with the student’s and agency field instructor’s signatures, the second meeting of seminar. The learning contract will be reviewed by the faculty liaison, signed if acceptable, or returned to the student for further work.

2. Weekly Log. A weekly log of field instruction activities is turned in at the seminar meeting. This log should be kept on a day-to-day basis and reflect all activities engaged in during the day, as well as the number of hours spent in the agencies.
The student should use two paragraphs. The first paragraph gives factual information about what the student did during hours at the agency. The second paragraph gives reflections (thoughts and feelings) about the experience. The student is asked to document experiences with human diversities (when encountered) and feelings that are generated with this learning opportunity.

The log should be typewritten, and will be kept in the student’s folder for review by the faculty liaison. The total number of hours should be tabulated at the end of each day's log and should match the timesheet. The log is an important part of the student’s learning and a form of communication between the student and faculty liaison. It should be thorough, accurate, and complete.

The weekly log assignment does assist the student in acquiring all of the competencies. It additionally and specifically addresses the following competencies:
2.1.1-b: Practice personal reflection and self-correction to assure continual professional development
2.1.1-d: Demonstrate professional demeanor in behavior, appearance, and communication
2.1.4-b: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

3. Agency Paper. Two weeks after the field placement begins, a paper describing the overall organization and structure of the agency should be turned in. Primary headings include a description of the agency, clientele served, services rendered, and role of the students. This paper should have an introduction, body, and summary. It should be 5-7 pages in length, typed (size 12 font) and double-spaced. Detailed instructions are in the course syllabus and are provided to the students during the first class period.

The agency paper assignment specifically addresses the following competencies and practice behaviors:
2.1.1-f: Use supervision and consultation
2.1.8-a: Analyze, formulate, and advocate for policies that enhance social well-being
2.1.9-a: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

4. Case Study/Project Summary Assignment*. At the earliest possible date students should consult with the agency field instructor about selecting at least one case or situation wherein the student can be involved in utilizing the generalist intervention model in the practice setting. The student should select a case or project that will demonstrate knowledge and appreciation for human diversity, an oppressed population, or social and economic justice, and a specific problem area including its environmental components. The student will submit a written paper which includes the following primary headings: Social History, Impressions and Social Assessment, Intervention Plan, Evaluation of Outcomes, Research Informed Practice, and Termination. This paper is also presented orally in seminar.

This assignment specifically addresses the following competencies and practice behaviors:
2.1.3-a: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2.1.3-b: Analyze and apply a generalist model of assessment, prevention, intervention, and evaluation.
2.1.3-c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2.1.6-a: Use practice experience to inform scientific inquiry.
2.1.10B-a: Collect, organize, and interpret client data.
2.1.10B-b: Assess client strengths and limitations
2.1.10B-c: Develop mutually agreed-on intervention goals and objectives
2.1.10B-d: Select appropriate intervention strategies
2.1.10C-b: Implement prevention interventions that enhance client capacities
2.1.10C-e: Facilitate transitions and endings
2.1.10D-a: Critically analyze, monitor, and evaluate interventions

5. **Agency Evaluation*. At the end of the semester, students will prepare an evaluation of the placement. This should reflect the kinds of learning experiences made available to them, their feelings about participating in work similar to that offered by the agency, and supervisory experiences, interaction with clients, recommendations, if any, for improving the experience for future students who will be placed in the agency. It is also important for the student to address the agency's response to working with human diversities and oppressed populations.

This assignment specifically addresses competencies and practice behaviors below:
2.1.1-b: Practice personal reflection and self-correction to assure continual professional development
2.1.1-f: Use supervision and consultation
2.1.10C-a: Initiate actions to achieve organizational goals

6. **Resume and Cover Letter*. Prior to the end of the semester the student is responsible for submitting a resume and cover letter to the faculty liaison.

This assignment specifically addresses the following competencies and practice behaviors:
2.1.1-d: Demonstrate professional demeanor in behavior, appearance, and communication

**NOTE: STUDENTS WILL COMPLETE A RESEARCH PROJECT WITHIN THE FIELD INSTRUCTION SETTING. THIS PROJECT WILL BE REQUIRED FOR THE COMPLETION OF SOCIAL WORK 4040. STUDENTS ARE RESPONSIBLE TO THE INSTRUCTOR OF SOCIAL WORK 4040 REGARDING THIS ASSIGNMENT.**

**SECTION VII: EVALUATION AND GRADING**

**A. Evaluation of the Student by the Field Instructor**

There are several avenues for evaluating student learning as they progress though the field placement experience and at the end of the placement. At the beginning of the placement, a learning contract is established that indicates the learning tasks and activities in which the student will engage to gain competency in each of the practice behaviors. As the placement progresses, the field instructor informally evaluates the progress of the student and what they have learned through those experiences during weekly supervision time. At the midpoint in the field placement, the field
instructor submits a written, formal, interim evaluation of the student and assigns a grade (A, B, C, D, F) for the progress to date. The formal, interim evaluation is structured around the core competencies and the associated practice behaviors. The field instructor rates the student on each practice behavior and indicates whether the student excels, surpasses proficiency, achieves proficiency, approaches proficiency, lacks proficiency, or has not been observed in that practice behavior. The option “not observed” is only available on the interim evaluation; not the final evaluation. At the completion of the field placement, the field instructor provides a formal, written, final evaluation of the student that mirrors the interim evaluation, except for the exclusion of the option “not observed.” Field Instructors are encouraged to write comments in addition to rating and grading the student. The field instructor is expected to meet with the student to discuss the evaluation, and both the instructor and student sign the completed form. Instructions for the completion of the evaluations is discussed during the orientation of the Field Instructors. Please see Appendix for a copy of the interim and final evaluations.

B. Assignment of the Semester Final Grade

The final grade will be determined on the basis of participation in the seminar, the content of the logs and written papers, the final evaluation and recommendation of the agency field instructor. The faculty liaison holds the responsibility for summing up total performance and issuing the final grade.

LETTER GRADES ARE INDICATIVE OF THE FOLLOWING:

- A = Excellent
- B = Above Average
- C = Average
- D = Poor
- F = Unsatisfactory

C. Unsatisfactory Progress in Field Placement:

Students and Field Instructors should keep the faculty liaison informed if problems occur that are not part of the expected day-to-day learning process. If efforts by the supervisor and student have not resolved the issue, the liaison can assist in problem resolution. While changing placements is an
option, it is not the first option. Other solutions will be considered first.

Removal of a student from a field site due to performance is done under consultation with the Director of Field Instruction. Removal of a student might trigger a departmental student hearing and/or result in a failing grade in field instruction. Each situation is handled on a case-by-case basis.

SECTION VIII: SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS

A. Criteria for the Selection of Field Agencies

Field instruction settings are chosen for their contribution to the overall instructional goals of the program. When a new placement is being considered, an initial exploratory contact is made and tentative working agreements are discussed. If preliminary discussion indicates the agency meets the criteria, the agency and proposed supervisor are sent two forms to complete and return. One is the Agency Information Form and the other is the Field Instructor Information Form. When a final decision is made, a formal written agreement establishes the contract between the agency and the social work program. It is understood that the agreement can be dissolved by either party.

The following standards are applied in the evaluation of an agency expressing interest in affiliation with Northwestern as a field instruction setting:

1. The agency must offer opportunities for students to engage in generalist social work practice. The agency’s program should provide learning opportunities in sufficient number, variety, breadth, and depth for the student to attain the core competencies.

2. The agency administration and staff must convey a commitment to the value of field instruction, including the educational focus and the core competencies as envisioned by the program.

3. The organization's philosophy of service should be consistent with social work values and ethics.

4. Organizational goals and program services must be clearly defined. In host settings (such as hospitals, clinics, courts, and schools) the social work component should be fully integrated within organizational structure and functioning.

5. The agency must make its services available to clients without discrimination as to age, color, disability, ethnicity, gender, national origin, race, religion, or sexual orientation, and must be willing to accept students who are members of minority groups and agree to provide them with a full range of learning opportunities.
6. Agency support and direction should be sufficiently stable to safeguard its program(s) and the continuing support of the student unit.

7. Both administrators and staff should be willing to make available the necessary staff time, essential equipment and support to insure student achievement of the Core Competencies of field instruction and learning. This includes the appropriate participation of various staff members in the planning, implementation, and evaluation of learning opportunities.

8. The quality of staff relationships and staff morale should contribute to a favorable climate for learning and professional development.

9. The agency should be able to maintain its basic program without reliance on the students.

10. The agency must be willing to be a party to a written contractual agreement with the NSU Social Work Program.

B. **Criteria for Selection of Agency Field Instructors**

1. BSW minimum, with MSW preferred, from a CSWE-accredited program. If BSW, three years of social work practice is preferred. If MSW, one year of practice experience at any level is preferred.

2. Adherence to licensing and credentialing requirements of the Louisiana State Board of Social Work Examiners, or the Social Work Regulation Board of the state in which the potential agency field instructor practices.

3. Demonstrated competence in the delivery of services in which the student will be supervised; adequate experience and recommendation from colleagues and/or superiors.

4. Commitment to the underpinning philosophy, values, ethics, and practice knowledge of the social work profession.

5. The ability to relate and work productively with social work colleagues, other professionals, and the community.

6. An interest in and capacity for teaching in the field setting.

Northwestern State University Social Work Program recognizes the importance of a Field Instructor having a Social Work degree and experience. For the vast majority of our placements the Field Instructor does hold a social work degree, many of them at the MSW level. However, because Natchitoches is rural area, occasionally field sites are utilized that do not employ a degreed social worker. The few field sites that do not have MSW or BSW social workers have been chosen because they represent fields of practice that have historically been staffed by social workers (such as juvenile
In these instances, Field Instructors have related degrees, have years of experience working in social programs, and are very familiar with the social work perspectives and values. These field instructors have received orientation to social work’s person-in-environment frame of reference, the Generalist Intervention Model, the NASW Code of Ethics, and the core competencies and related practice behaviors. Regardless of the degree of the supervisor, all field students receive at least one hour of supervision per week from the agency Field Instructor, although this may occur in smaller increments than one hour. When the field instructor does not hold a social work degree, faculty liaisons take extra precautions to be sure the social work frame of reference, values, and ethics are incorporated by the student. The Faculty Liaisons utilize two avenues to assure this. First, when the field instructor does not hold a social work degree, faculty liaisons (who are all Licensed Clinical Social Workers) hold group supervision every other week immediately after seminar for the students who are placed in these agencies. During this group supervision, the social work frame of reference, values, and ethics are emphasized.

Secondly, faculty liaisons emphasize the social work perspective in the seminars for all field students. Faculty liaisons recognize that social workers are frequently in the position of working with teams of other professionals. Therefore, a common discussion in the weekly field seminar is about comparing and contrasting the roles, typical approaches and values of the other disciplines, with particular attention to the role of the social worker on those teams. Liaisons ask students who do not have degreed social work supervisors to share in the seminar their observations on how their agency’s approach to client needs may differ from that of the social work profession, differences in foci, and any apparent differences in values and ethics on the part of professionals from other disciplines. The frame of reference and value stance of the social work profession is reiterated.
C. Agreement Form between Field Agency and Social Work Program

NORTHWESTERN STATE UNIVERSITY OF LOUISIANA
DEPARTMENT OF SOCIAL WORK
STUDENT FIELD PLACEMENT AGREEMENT

This agreement is entered into for the purpose of establishing and conducting field instruction for Northwestern State University social work majors at LIST AGENCY NAME HERE, hereafter referred to as the “Agency” represented by NAME AGENCY REPRESENTATIVE HERE, and Northwestern State University, represented by Wade M. Tyler, Ph.D., LCSW, Head of the Department of Social Work. The following conditions are mutually acceptable to both participating parties.

The conditions under which field instruction will be carried out are as follows:

1. In one internship option, students can complete an internship over one academic year- fall semester followed by the spring semester. Each semester the student will complete 216 hours of internship for 6 credit hours. In this scenario the student interns approximately 16 hours per week in the agency. This is called a concurrent placement. In the other internship option, called the block placement, the student completes 432 hours of internship in one academic semester (either the fall or spring) for a total of 12 credit hours. This requires the student to intern approximately 32 hours per week in the agency. The student should follow working hours as a regular employee.

2. The agency will provide a designated supervisor who assumes responsibility for the student and his or her learning experiences. The Agency supervisor will be selected jointly by the Agency and school representative according to criteria developed by the school. The supervisor will meet with the student a minimum of one (1) hour each week, arrange the learning experiences for the student and submit written evaluations of the student’s competence.

3. The Agency will provide learning experiences for the student that will enhance the development of practice skills appropriate to generalist practitioners with the Bachelor of Social Work degree. The activities of the students in the field setting will include experiences with individuals, groups, families, organizations and communities. Specific activities will be determined by the agency.

4. Coordination responsibilities with the Agency will be assumed by the Director of Field Instruction, Ruth T. Weinzettle, Ph.D., LCSW. She will be available for consultation upon request of the agency.

5. All fieldwork students will participate in a two-hour weekly seminar conducted by NSU Social Work Faculty. This seminar is designed to help the students review the application of concepts and principles taught in class and applied in the field while at the same time helping them to achieve better self-understanding. First-line liaison responsibilities for a student will be assumed by the faculty member (faculty liaison) who is teaching the Field seminar section in which the student is enrolled.

6. Conferences to discuss Northwestern State University and agency collaboration, field instruction difficulties, or evaluations for the student may be initiated either by the Faculty Liaison, Agency or by the Director of Field Placement, whenever the need is indicated.
7. The student will be responsible for following the policies and procedures of the Agency, and providing for personal transportation. The student shall not be deemed or considered an employee of the Agency for the purposes of Social Security, Unemployment Compensation, or Workman’s Compensation.

8. The agency accepts the responsibility for providing the field instruction with the understanding that no financial obligation will be required for services rendered by students, faculty of Northwestern State University, or transportation costs in travel from the campus to agency. In absence of specific provision in the agreement, procedures for the handling of situations shall be determined by mutual agreement between the agency and the Department of Social Work, Northwestern State University.

This agreement shall be in effect until terminated by either party upon thirty days written notice, and is subject to revision and renewal by written agreement.

THUS DONE AND SIGNED, THIS ___ day of ____ (Year)
APPROVED:

________________________________________
Agency Representative, Name typed here
Agency Name: Agency Name typed here

________________________________________
Wade M. Tyler, Ph.D. LCSW,
Head, Department of Social Work
Professor of Social Work

________________________________________
Lisa Abney Ph.D.
Vice President of Academic Affairs
SECTION IX: APPENDIX

A. Curriculum Sheet

B. Application for Field Placement

C. FERPA Release of Information Form

D. Agency Information Form

E. Field Instructor Information Form

F. Student Learning Contract

G. Time Sheet Guidelines and Form

H. Field Instruction Student Evaluation – Interim

I. Field Instruction Student Evaluation – Final

J. Assignments: Detailed Instructions

K. NASW Code of Ethics
A. Curriculum Sheet
### NORTHWESTERN STATE UNIVERSITY OF LA

**Department of Social Work**
**Catalog Fall 2011 to present**
**Bachelor of Social Work**
Nationally Accredited by the Council on Social Work Education

### FIRST YEAR

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<td><strong>15</strong></td>
</tr>
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</table>

### FOURTH YEAR

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>____SOWK 4190 ³Field Work</td>
<td>6(12)</td>
<td>____SOWK 4190 ³Field Work</td>
<td>6(12)</td>
</tr>
<tr>
<td>____SOWK 3140 Generalist Practice III</td>
<td>3</td>
<td>____ELEC</td>
<td>3</td>
</tr>
<tr>
<td>____SOWK 4040 SOWK Research Mthds</td>
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<td>____ELEC</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Total hours required for degree: 120

1. Six hours taken in pairs indicated and in sequence: MATH 1035 and 1060; MATH 1020 and 1060; 1020 and 1090; 1020 and 2010; 1100 (6 hours); or 1810 (6 hours).

2. All six (6) semester hours must be in the same foreign language- SPAN1010, 1020; FREN1010, 1020 etc.

3. Social Work 4190 (field instruction) may be taken over the course of one academic year (6 credits per fall and spring) or in one semester (12 credits in fall OR spring). In either case, SOWK 4040 (Research) must be taken concurrently with SOWK 4190.
B. Application for Field Placement
NORTHWESTERN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT
FIELD WORK APPLICATION
(Please print neatly, avoid strike-outs and fill out completely.)

NAME: ___________________________ DATE OF APPLICATION: ________________

STEP 1: Provide information that will allow the social work department to contact you prior to and during placement. Please list your preferred mailing address first.

ADDRESS 1: ___________________________ This is my address:
__________________________________________ ZIP CODE __________

□ during school  □ between semesters

ADDRESS 2: ___________________________ This is my address:
__________________________________________ ZIP CODE __________

□ during school  □ between semesters

PHONE: _______________  CELL: _______________
NSU EMAIL___________________________PERMANENT EMAIL: _______________________

STEP 2: Diagram your plans from now until graduation. Review the prerequisites for entering field education before you chart your plan

□ I plan to complete field placement in one semester, (circle) Fall/Spring 20___

□ I plan to complete ½ field placement in Fall 2015, followed by ½ in Spring 2016.

Diagram below when you plan to complete all of your remaining courses. Include field instruction.

Spring _____:  Summer _____:  Fall _____:

Spring _____:
**STEP 3:** Complete the following information.

Do you have a Louisiana Driver’s License?  ☐ yes  ☐ no

Can you provide your own transportation to the work unit?  ☐ yes  ☐ no

☐ Check here if there are special circumstances that you would like to make known to field faculty and potential agency supervisors to aid in your placement. Describe these below.

____________________________________________________________________________
____________________________________________________________________________

List previous and current employment experience (Including summer and part-time jobs). Give dates:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

List previous volunteer experience (including Social Work Practice I volunteer work):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Describe your career plans following graduation from NSU.
____________________________________________________________________________
____________________________________________________________________________

**STEP 4:** Print out a copy of your degree evaluation and attach to the back of this application. DO NOT attach your academic transcript.
STEP 5: Provide three personal or professional references that may be contacted by your potential field instructor. NOTE: It is customary to ask permission of those whom you would like to list as references.

NAME: _____________________________________________
ADDRESS: ___________________________________________
PHONE NUMBER: ( ) ____________________________________

NAME: _____________________________________________
ADDRESS: ___________________________________________
PHONE NUMBER: ( ) ____________________________________

NAME: _____________________________________________
ADDRESS: ___________________________________________
PHONE NUMBER: ( ) ____________________________________

STEP 6: Set up an appointment with your faculty advisor. Take your completed application and your degree evaluation to the meeting. Discuss with your advisor your field site choices, your background experiences, qualifications, concerns, learning needs, potential learning goals for placement, etc.

FACULTY ADVISOR’S CERTIFICATION

I have discussed possible placement sites, learning needs, background qualifications, matriculation plans and goals with this student. The following recommendations and/or concerns should be noted:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Advisor’s Signature : _____________________________ Date: _____________
1st CHOICE: __________________________ CITY/LOCATION______________________________

2nd CHOICE: __________________________ CITY/LOCATION______________________________

Describe why these placements appeal to you. Also indicate any personal characteristics, circumstances or experiences that might enhance or distract from your ability to perform in each of these placements (examples: do you have volunteer or employment experience in a related area? Have you or a family member sought or need help in this area?).

1st CHOICE: _______________________________________________________________________
____________________________________________________________________________________

2nd CHOICE: _______________________________________________________________________
____________________________________________________________________________________

STEP 8: The following question is on the Louisiana Board of Social Work Examiners, Application for Registration, Registered Social Worker. Application for registration in the State of Louisiana also requires a criminal background check. Please answer the question honestly, understanding that the NSU Field Program will use this information for placement purposes only and will not make this information available to Field agencies without your written consent.

Have you been arrested, charged with, or convicted of any state or federal, civil or criminal law? (Includes convictions on any charges except minor traffic offenses whether the conviction resulted by verdict, guilty plea, plea of no contest or nolo contendere; and includes arrests, charges, and convictions that have been expunged.) _____Yes _____No

If yes, please explain:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student’s Signature __________________________ Date: __________________________
C. FERPA Release of Information Form
FERPA STUDENT CONSENT FORM FOR RELEASE OF EDUCATION RECORDS

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Student ID #</th>
<th>Date</th>
</tr>
</thead>
</table>

The Federal Educational Rights and Privacy Act of 1974 (FERPA) affords certain rights to students concerning the privacy of, and access to, their education records. Third parties under FERPA cannot access your records without your written permission. However, students may choose to complete this form to allow release of their education records to specified third parties.

Even with this consent form, information cannot be given to a third party via the telephone or e-mail. For additional information, visit the NSU FERPA information page at [www.nsula.edu/registrar/ferpa](http://www.nsula.edu/registrar/ferpa) or the U.S. Department of Education’s website at [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

By completing, signing, and dating this consent form, I am giving faculty of the Northwestern State University of Louisiana, Department of Social Work my permission to release to representatives of potential field placement agencies, the following information: A copy of my completed Field Placement application. This information is to be used only in determination of placement in a Field Placement Agency.

I understand that (1) I have the right not to consent to the release of my education records, (2) I have the right to inspect any written records released pursuant to this consent, and (3) I have the right to revoke this consent at any time by completing the section below.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
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</table>

Please sign and date below ONLY if you are revoking this consent.

I hereby REVOKE the right of NSU, Social Work Department representatives to provide my field placement application to any community agencies. I understand that this revocation cannot apply to actions taken prior to this revocation date.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
D. Agency Information Form
AGENCY NAME:
ADDRESS:
TELEPHONE:
AGENCY EMAIL ADDRESS:
AGENCY DIRECTOR:
EMAIL ADDRESS OF DIRECTOR:

PLEASE BRIEFLY DESCRIBE THE SERVICES OFFERED BY THE AGENCY:

PLEASE BRIEFLY IDENTIFY LEARNING EXPERIENCES AVAILABLE TO STUDENTS:
(These are experiences in which the student may be an observer or a participant)

SOCIAL WORK WITH INDIVIDUALS

SOCIAL WORK WITH FAMILIES

SOCIAL WORK WITH GROUPS:

SOCIAL WORK WITH ORGANIZATIONS:

SOCIAL WORK WITH COMMUNITIES:

PLEASE LIST PERSONNEL WHO ARE WILLING AND ELIGIBLE TO SERVE AS A SUPERVISOR:

________________________________________  ________________________________
SIGNATURE  DATE:
E. Field Instructor Information Form
NORTHWESTERN STATE UNIVERSITY OF LOUISIANA
Social Work Program
Field Instructor Information Form

Name of Field Instructor: (printed________________________________________)

Agency Name: ____________________________________________________________

Agency Address: __________________________________________________________

Office Telephone: _________________________ Cell Phone: _____________________

Email address: ____________________________________________________________

EDUCATION:

<table>
<thead>
<tr>
<th>College or University</th>
<th>Degree Earned</th>
<th>Date of Graduation</th>
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<tbody>
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<td>_____________________</td>
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PROFESSIONAL LICENSE INFORMATION:

Name of License/Registration: ______________________________________________

Number of License: ________________________________

SOCIAL WORK (OR SOCIAL SERVICE) EMPLOYMENT

Years of experience at the undergraduate level: ______________

Years of experience at the graduate level: ________

SUPERVISORY EXPERIENCE: (Please briefly describe any supervisory experience)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Signature ______________________ Date ______________________
F. Student Learning Contract
Northwestern State University
Department of Social Work
Competency Based Field Instruction Learning Contract

Student: ____________________________ Agency: ____________________________ Semester: __________ Year: ______
Field Instructor: _____________________ Faculty Liaison: _____________________ Type of placement __Block __Year-long

This instrument identifies learning tasks in which the student will engage while in field instruction by focusing on the core competencies students are expected to master over the course of their BSW program. The 10 core generalist practice competencies are divided into measurable practice behaviors comprised of knowledge, values, and skills. All 41 of the practice behaviors are critical, and students and field instructors are expected to create opportunities in which students can demonstrate all of the behaviors, over the course of their field placement.

Instructions: Please read each competency statement and practice behavior carefully.
For each competency, a list of potential learning tasks has been identified by which the student can acquire the necessary knowledge, values, and/or skills related to that competency. Using an electronic copy of this contract, the supervisor and student can determine which learning tasks are appropriate, and delete, revise, and add tasks as needed. You are encouraged to identify any other tasks unique to your setting. This learning contract serves for the complete field placement experience for the student, so if the student is in a year-long placement, use this contract to plan learning tasks for both semesters. Please print out the completed contract, sign and have the student submit it to the faculty liaison on the date due.

COMPETENCY 1.0 Identifies as a professional social worker and conducts oneself accordingly.

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

PRACTICE BEHAVIOR • 1.1 Advocates for client access to the services of social work.
PRACTICE BEHAVIOR • 1.2 Practices personal reflection and self-correction to assure continual professional development.
PRACTICE BEHAVIOR • 1.3 Attends to professional roles and boundaries.
PRACTICE BEHAVIOR • 1.4 Demonstrates professional demeanor in behavior, appearance, and communication.
PRACTICE BEHAVIOR • 1.5 Engages in career-long learning (e.g., workshops, conferences, professional meetings, professional readings, etc.).
PRACTICE BEHAVIOR • 1.6 Uses supervision and consultation.

Learning Tasks:
-Student will discuss with the supervisor one client need that is not currently being met within the agency and brainstorm avenues for advocacy action.
-Student will prepare a list of identified learning needs and strengths and discuss with the supervisor.
-Student will abide by agency guidelines for attendance, punctuality, dress, deadlines and workload and the supervisor will discuss any problematic issues with the student.
-Student will discuss with the supervisor appropriateness of self-disclosure, out-of-agency contact with clients, and other boundary issues.
-Student will engage in one out-of-agency learning opportunity, such as a professional meeting, conference, or workshop.
-Student will prepare for each supervisory meeting by bringing in at least one question, one issue for discussion, or updates on learning experiences.
-Student will prepare the agenda for two supervisory meetings.
COMPETENCY 2.0 Applies social work ethical principles to guide professional practice.

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

- PRACTICE BEHAVIOR • 2.1 Recognizes and manages personal values in a way that allows professional values to guide practice.
- PRACTICE BEHAVIOR • 2.2 Makes ethical decisions by applying standards of the applicable ethical codes, such as NASW (and, where applicable, IFSW/IASSW), and laws, such as the Louisiana Social Work Practice Act.
- PRACTICE BEHAVIOR • 2.3 Tolerates ambiguity in resolving ethical conflicts.
- PRACTICE BEHAVIOR • 2.4 Applies strategies of ethical reasoning to arrive at principled decisions.

Learning Tasks:
- Student will identify and discuss with supervisor at least two situations in which a student’s personal values are challenged by issues related to clients, the organization, other professionals, social work professional values, community values, etc.
- Student will discuss one situation in which the student avoided imposing personal values upon a client.
- Student will discuss one situation with supervisor in which the student uses information from licensing laws, professional codes of ethics, to resolve an ethical situation to arrive at a principled decision.
- Student will document one instance in which he or she uses a structured ethical decision-making process that includes ethical codes, laws, ethical principles, and consultation to determine the best course of action on behalf of a client.

**Add any other Agency specific learning tasks relative to these practice behaviors

COMPETENCY 3.0 Applies critical thinking to inform and communicate professional judgments.

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

- PRACTICE BEHAVIOR • 3.1 Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PRACTICE BEHAVIOR • 3.2 Analyzes and applies a generalist model of assessment, prevention, intervention, and evaluation.
- PRACTICE BEHAVIOR • 3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Learning Tasks:
- Student will participate in at least three multidisciplinary case staffing meetings and discuss with the supervisor the various sources of information that contributed to case decisions, particularly noting the client’s perspective of the problem and strengths.
- Student will lead at least one case staffing.
- Student will read two research articles related to the placement and discuss the information gained with the supervisor.
- Student will review at least five open or closed case files and discuss with supervisor how the Generalist Intervention Model was applied in the cases; critiquing areas for improvement.
- Student will make at least one oral presentation to the staff on some information related to agency services.
- Student will complete case notes in an accurate and timely manner and discuss with the supervisor any feedback about the documentations.

**Add any other Agency specific learning tasks relative to these practice behaviors
**COMPETENCY 4.0 Engages diversity and difference in practice.**

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

**PRACTICE BEHAVIOR • 4.1** Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

**PRACTICE BEHAVIOR • 4.2** Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

**PRACTICE BEHAVIOR • 4.3** Recognizes and communicates her/his understanding of the importance of difference in shaping life experiences.

**PRACTICE BEHAVIOR • 4.4** Views herself/himself as a learner and engages those with whom she/he works as informants.

**Learning Tasks:**
- Student will adequately express to the supervisor an understanding of one culture’s structure and values that may contribute to oppression or privilege and power.
- Student will discuss at least three cases with the supervisor in which the student identifies the multiple diversities of the client and the impact of these diversities on the client system.
- Student will work with at least two clients of a culture different from hers or his, and identify to the supervisor information learned by interacting with the client.

**Add any other Agency specific learning tasks relative to these practice behaviors**

**COMPETENCY 5.0 Advances human rights and social and economic justice.**

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

**PRACTICE BEHAVIOR • 5.1** Understands the forms and mechanisms of oppression and discrimination.

**PRACTICE BEHAVIOR • 5.2** Advocates for human rights and social and economic justice.

**PRACTICE BEHAVIOR • 5.3** Engages in practices that advance social and economic justice.

**Learning Tasks:**
- The student will identify a list of forms of oppression and discrimination experienced by clientele of the agency and discuss it with the supervisor.
- The student will discuss with the supervisor at least two cases where oppression has an impact on the client and discuss how this oppression may be changed.
- The student will join and participate in a community task force or effort that advocates for social and economic justice and discuss this effort with the supervisor.
- The student will organize or help organize a community awareness emphasis, vigil, etc.
- The student will write a letter to a legislator, newspaper editor, NASW newsletter, or other media avenues advocating for changes to promote social and economic justice.
- The student will join NASW

**Add any other Agency specific learning tasks relative to these practice behaviors**
### COMPETENCY 6.0 Engages in research-informed practice and practice-informed research.

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

**PRACTICE BEHAVIOR • 6.1** Uses practice experience to inform scientific inquiry.

**PRACTICE BEHAVIOR • 6.2** uses research evidence to inform one’s practice.

**Learning Tasks:**
- The student will identify with the supervisor a research question arising from the agency setting and practices.
- The student will read and discuss with the supervisor at least one research article regarding an effective intervention for use with agency clientele.

**Add any other Agency specific learning tasks relative to these practice behaviors**

### COMPETENCY 7.0 Applies knowledge of human behavior and the social environment.

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

**PRACTICE BEHAVIOR • 7.1** Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

**PRACTICE BEHAVIOR • 7.2** Critiques and applies knowledge to understand person and environment.

**Learning Tasks:**
- Student will identify biopsychosocial/spiritual/cultural elements of at least one client situation and discuss with the supervisor.
- Student will become familiar with the assessment framework, including completion of necessary forms, utilized by the agency.
- Student will identify at least two theories related to client situations and discuss with the supervisor.
- Student will gain understanding of at least one evidence based-practice model/intervention utilized with agency clients.
- Student will become familiar with the flow chart of services as client moves through the agency system.

**Add any other Agency specific learning tasks relative to these practice behaviors**

### COMPETENCY 8.0 Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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

**PRACTICE BEHAVIOR • 8.1** Analyzes, formulates, and advocates for policies that advance social well-being.

**PRACTICE BEHAVIOR • 8.2** Collaborates with colleagues and clients for effective policy action.

**Learning Tasks:**
- Student will become familiar with laws that govern the agency’s practices and discuss knowledge of the same with the supervisor.
- Student will interview at least two different staff members to gather perspectives on policies related to the agency.
- Student will discuss with supervisor changes in policy that would benefit client well-being.
- Student will participate in agency staff meeting that address agency policies and advocate for changes.
- Student will participate in agency review of policy and procedures through Quality Assurance Meetings.
**Add any other Agency specific learning tasks relative to these practice behaviors**

### COMPETENCY 9.0 Responds to contexts that shape practice.

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

**PRACTICE BEHAVIOR • 9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.**

**PRACTICE BEHAVIOR • 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.**

Learning Tasks:
- Student will obtain information on the current demographics of the client service area and report the same to the supervisor and seek projections for the next decade; brainstorm potential services needed.
- Student will visit at least two community agencies that are connected to the field agency. Examples may be agencies that can serve as resources for clients or are referral sources for the agency.
- Student will learn to utilize the technologies and data programs utilized by the field agency.
- Student will actively participate in at least one community task force.
- Student will participate in an agency interdisciplinary committee (examples may be an ethics review committee, a Q & A committee, a program improvement committee).
- Student will identify one recommended change in agency service delivery practices and take action to promote the change, with approval and collaboration of the supervisor.
- Student will read articles related to the environmental contexts of the agency setting and discuss information with the supervisor (Examples may be articles on rural settings, immigration groups, poverty, etc.)

**Add any other Agency specific learning tasks relative to these practice behaviors**

### COMPETENCY 10(a) – (d) Engages, assesses, intervenes, and evaluates with individuals, families, and communities.

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

**COMPETENCY 10(a).0 Engages with individuals, families, groups, organizations, and communities.**

This student:

**PRACTICE BEHAVIOR • 10(a).1 Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.**

**PRACTICE BEHAVIOR • 10(a).2 Uses empathy and other interpersonal skills.**

**PRACTICE BEHAVIOR • 10(a).3 Develops a mutually agreed-on focus of work and desired outcomes.**

Learning Tasks:
- Student will discuss with the supervisor social work skills for engaging with the particular agency client systems.
- Student will become familiar with all case forms and documents used by the agency and confirm the same with the supervisor.
- Student will demonstrate empathy and effective engagement skills with client systems as observed by the supervisor or designated task staff.
- Student will observe at least 4 initial sessions (individual, group, family, community, or organization) conducted by agency staff and discuss observations with the supervisor.
- Student will conduct 4 initial sessions, which can include role playing with the supervisor or other staff members.
- Student will identify a preliminary plan of action developed by the student and the client system and discuss with the supervisor for feedback.

**Add any other Agency specific learning tasks relative to these practice behaviors**

**COMPETENCY 10(b).0** Assesses individuals, families, groups, organizations, and communities.

*This student:*

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR • 10(b).1</th>
<th>Collects, organizes, and interprets client data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICE BEHAVIOR • 10(b).2</td>
<td>Assesses client strengths and limitations.</td>
</tr>
<tr>
<td>PRACTICE BEHAVIOR • 10(b).3</td>
<td>Develops mutually agreed-on intervention goals and objectives.</td>
</tr>
<tr>
<td>PRACTICE BEHAVIOR • 10(b).4</td>
<td>Selects appropriate intervention strategies.</td>
</tr>
</tbody>
</table>

**Learning Tasks:**
- Student will review and become knowledgeable of the assessment protocol of the agency.
- Student will become familiar with at least one assessment instrument used by the agency.
- Student will choose at least one client system and identify the strengths and limitations to the supervisor.
- Student will observe at least 1 assessment of each level of client system - individuals, families, groups, organizations and communities.
- Student will develop at least one intervention plan which includes, goals and objectives.
- Student will perform at least one assessment with a client system, document the client system data, and discuss with the supervisor the assessment impressions.

**Add any other Agency specific learning tasks relative to these practice behaviors**

**COMPETENCY 10(c).0** Intervenes with individuals, families, groups, organizations, and communities.

*This student:*

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR • 10(c).1</th>
<th>Initiates actions to achieve organizational goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICE BEHAVIOR • 10(c).2</td>
<td>Implements prevention interventions that enhance client capacities.</td>
</tr>
<tr>
<td>PRACTICE BEHAVIOR • 10(c).3</td>
<td>Helps clients resolve problems/achieve goals.</td>
</tr>
<tr>
<td>PRACTICE BEHAVIOR • 10(c).4</td>
<td>Negotiates, mediates, and advocates for client systems.</td>
</tr>
<tr>
<td>PRACTICE BEHAVIOR • 10(c).5</td>
<td>Facilitates transitions and endings.</td>
</tr>
</tbody>
</table>

- Student will become knowledgeable of the agency’s mission and goals and identify to the supervisor at list of actions the student implemented to achieve these goals.
- Student will participate in a prevention activity of the agency and discuss the same with the supervisor. Some examples are community informational activities (health fairs, for example), secondary prevention activities like referring client systems to needed resources, making mandated reports, etc.
- Student will provide services or participate in provision of services to individuals, groups, families, communities, and organizations for the purpose of assisting the client system to resolve problems or achieve goals. The student will appropriately document actions and discuss with the supervisor.
- Student will participate in at least three activities in which the student negotiates, mediates and/or advocates for client systems and discuss the same with the supervisor.
- Student will join and participate in a community task force or committee and advocate for client systems.
- Student will participate in organizational (agency) committee(s)/meetings and utilize the same to advocate for client systems.
- The student will participate in the termination or transition of services to a client system and discuss the same with the supervisor.

**Add any other Agency specific learning tasks relative to these practice behaviors**
COMPETENCY 10(d).0 Evaluates practice with individuals, families, groups, organizations, and communities.

**This student:**

PRACTICE BEHAVIOR • 10(d).1 Critically analyzes, monitors, and evaluates interventions.

Learning Tasks:
- Student will become knowledgeable of the agency’s processes for evaluation of agency programs.
- Student will participate in agency activities that evaluate services to clients (for example, client satisfaction surveys).
- Student will develop a single subject evaluation design of services to one client and discuss the same with the supervisor.
- Student will identify one assessment/evaluation tool appropriate for evaluating interventions with agency clientele.
- Student will read and discuss 2 (or ___) articles on evaluating practice with supervisor.

**Add any other Agency specific learning tasks relative to these practice behaviors**

<table>
<thead>
<tr>
<th>Signature, Field Instructor</th>
<th>Date</th>
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<tr>
<th>Signature, Student</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Signature, Faculty Liaison</th>
<th>Date</th>
</tr>
</thead>
</table>
G. Time Sheet Guidelines and Forms
INSTRUCTIONS FOR THE TIME SHEET

From the very beginning, enter your internship times into the time sheet in the indicated blocks. For each new week, first enter the hours you have accumulated in your placement.

At the end of every week, have your field (agency) supervisor sign on the log and you will turn in a log every class period.

The following guidelines are used to make decisions about countable hours:

- Each six hours credit requires 216 hours field instruction for the semester (432 hours for 12 academic credit hours).

- The students may count that time in which they are actually engaged in working in the agency, involved with client systems, or at professional or organizational meetings.

- Time spent for lunch breaks does not count toward the hours unless the student continues to work during lunch (like answering phones, for example). This is at the discretion of the field supervisor.

- If an agency has a holiday and the student is unable to work, he or she may count the number of hours they normally spend in the agency on the day of the holiday.

- If it is a school holiday and not an agency holiday, the students may not count the hours, unless the student chooses to work that day.

- There is no provision for sick leave; students must complete 216 hours in the field for six hours academic credit or 432 hours for 12.
# Field Internship Time Sheet

**NAME:** _________________________  **AGENCY:** _____________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>HOURS EARNED</th>
<th>CUMULATIVE HOURS</th>
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Cumulative hours brought forward →

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Cumulative hours brought forward →
H. Field Instruction
Student Evaluation - Interim
This instrument evaluates student performance in field instruction by focusing on core competencies students are expected to master over the course of their BSW program. The 10 core generalist practice competencies are divided into measurable practice behaviors comprised of knowledge, values, and skills. All 42 of the practice behaviors are critical, and are expected to be observed in field. Please leave no behavior unmeasured. The interim evaluation form of the instrument includes a “not observed” response choice; the final evaluation form does not. Students and field instructors are expected to create opportunities in which students can demonstrate all of the behaviors. We value your comments; they are important. In addition to their use for individual student evaluation, numerical responses on final evaluations will be aggregated for on-going program evaluation.

Please include comments. Any “Needs Marked Improvement,” “Unsatisfactory,” or “Not Observed” responses should be followed by comments regarding corrective action.

### 1.0 Identifies as a professional social worker and conducts oneself accordingly.

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

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59
5.0 Advances human rights and social and economic justice.

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

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<td>5.1 Understands the forms and mechanisms of oppression and discrimination.</td>
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</tr>
<tr>
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<td>5.3 Engages in practices that advance social and economic justice.</td>
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Comments:

6.0 Engages in research-informed practice and practice-informed research.

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

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<td>6.1 Uses practice experience to inform scientific inquiry.</td>
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<tr>
<td>6.2 Uses research evidence to inform one’s practice.</td>
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Comments:

7.0 Applies knowledge of human behavior and the social environment.

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

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<td>7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<tr>
<td>7.2 Critiques and applies knowledge to understand person and environment.</td>
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</table>
8.0 Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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

• 8.1 Analyzes, formulates, and advocates for policies that advance social well-being.
  - Expertise
  - Proficiency
  - Approaches
  - Lacks
  - Not Observed

• 8.2 Collaborates with colleagues and clients for effective policy action.
  - Expertise
  - Proficiency
  - Approaches
  - Lacks
  - Not Observed

Comments:

9.0 Responds to contexts that shape practice.

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

• 9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
  - Expertise
  - Proficiency
  - Approaches
  - Lacks
  - Not Observed

• 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
  - Expertise
  - Proficiency
  - Approaches
  - Lacks
  - Not Observed

Comments:

10 (a) – (d) Engages, assesses, intervenes, and evaluates with individuals, families, and communities.

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

10(a).0 Engages with individuals, families, groups, organizations, and communities.

This student:
**10(a).0** Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.

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**10(b).0** Assesses individuals, families, groups, organizations, and communities.

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**10(c).0** Intervenes with individuals, families, groups, organizations, and communities.

*This student:*

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**10(d).0** Evaluates practice with individuals, families, groups, organizations, and communities.

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For the agency experience portion of the total field instruction grade, this student’s performance merits a grade of (please circle and initial):


Signature, Field Instructor    Date    Signature, Student    Date
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<td>4.1 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or</td>
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enhance privilege and power.
- **4.2** Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
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- **4.3** Recognizes and communicates her/his understanding of the importance of difference in shaping life experiences.  
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- **4.4** Views herself/himself as a learner and engages those with whom she/he works as informants.  
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<tr>
<th>5.0 Advances human rights and social and economic justice.</th>
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<tr>
<td>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. This student:</td>
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| - **5.1** Understands the forms and mechanisms of oppression and discrimination.  
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- **5.2** Advocates for human rights and social and economic justice.  
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- **5.3** Engages in practices that advance social and economic justice.  
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<tr>
<th>6.0 Engages in research-informed practice and practice-informed research.</th>
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<tr>
<td>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. This student:</td>
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| - **6.1** Uses practice experience to inform scientific inquiry.  
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- **6.2** uses research evidence to inform one’s practice.  
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**Comments:**
### 7.0 Applies knowledge of human behavior and the social environment.

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

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<td>7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<td>7.2 Critiques and applies knowledge to understand person and environment.</td>
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### 8.0 Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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

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<td>8.1 Analyzes, formulates, and advocates for policies that advance social well-being.</td>
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<td>8.2 Collaborates with colleagues and clients for effective policy action.</td>
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### 9.0 Responds to contexts that shape practice.

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

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<td>9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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|   |   |   |   |   |
10 (a) – (d) Engages, assesses, intervenes, and evaluates with individuals, families, and communities.

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

10(a).0 Engages with individuals, families, groups, organizations, and communities.

This student:

| 10(a).1 Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. | 4 | 3 | 2 | 1 | 0 |
| 10(a).2 Uses empathy and other interpersonal skills. | 4 | 3 | 2 | 1 | 0 |
| 10(a).3 Develops a mutually agreed-on focus of work and desired outcomes. | 4 | 3 | 2 | 1 | 0 |

10(b).0 Assesses individuals, families, groups, organizations, and communities.

This student:

| 10(b).1 Collects, organizes, and interprets client data. | 4 | 3 | 2 | 1 | 0 |
| 10(b).2 Assesses client strengths and limitations. | 4 | 3 | 2 | 1 | 0 |
| 10(b).3 Develops mutually agreed-on intervention goals and objectives. | 4 | 3 | 2 | 1 | 0 |
| 10(b).4 Selects appropriate intervention strategies. | 4 | 3 | 2 | 1 | 0 |

10(c).0 Intervenes with individuals, families, groups, organizations, and communities.

This student:

| 10(c).1 Initiates actions to achieve organizational goals. | 4 | 3 | 2 | 1 | 0 |
| 10(c).2 Implements prevention interventions that enhance client capacities. | 4 | 3 | 2 | 1 | 0 |
| 10(c).3 Helps clients resolve problems/achieve goals. | 4 | 3 | 2 | 1 | 0 |
| 10(c).4 Negotiates, mediates, and advocates for client systems. | 4 | 3 | 2 | 1 | 0 |
| 10(c).5 Facilitates transitions and endings. | 4 | 3 | 2 | 1 | 0 |

10(d).0 Evaluates practice with individuals, families, groups, organizations, and communities.

This student:

| 10(d).1 Critically analyzes, monitors, and evaluates interventions. | 4 | 3 | 2 | 1 | 0 |
For the agency experience portion of the total field instruction grade, this student’s performance merits a grade of (please circle and initial):

|---|---------------|-------------------|--------------|-------------------------------|-------------------|

Signature, Field Instructor  Date  Signature, Student  Date
J. Assignments:
Detailed Instructions
NSULA FIELD PLACEMENT ASSIGNMENT
WEEKLY LOGS

The weekly log assignment does assist the student in acquiring all of the competencies. It additionally and specifically addresses the following competencies:
2.1.1-b: Practice personal reflection and self-correction to assure continual professional development
2.1.1-d: Demonstrate professional demeanor in behavior, appearance, and communication
2.1.4-b: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Weekly Log
A weekly log of field instruction activities is turned in at the seminar meeting. This log should be kept on a day-to-day basis and reflect all activities engaged in during the day, as well as the number of hours spent in the agencies.

The student should use two paragraphs. The first paragraph gives factual information about what you did during your hours at the agency. The second paragraph gives your reflections (thoughts and feelings and what you learned) about the experience. The student is asked to document experiences with human diversities (when encountered) and feelings that are generated with this learning opportunity.

The log should be typewritten, and will be kept in the student’s folder for review by the faculty liaison. The total number of hours should be tabulated at the end of each day's log. The log is an important part of the student’s learning and a form of communication between the student and faculty liaison. It should be thorough, accurate, and complete.

PUT THESE HEADINGS ON EVERY WEEKLY LOG

Student: John Doe
Agency: The Self-Esteem Center
Date due: September 23, 2014

Date and time of internship hours: (Tuesday, 9/17/06, 8:00 – 4:00 pm) (PUT THESE HEADINGS FOR EACH DAY OF INTERNSHIP)
Paragraph 1: On the above date, I arrived at the agency to discover that I would be going out with a staff person to observe her giving a presentation at the local high school. When we arrived, I helped by passing out handouts. The presentation was on how to increase self-esteem. I thought it had some very good information. The staff member kind of put me on the spot by asking me to share some information about how I handled some things when in high school. When we returned to the agency, I spent the rest of the day assisting with compiling a list of community resources for teens in the community.

Paragraph 2: I was really excited about going out to the high school and hearing the presentation. I was a little nervous because I think I look young, and I didn’t know how the students would treat me. However, they treated me with respect, and I really felt like a “professional.” When asked to share, I felt really nervous. But once I started, I realized that I really was comfortable sharing and talking in front of a group. I also learned some new information about self-esteem. I learned that feeling like you’ve accomplished something really helps self-esteem; not just telling yourself good things. While observing the students at the high school, I noted that diverse students seemed to interact with each other well. The students did not clump into sections by race or gender. In the afternoon, while compiling information, I learned that there really are not many activities for the teens in our community.

8/24
*8 = the number of hours completed that day
*24 = the number of hours completed in the internship so far
NSULA FIELD PLACEMENT PROGRAM
ASSIGNMENT – THE AGENCY PAPER

The agency paper assignment specifically addresses the following competencies and practice behaviors:
2.1.1-f: Use supervision and consultation
2.1.8-a: Analyze, formulate, and advocate for policies that enhance social well-being
2.1.9-a: Continuously discover, appraise, and attend to changing locales, populations, scientific and
technological developments, and emerging societal trends to provide relevant services

INSTRUCTIONS FOR THE AGENCY PAPER
STUDENT NAME:
NAME OF AGENCY:
DATE:
Approximately three weeks after the field placement begins, a paper describing the overall organization and structure of the agency should be turned in. It should include the following content. Please use the following format and use the headings.

A. Description of the agency:
   • What is the agency’s mission statement?
   • History of the Agency
     o What laws or governmental policies dictate, regulate, or mandate the services of your agency?
     o Describe the creation and growth of the agency.
   • Physical location and working hours
   • Funding sources (discuss all funding sources including government monies, fees, grants, etc.)
   • Description of staff positions and roles (Don’t describe each individual position, but describe roles of categories. For example, in Hospice you would discuss the roles of the social workers, the chaplains, the nurses, etc.)
   • Attach organizational chart at the end of the paper.

B. Clientele Served:
   • Eligibility requirements for each agency program
   • Provide a snapshot of the typical clients served (make sure to address, ages, races, gender, and any other “diversities” like disability, etc.)

C. Services Offered:
   • Describe the programs of the agency and the services offered in each program
   • Attach a flow chart of how a client moves through the agency’s service process.

D. Student Role:
   • Discuss the activities involved in the student role
Although headings are used, this is to be written in narrative style (not just listing). The paper should be 5-7 pages in length, with font size 12, double spaced. The paper should also include a reference page. Cite your references in your paper and make sure to properly indicate direct quotations. Use direct quotes sparingly. It is PLAGIARISM to copy form an agency manual, brochure, etc. without using quotation marks or indentation (for longer quotes).

NSULA FIELD PLACEMENT PROGRAM
CASE STUDY / PROJECT SUMMARY ASSIGNMENT FORMAT

This assignment specifically addresses the following competencies and practice behaviors:
2.1.3-a: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2.1.3-b: Analyze and apply a generalist model of assessment, prevention, intervention, and evaluation.
2.1.3-c: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2.1.6-a: Use practice experience to inform scientific inquiry.
2.1.10B-a: Collect, organize, and interpret client data.
2.1.10B-b: Assess client strengths and limitations
2.1.10B-c: Develop mutually agreed-on intervention goals and objectives
2.1.10B-d: Select appropriate intervention strategies
2.1.10C-b: Implement prevention interventions that enhance client capacities
2.1.10C-e: Facilitate transitions and endings
2.1.10D-a: Critically analyze, monitor, and evaluate interventions

INSTRUCTIONS:
Respond to each of the questions below in terms of a specific problem situation which has been assigned to you for social work intervention at your field placement. As you select a problem situation, try to choose one with which you have been involved for an adequate period of time in order to be able to respond to the questions that are asked. If there are instances in which you have not reached a particular phase of social work involvement that is being questioned on the format, please respond to the question by using logical speculation. **Respond to all questions in narrative form.** Use captions to identify sections. (e.g. Problem-Presenting Request)
Substantiate all answers.

A. Basic Identifying Information: Brief description of client, group, or project that you have selected for study. For example, Age, Human Diversity, or any other significant identifying information that may be pertinent in introducing this summary project. (5 points)

B. Problem-Presenting Request (15 points)

1. Who initiated contact between the client system and the social worker? When?

2. How did client system know of the agency? If referred, state source and reason for referral.

3. What is the request or identified problem for social work intervention as agreed upon by the client system: Who defines it as a problem?
4. What situations precipitated the request or identified need for intervention?

5. How long has the problem been in existence? What precipitated it?

6. What previous methods have been used to cope with this problem? Contacts with other agencies? How successful were these?

7. Has the problem defined in No. 3 above occurred in the past? How was it dealt with?

8. What systems are involved in the problem? (e.g. client and target systems contributing to or affected by the problem)? Support this with examples and descriptions of symptoms exhibited.

C. Description of Client System

1. What is the current reality situation of the client system? Discuss in terms of:
   a. Motivation. What is the level of motivation for working on the problem? What does the client system want to have done about the problem situations or the change? Is this realistic? Feasible? Is motivation indicated in terms of hope? Discomfort? (10 points)

   b. Capacity. Discuss the client system's present level of functioning: capacity for problem-coping and problem-solving: reality testing abilities (capacity for decision making, sound judgment, clear perceptions); self-image; life goals; strengths; (e.g. shows love for children, leadership abilities, expresses self clearly, etc.); weaknesses. In ego and social functioning regarding: use of defenses (object or interpersonal relationships with friends, teacher, employers, family members, etc.); what was the past level of functioning and capacity of the client system? (10 points)

   c. Opportunity (Environmental). Assess the environment in relation to obstacles and supports to getting the problem solved or the situation changed. Assess in terms of: what positive supports and resources exist in the client system's environments; which resources could be mobilized in the client system's interest; which environmental obstacles cause or contribute to the problems of the client system? How modifiable are these? What potential obstacles and resistances exist which might affect problem solving? How preventable are these? How can you negotiate, mediate, and advocate for the client? (10 points)
   - negotiate, mediate, and advocate for clients

D. Social Assessment Statement. Generally and briefly discuss the problem distinguishing between individual and environmental problems which cause or contribute to the problem. Indicate client-system's level of motivation, capacity and opportunity to work on the problem. (This should be discussed with the client system). The social assessment statement should be a brief summary of A-B above. (5 points)

E. Indicate who composes the action system. (5 points)
F. Establishing of contract (mutual agreement by all systems involved in the problem solving process) Identify those parts of the contract that enhance client capacities/utilize client’s strengths (15 points)

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
  1. Statement of agreed upon problem (specific)
  2. Goals of all parties (specific) 
     a. Outcome goal(s) (specific)
     b. Method goal(s) (specific)
  3. Tasks to be performed by each party (specific)
  4. Operating procedures for change process 
     a. duration of work toward goal achievement
     b. number of sessions (meetings)
     c. frequency of sessions

G. Evaluation. Analyze the success or failure of intervention. Were goals accomplished? Why or why not? Partially accomplished? What are the specific indications of change in the problem situation since the beginning of problem solving action? (This should be shared with all parties involved). Are there indications that social work intervention strategies need to be altered? (5 points)

- Social workers critically analyze, monitor, and evaluate interventions

H. Research Informed Practice. Explore evidence in the literature regarding the strategy which was used. What evidence supports this strategy? What evidence, if any, supports alternative strategies? Include a paragraph for each research study (at least two) which includes identifying information of the research study and findings of the research. Explain how these findings pertain to your case. Include a reference page at the end of your case study document. (15 points)

I. Termination. Should the case situation be terminated or continued? Support this recommendation. Should it be referred to another service or agency? If yes, where? Support your recommendation. (This should be shared with all parties involved.) (5 points)

- Facilitate transition and endings
This assignment specifically addresses competencies and practice behaviors below:
2.1.1-b: Practice personal reflection and self-correction to assure continual professional development
2.1.1-f: Use supervision and consultation
2.1.10C-a: Initiate actions to achieve organizational goals

Write a paper evaluating your placement. The format is typed, double-spaced, using 12 point font. Using headings, address the following topics:

Types of Learning Experiences: Describe the types of learning experiences that were available to you – make sure to address experiences with individuals, groups, families, organizations, and communities.

Supervisory Experiences: Describe supervisory experiences, formal and informal, including how these experiences contributed to your attainment of the core competencies.

Interaction with Clients: Describe the Agency’s interactions with clients, and specifically address the agency’s response to working with human diversities and oppressed populations.

Feeling about the Work: Describe your feelings about participating in work similar to that offered by the agency (Will you want to go into this field of social work?)

Recommendations: Make recommendations, if any, for improving the experience for future students who will be placed at the agency. If no changes are recommended, please indicate this.

Revised 8-19-14
WRITING YOUR RESUME

This assignment specifically addresses the following competencies and practice behaviors:
2.1.1-d: Demonstrate professional demeanor in behavior, appearance, and communication

SEND OUT A QUALITY PRODUCT. The one who gets the job is not always the one who can do the best job, but the one who knows best how to get the job. Pay attention to the details, because people are often screened out on the basis of a poor letter or resume.

PEOPLE DON’T READ RESUMES, they skim them. Think of your resume more as a piece of advertising than as a comprehensive data sheet. Use margins and good spacing to make skimming easy.

RESUMES SHOULD BE ONE OR TWO PAGES. Never more.

USE ACTION VERBS, such as “initiated, created, developed, supervised, managed, instructed, counseled, negotiated, maintained,” etc. Do not use the verb “to be.”

DO NOT USE NEGATIVE WORDS. Do not apologize for lack of experience or weakness. Be positive, capitalize on strengths, and leave out negative or neutral words.

AVOID ABBREVIATIONS

EMPHASIZE SKILLS, especially those that transfer from one situation to another. The fact that you coordinated a student organization suggests you can coordinate other things as well.

EXPOND UPON YOUR RELEVANT EXPERIENCES, condense jobs or experiences which are not directly related. This means that you slant your resume to the type of job that you are seeking. For example, if you are applying for a Direct Child Care Services job, devote more time to your experience as a camp counselor.

Resumes usually cover five basic areas:

IDENTIFICATION. Include name, address with zip code and telephone number with area code. This is always first on any resume. A permanent address and telephone should also be listed if the current contact information is temporary. If the resume is more than one page, your name and page number should appear at the top of the second page to avoid misplacement.

CAREER OBJECTIVE. A specific objective should be contained in one or two concise phrases. Never use “I”.

EDUCATION. List in reverse chronological order (most recent degree listed first. High school is not necessary. Include the type and level of degree(s) (Bachelor of Arts in Social Work), name and location of the granting institution (Northwestern State University, Natchitoches, Louisiana), and academic major. Academic honors, honorary societies, and graduation with distinction should
also be noted, as should a high grade point average (3.0/4.0 or higher). Relevant coursework, research, or an area of emphasis is an optional subdivision of education.

EXPERIENCE. List in reverse chronological order (most recent job first). Include the position title, name and address of the firm or agency (completely spelled out), dates of employment and areas of responsibility. Remember the action verbs and transferable skills. Present military experience like any other work experience. “Related Experience” is an optional additional category in which to identify pertinent volunteer activities, field placement work, etc. Use the same format as in the paid experiences.

INTERESTS AND ACTIVITIES. Student and professional associations in which offices were held should be listed first, followed by other associations in which you participated. These reflect not only how you spend leisure time, but provide insight into involvement and participation with individuals and groups. Offices held and projects worked on suggest leadership abilities. High school activities are usually out of date and need not be included, unless they were outstanding. Include hobbies as well.

REFERENCES. These are usually not volunteered. Simply stating “References Available upon Request” is sufficient.

The Cover Letter

ALWAYS SEND A COVER LETTER. It is a part of your “sales package.” Its purpose is to grab someone’s attention and “sell you.”

ADDRESS THE LETTER TO A SPECIFIC INDIVIDUAL. Do not address it “To Whom it May Concern.” If you do not know a specific individual, call the agency and ask for the name of the person who will be reading your materials.

WHAT ABOUT SOMETHING CATCHY? Some experts suggest beginning with “pizzaz” such as, “Creative…multitalented…energetic… These are just a few of the many qualities I can offer your agency.” At least project warmth and friendliness, enthusiasm, and professionalism, while trying to set yourself apart from the crowd.

Cover letter contents:

PARAGRAPH I: THE OPENING
Use the opening paragraph to get the prospective employer’s interest. State your employment objective (the particular position or area), your academic degree level (and major, if relevant), and how you learned of the position or organization (an ad in a newspaper, personal referral, etc.).

PARAGRAPH II: THE BODY
Relate your qualifications to the specific job requirements, using examples of your expertise to make your points. Briefly describe your educational and work experience background and how they are a good match to the agency’s needs.
PARAGRAPH III: THE CLOSING
Use the closing paragraph to request an interview at the prospective employer’s convenience. It is also acceptable for the applicant to initiate the next contact by indicating that (s)he will call to set up an interview. If you do not live in the geographical area of the agency, it is a good idea to state that you will be in that area at a particular time (if this is possible). That way you are relieving the potential employer of any expense of bringing you for an interview.

RESUME EXAMPLES

SARAH S. WORKER
564 School Avenue, Apt. 5
Hopeville, Louisiana 71102
(318) 555-5555

CAREER OBJECTIVE

Seeking employment as a social worker in a children and families agency.

EDUCATION

Bachelor of Arts in Social Work
Northwestern State University, Natchitoches, Louisiana, May 2000

CAREER RELATED EXPERIENCE


OTHER WORK EXPERIENCE


HONORS AND ACTIVITIES

Honor Roll, Northwestern State University, 1996-2000
Rowing Team, Northwestern State University, 1997-2000
Member, Northwestern State University Social Work Club, 1998-2000
President, Social Work Club, 1999-2000

REFERENCES AVAILABLE UPON REQUEST

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SAM S. WORKER

PRESENT ADDRESS:
NSU Box 1400
Natchitoches, LA 71497
(318)357-0000

PERMANENT ADDRESS:
2500 Lake Avenue
Pineville, LA 71360
(318) 442-0000

CAREER OBJECTIVE

Pursuing a career in hospital social work where opportunity for professional growth exists.

SKILLS

COUNSELING AND MANAGING:
Demonstrated ability to work with patients of all ages during field work experience at a university medical center. Responsible for discharge planning, linking indigent patients to available resources.

PUBLIC RELATIONS:
Met and dealt with the public through sales and restaurant work. Handled customer complaints and improved customer relations. Received “Waiter of the Year” award.

ORGANIZATION AND LEADERSHIP:
Coordinated activities and events for the Northwestern State University Social Work Club. Conducted bi-monthly meetings, promoted an increase in membership, and developed public speaking abilities.

EDUCATION

Bachelor of Arts in Social Work, Grade Point Average: 3.20
Northwestern State University, Natchitoches, Louisiana, May 2000

EXPERIENCE

Sales Clerk / Assistant Manager, Dapper Dan’s Men’s Store, Natchitoches, Louisiana. August 1996 – present.

Hospital Social Worker (Field Instruction Experience), Louisiana State University Medical Center, Shreveport, Louisiana. August 1999 – May 2000.


REFERENCES

Will be furnished upon request.
K. NASW Code of Ethics

http://www.socialworkers.org/pubs/code/code.asp
Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

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

4.02 Discrimination

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

6.04 Social and Political Action

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

Preamble

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

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

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

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

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

**Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work
profession accountable.

5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

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

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

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

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

Value: *Integrity*

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

Value: *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.
Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.
(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.
1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

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

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

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

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

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

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

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

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

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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