

# **FIELD EDUCATION MANUAL**



## **Joint Bachelor of Social Work Field Education Program**

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## **PREFACE**

The *Field Education Manual* is designed as a guide for all participants in the field education program. It includes the history of the program; responsibilities and requirements; guidelines, policies, and protocols; and an explanation of the CSWE core competencies for field education. The appendices present information that will help all students have a successful field experience.

This manual is a supplement to the Undergraduate Bulletin (N.C. A&T), the University Catalog (UNCG), and curriculum materials on each campus.

This manual is not a contract, and the provisions contained herein may be changed without prior notice.

## **PHILOSOPHY OF THE JOINT BSW FIELD EDUCATION PROGRAM**

The Joint BSW Field Education Program is a collaboration between the BSW programs at North Carolina Agricultural and Technical University (N.C. A&T) and UNCG (UNCG). This field education program seeks to prepare generalist practitioners who are grounded in the liberal arts and the person-in-environment framework with a full range of skills needed for a variety of practice settings. The field education experience is a supervised internship in which students translate social work knowledge and values into practice skills and competencies. They also develop the ability to think critically about their practice and to process their affective reactions to their field experience. Students receive intensive preparation in one or more specific areas of social work practice and opportunities to engage in a variety of practice activities. The field experience allows students to have a broad focus that includes work with individuals, families, groups, organizations, and communities. They also work with referral agencies, administration, staff training, community education, and evaluation. Students are required to actively participate in the internship setting.

The BSW programs of both universities have been accredited by the Council on Social Work Education (CSWE). In 2015, CSWE developed new specifications for the curriculum. These are presented in *Educational Policy and Accreditation Standards* (EPAS). The EPAS outlines nine social work competencies and 31 component behaviors for generalist social work practice, which all CSWE-accredited BSW programs must address (See Appendix I). CSWE further designates field education as the “signature pedagogy” of social work education (see Appendix II).

## INTRODUCTION TO FIELD EDUCATION

Since 1972 the Social Work Programs at N.C. A&T and UNCG have offered a joint field education program. Students from both schools are placed in agencies together, and faculties from both schools serve as faculty liaison representatives and instructors for the Joint Field seminars. Since the primary objective of each social work program is to prepare students for beginning generalist social work practice, the Joint BSW Field Education Program ensures efficient use of community and faculty resources and enhances the diversity of learning experiences for students.

The Joint BSW Field Education Program provides students with supervised opportunities to demonstrate mastery of the knowledge, values, and core competencies of generalist practice. Students learn to apply the knowledge gained from classroom experiences to practice assignments in an agency setting. Field education is designed to develop the educational outcomes that are necessary for entry-level social work practice. These outcomes are accomplished by providing structured contacts that allow students to engage in a variety of generalist practice activities in field agencies and seminar sessions which assist in the integration of knowledge and skills and the attainment of each of the core competencies.

Students are assigned to their field agencies for two days (16 hours) a week, unless otherwise arranged, for two consecutive semesters, a total of 440 internship hours. The caveat *unless otherwise arranged* is added to provide flexibility. For example, in some school settings, students need to be in field four days a week for four hours a day. In a hospital, students may need to work two eight-hour shifts on weekends. In no case do these alternative arrangements decrease the number of required hours in field.

### Connecting the Classroom and the Practice Setting

Since Walter Boehm concluded the *Social Work Education Curriculum Study* in 1959, the social work profession has made a sharp distinction between job training and field education. Job training, according to Boehm, prepares a worker for a particular job with clearly defined parameters and tasks. Conversely, field education prepares a professional to apply knowledge, values, and skills to diverse problems, populations, and settings. Consequently, students engaged in evidence-based, problem-solving practice in the field learn to apply these skills to job opportunities with children, adults, and larger systems through individual, family, or group processes. The ability to take basic information from one setting and apply it appropriately to another setting is a hallmark of every social work field education program. Students learn about basic theories, concepts, and skills in the classroom; in the field, these seeds come to fruition in the form of observable behaviors and competencies

The Joint Field Education Program draws on established theoretical models and practice methods, using problem-solving, strength-based, and ecological perspectives to underscore the larger social context. Students take courses in social policy; human and social behavior; diversity and vulnerable populations; professional skills; practice skills; social work interventions; and the evaluation of practice based on practice wisdom and accumulated evidence. In the field, students apply this knowledge to a particular population in a specific setting. Burgeoning skills acquired in the classroom inform real-time interactions with clients and colleagues at the field site. Students assimilate lectures, readings, assignments, and their own experiences to succeed in

evidence-informed practice.

### **Core Competencies and Behaviors**

Field education is social work education's signature pedagogy. The connection between theoretical and conceptual knowledge occurs in the field internship setting through the students' demonstration of core competencies and generalist, or BSW-level, behaviors established by CSWE in 2015.<sup>1</sup> These competencies and behaviors have been endorsed by both UNCG and N.C. A&T BSW programs.

In social work education, core competencies are expressed through observable actions called behaviors. A set of behaviors has been identified for each competency; together the behaviors ensure mastery of the 9 core competencies at the generalist level. For a full description of each competency and its component behaviors, see Appendix I.

### **Alcea Internship Tracking System**

Alcea ([www.runipt.com](http://www.runipt.com)) is the intern placement tracking software used by the Joint BSW Field Education Program. It houses the contact information for agencies and field instructors as well as students. Once a field placement has been confirmed, the co-directors of field education connect students with their agency field instructor in the online system and assign their faculty field liaison. All learning contracts and internship evaluations are to be completed online using this system. The co-directors of field education are responsible for updating the online system to include new field instructors and agencies and to ensure field instructors, students, and faculty field liaisons have access. Once granted access, it is the responsibility of field instructors, students, and faculty field liaisons to make sure their contact information is correct. Students are required to have local contact numbers and addresses listed in Alcea, including emergency contact information, up to date.

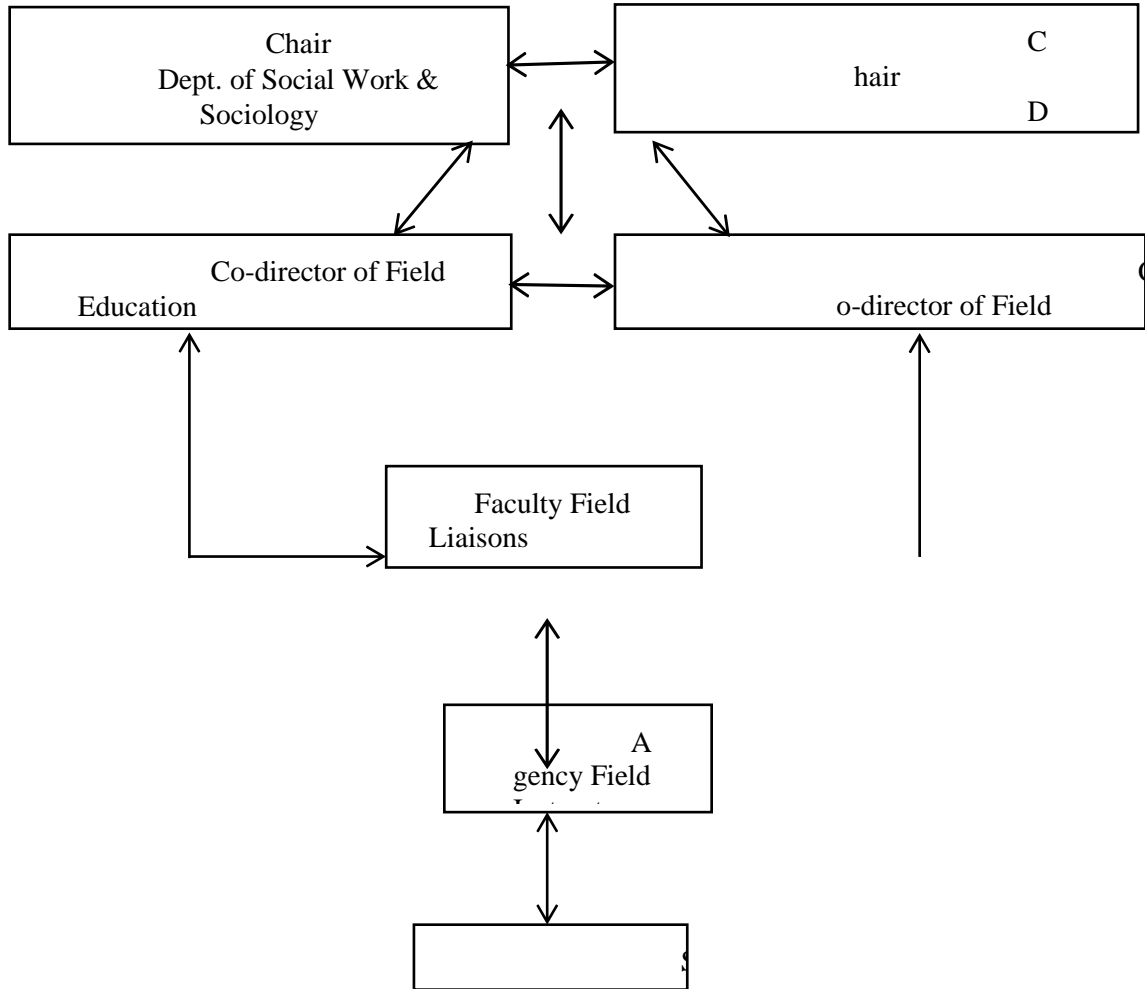
### **Organizational Structure**

The Joint BSW Field Education Program represents a collaborative effort of faculty from both N.C. A&T and UNCG. The missions, goals, and approaches of each department are integrated to form a unique venue for teaching and learning. All parties work toward the goal of connecting the theoretical and conceptual contributions of the classroom with the practical world of the practice setting.

Students are the reason for this activity and organizational structure. With input from department chairs, the co-directors of field and faculty members design, supervise, coordinate, and evaluate field education. Field instructors, selected and appointed by the co-directors, assess, supervise, support, and evaluate students. Faculty field liaisons work directly with students and their field instructors to implement the field program as it is designed. The BSW Advisory Committee supports and informs the process, helping to recruit participants, evaluate results, and inform the academic community of changes in the field.

<sup>1</sup> The *Education Policy and Accreditation Standards* (2015) is online at <http://www.cswe.org/Accreditation/2015EPASDescription.aspx>.

### Joint BSW Field Education Program Organizational Structure





## **CRITICAL RELATIONSHIPS IN FIELD EDUCATION**

Field education is perhaps the most important component of undergraduate social work education since it is at this point in students' academic career that acquisition of knowledge, values, and skills can be observed in practice with actual clients and consumers. A meaningful educational experience is predicated on cooperation and open communication between students, faculty field liaisons, field instructors, the co-directors of field, and advisory board members. The roles and responsibilities of each of these groups are elaborated below.

### **Field Students**

Social workers affect the real lives of real people. In order to be ready to begin professional practice, students must assume responsibility for the quantity and quality of their learning in the field. Students obtain information about the field program and relevant deadlines through the *Field Education Manual*, email, bulletin boards, websites for the two universities, and faculty announcements.

To enhance and facilitate their field experiences, each student must:

1. Identify and set educational and personal goals in a well-organized and well-executed student/agency contract.
2. Actively engage with client systems in the agency, in keeping with the provisions of the *Field Learning Contract*.
3. Work cooperatively with colleagues, supervisors, and consumers.
4. Comply with agency policies, including confidentiality, dress code, and hours of work.
5. Fulfill the time requirement for field education (approximately 220 hours each semester, 16 hours per week). Following the approved field calendar will ensure compliance with the required hours needed to graduate.
6. Notify their field instructor in advance, when possible, or as soon as possible, if they must be absent from the field placement. The student assumes responsibility for making up all time lost due to absence.
7. Take responsibility for evaluating, with the field instructor, their functioning in the placement agency.
8. Actively participate in required field education seminars.

### **Faculty Field Liaisons**

These faculty members serve as a link between the university and the agency in all matters related to the field education program. These individuals:

1. Maintain regular contacts with students and field instructors to assess field performance and provide supportive services and resources. Contact should include one to two visits during the fall semester and at least one visit during the spring semester.
2. Assist the co-directors in planning and providing training for new field instructors.

3. Participate in designing and revising the curriculum, including documentation, assessment tools, written assignments, oral reports, and experiential activities for field education and field seminars.
4. Conduct bi-monthly field seminars.
5. Assist students and field instructors in identifying and implementing educational objectives through the *Field Learning Contract*.
6. Assign grades for field education and field seminar.
7. Participate in the resolution of student/agency problems.
8. Participate in the on-going evaluation of the field education program.

### **Field Instructors**

Supervision is a critical element in field education. The agency field instructor is responsible for guiding the students' day-to-day learning. Specifically, agency field instructors:

1. Orient students to the agency, its policies, procedures, and stated mission.
2. Provide a safe working environment and adequate work space.
3. Develop, with students, the *Field Learning Contract*.
4. Create a safe and engaging environment for learning.
5. Provide students with opportunities to gain a broad understanding of the agency and how it provides a program of services to clients.
6. Assign field tasks to students based on their goals and objectives as identified in the *Field Learning Contract*.
7. Provide on-going feedback to students, including one hour per week of supervision.
8. Work with faculty to assist in structuring the optimum integration of field experiences and classroom instruction.
9. Regularly discuss with students their total field performance, identifying professional growth, skill development, self-awareness, weaknesses, and capacity for entry-level practice.
10. Submit, at the end of each semester, a written evaluation of students' growth and progress using the Alcea system.
11. Assist in the resolution of student/agency problems in conjunction with the faculty field liaisons and/or co-directors of field education.
12. Serve as a member of the BSW Advisory Committee if invited.
13. Attend training workshops.

### **Classroom Instructors**

The classroom instructor is also integral to the field experience. The classroom instructor teaches the knowledge, skills, values, and cognitive and affective processes that will be used in the field and in beginning practice. These faculty:

1. Consider the transfer of learning from the classroom to the field when teaching theories, concepts, skills, and values.
2. Listen to field instructors and field liaisons and others who have knowledge about gaps, redundancies, needs, capacities of the field, and changes in federal, state, and local

- policies that affect the provision of service and incorporate this information into coursework to insure on-going relevance
3. In class, provide examples and case studies that reflect the students' diverse and varied field experiences.
  4. Encourage students to share their own experiences and integrate them into the field seminar.

### **Co-Directors of Field Education**

The co-directors of field education create and oversee the entire field operation, participate in the design of the social work curriculum, assist in the development and monitoring of integrative seminars, oversee the activities of field personnel, and assist in the resolution of problems. It is also their responsibility to provide training to classroom faculty on the relationship between academic courses and field and to provide training for agency field instructors. The co-directors are responsible for the following functions.

#### ***Preparing Students for the Field Experience:***

1. Interview prospective students for field education, evaluating their readiness/appropriateness for placement.
2. Develop protocols for the placement process including collection of insurance fees, documentation of auto licenses and insurances.
3. Assign students to specific agencies based—to the extent possible—on students' interests.
4. Develop and provide field orientations for students.
5. Assess students' competencies including development of an assessment plan that generates data for each generalist behavior.
6. Protect the role of student as learner with regard to placement, activities, and employment conflicts.

#### ***Selecting, Orienting, and Training Field Instructors and Faculty Field Liaisons:***

1. Develop policies, criteria, and procedures for selecting field settings.
2. Identify relevant credentials and practice experiences that enable field instructors to design field learning opportunities that permit students to demonstrate the program's competencies and the behaviors associated with each competency.
3. Plan and conduct on-going training/in-service workshops for new and experienced field education supervisors.
4. Develop the field education calendar.
5. Prepare and distribute the field manual, field directory, and other program materials such as syllabi, guidelines for student logs, learning plans, and evaluative tools.
6. In conjunction with faculty liaisons, plan and conduct field education seminars.
7. Work with field settings to enhance their understanding of the core competencies and related behaviors.
8. Monitor the on-going field education program, utilizing feedback from faculty liaisons, students, and field instructors to propose modifications and revisions.
9. Evaluate field education agencies in terms of their continual suitability, utilizing input from students, and from feedback from faculty liaisons.

*Sites:*

***Enhancing Understanding of Competencies and Behaviors in Agencies and Field***

1. Work with field personnel to relate behaviors to core competencies and the missions of the two BSW programs.
2. Train field instructors to focus the *Field Learning Contract* on the behaviors that operationalize the competencies.
3. Develop an assessment plan that generates data for each generalist behavior.

***Performing Administrative Tasks:***

1. Maintain appropriate program records.
2. Participate on the BSW Advisory Committee.
3. Identify, evaluate, and select agencies for field education.
4. Interpret policies and procedures governing the field education program.
5. Participate in the resolution of problems among faculty liaisons, agency representatives, and students.
6. Plan and organize, with the assistance of faculty and students, an annual Agency Fair which introduces students to the field opportunities planned for the upcoming year.
7. Develop and document field education policies and procedures.
8. Assign liaison responsibilities to faculty.
9. Participate in the design of the overall BSW curriculum.
10. Maintain and oversee use of the Alcea Internship Tracking System

## FIELD EDUCATION PROCEDURES

This section of the field manual provides information about procedures for students, field instructors, agencies, and field faculty liaisons.

### Entry to Joint BSW Field Education Program

The Joint BSW Field Education Program admits only those students who have met the program's specified criteria for field education. No credit is given for work or life experience. To qualify, students are required to submit an application for admission to field education. Each student is also interviewed by the co-director of field education on the student's home campus. Students pick up their final assignment from the program administrative assistant. In the fall, just prior to the internship, seniors attend orientation with the co-directors of field before reporting to their fieldwork agencies.

Since this is a concurrent field program for senior social work majors, *all* students begin the field internship in the fall semester. The application process begins the preceding spring. For example, students who wish to engage in field during the 2019-2020 academic year must apply during the spring 2019 semester. Junior-level social work majors officially accepted into the respective BSW programs must follow the following procedures for admission to the Joint Field Education Program:

1. Prior to making application, students must complete a minimum of 75 (N.C. A&T) or 84 (UNCG) semester credits including *all* prerequisites for field education.
2. Students must achieve and maintain a 2.6 (N.C. A&T) or 2.5 (UNCG) or better GPA.
3. Students attend the spring field orientation meeting. At this gathering, faculty explain all aspects of the field program, including field requirements and processes.
4. Students attend the spring Agency Fair.
5. In the spring, students complete the *Application for Field Education*, including all required information.
6. Students submit the application to the appropriate field co-director within the designated time period. The essential components of the application process are the completed application form, individual interviews, personal references, and conferences with the appropriate field director. Supporting materials include the personal statement, résumé, driver's license, and proof of auto insurance.
7. Students purchase professional liability insurance through their respective institutions.
8. Students receive their assignment for a placement interview from their co-director.
9. Students should make and keep an appointment for an individual or group interview with the appropriate field director.
10. After being informed of a potential agency match, students who agree with their assignments should return the completed *Field Internship Assignment* form to the appropriate co-director of field education by the first week in May. *Students who have questions about their assignment should consult their co-director immediately.*

Field assignments are made based on:

1. Availability of agencies.

2. Student interest and readiness for field education.

The official field assignment is made by the co-field directors after:

1. the student interviews with the prospective field instructor;
2. the field instructor signs a form indicating agreement to supervise the student and gives the form to the student; and
3. the student turns the form in to the appropriate co-director of field.

Each BSW Program has its own courses and requirements for admission to the field program. At N.C. A&T, the courses are titled “Field Education,” while at UNCG, the courses are titled “Field Instruction.”

### **Additional Requirements for Admission to *Field Education I* at N.C. A&T**

*Field Education I* and *II* (SOWK487 and SOWK498) are the capstone experiences for social work majors seeking the Bachelor of Social Work degree. Students must meet the following requirements before they are admitted into *Field Education I* at N.C. A&T:

1. Be formally accepted into the BSW Program, spring semester of their sophomore year.
2. Earn and maintain the required cumulative minimum GPA.
3. Receive a C or better in English, Speech, and all required social work and cognate courses, including SOWK133 (*Introduction to Social Work*), SOWK134 (*Social Work and Human Diversity*), SOWK285 (*Interviewing and Recording Skills*), SOWK230 (*Social Welfare Policy and Services*) and SOWK310 and 315 (*Human Behavior in the Social Environment I & II*), SOCI203 (*Social Statistics I*), SOCI310 (*Social Research Methods I*).
4. Upon admission to *Field Education I*, student must enroll and take concurrently SOWK424 (*Social Work Practice I*), and SOWK 489 (*Field Education Seminar I*).
5. Upon admission to *Field Education I*, student must enroll and take concurrently SOWK425 (*Social Work Practice I*), and SOWK492 (*Field Education Seminar I*).

### **Additional Requirements for Admission to *Field Instruction I* at UNCG**

*Field Instruction I* and *II* (SWK413 and SWK414) are the capstone experiences for social work majors seeking the Bachelor of Social Work degree. Students must meet the following requirements before they are admitted into *Field Instruction I*:

1. Be formally accepted into the BSW Program by spring semester of their junior year.
2. Earn and maintain a cumulative minimum 2.5 GPA.
3. Complete all required social work prerequisite courses with a grade of “C” or better, including SWK215 (*Introduction to Social Work*), SWK310 (*Social Policy and Services*), SWK315 (*Social Work, Diversity, and Vulnerable Populations*), SWK311 (*Human Behavior and Social Environment*), SWK325 (*Research in Social Work Practice*), and SWK351 (*Professional Skills*) by the end of the spring semester of the junior year.

4. Complete all cognate courses (BIO105, HDF212, PSC100, PSY101, ECO101, SOC100, STA108, and 6 semester hours of foreign language/diversity) by the end of the spring semester of the junior year.
5. Upon admission to *Field Instruction I*, students must enroll in and take concurrently *Social Work Methods I* (SWK411) and *Field Seminar I* (SWK415).

### **Requirements for Admission to *Field Education/Instruction II* on Both Campuses**

On both campuses, admission to *Field Education/Instruction II* is dependent on the following:

1. Successful completion of *Field Education/Instruction I*, *Social Work Practice I* (N.C. A&T)/*Social Work Methods I* (UNCG), and *Field Education/Instruction Seminar I* with a grade of “C” or higher.
2. Enrollment in *Social Work Practice II* (N.C. A&T)/*Social Work Methods II* (UNCG) and *Field Seminar II*.

### **Field Education Schedule**

The co-directors work with agency field instructors to ensure that field experiences meet students’ educational needs and the objectives of the social work program. Students are assigned to their field agencies for two days (16 hours) a week, unless otherwise arranged, for two consecutive semesters, for a total of 440 internship hours.

In some settings, special client needs or agency schedules may require adjustments in the established schedule. Students are encouraged to attend special events such as workshops and seminars related to their internship. These activities should be planned with field instructors in advance to ascertain whether hours will be counted as field work hours or if other arrangements must be made, with the approval of the field instructors and faculty field liaisons. To facilitate and verify this process, students record all their field hours on their weekly logs.

### **Field Seminar**

In collaboration with the faculty liaisons, field seminar protocols are designed by the co-directors. The design includes preparation of the master syllabi, learning plans and contracts, logs and documentation, student mid-term evaluations, and final evaluations. The faculty liaisons conduct the seminars.

All students enrolled in field education are required to attend the concurrent, bi-weekly integrative field seminars. The seminar helps students explore insights which occur as a result of field experiences. The seminar also provides an opportunity to integrate theory and concepts learned in the classroom into practice and generalize principles beyond the specifics of the particular agency and community in which the students are engaged in field education. This broadens students’ understanding of social work practice and the commonalities of social work practice in a variety of settings and distinguishes social work education from job training in human services.

Specifically, the seminar is designed to:

1. Provide students with opportunities to share field experiences and thereby receive the benefits of peer knowledge and faculty input.
2. Make connections between content and skills learned in the classroom to their practice as generalist social workers.
3. Provide students with information about social services and delivery models provided by a variety of agencies in the community.
4. Help students recognize and resolve problems, if any, in relation to working with clients from diverse populations.
5. Help students develop their critical thinking skills and processes for addressing their affective reactions to their field experiences.
6. Provide opportunity for further development of skill as a generalist worker.
7. Enhance the conscious use of self.
8. Permit students to demonstrate skill in writing reports, logs, dictation, process recordings, progress reports, social histories, and psychosocial assessments as appropriate.
9. Help students understand the process of ending professional relationships.
10. Prepare students to seek employment and/or advanced education.

Field seminar uses multiple methods of instruction, including lectures; group discussions; individual and group presentations based on agency experiences; guest speakers, including agency field instructors; field trips, as time permits; discussions of career plans (résumé writing, practice interviews, and job fairs); role-playing, and other experiential exercises. In addition to assignments on the master syllabus, faculty liaisons may suggest or assign additional readings related to field practice for their respective seminar participants.

### **Evaluation of Student Performance**

Although evaluation of student performance is an on-going process, there are specific times when field instructors review students' performance with them. The *Field Learning Contract*, which specifies the core competencies and associated behaviors, helps field instructors and students to identify agency tasks that will allow students to develop and demonstrate the behaviors. The *Evaluation of Field Education Performance* form serves as a guide for the mid-term and end of semester evaluations (included in the *Forms* section of this *Manual*). There are mid-term and final written evaluations each semester.

Students, field instructors, and faculty liaisons all have active roles in this evaluation process:

1. The student and field instructor are responsible for evaluating the student's performance by assessing the extent to which students have demonstrated the behaviors through the tasks and activities outlined on the student's *Field Learning Contract*. The final report to the faculty liaison should include narrative comments as well as ratings on the *Evaluation of Field Internship Performance* form. Field instructor comments are extremely helpful to the faculty liaison in decision making about grades. A detailed evaluation is also important to graduate schools that request copies of the field instructor's evaluation of prospective graduate students. **The student and field instructor should complete the evaluation forms independently and meet together to discuss and complete the**



**documentation (with signatures) on the Alcea system.**

2. The faculty liaison assigns a grade for the student, based on the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation.

Appendix VII contains additional information about the field education evaluation.

## COMMUNITY RESOURCES

### Field Agency Selection

Human service agencies within a 50-mile distance from Greensboro are used as internship settings for students in the Joint Field Education Program. Selection and evaluation of internship settings is an on-going process. The co-directors of Field Education have primary responsibility for the identification and selection of field agencies; however, suggestions from faculty, BSW Advisory Committee members, and students are welcome. The co-directors visit potential internship settings and meet with agency personnel to explain the Joint Field Education Program, program expectations, and the field placement process.

Field internship settings should be diverse in areas of practice, personnel, and clientele and must meet the following selection criteria:

1. Provide services/programs directly related to social work or human service delivery;
2. Provide direct services to individuals, families, groups, organizations, or communities; social planning and development; and/or social research;
3. Work with students from either campus;
4. Refrain from discriminating on the basis of race, color, religion, physical limitation, creed, gender, gender identity, sexual orientation, political orientation, or ethnic or national origin in the acceptance of field students;
5. Provide students with learning opportunities and appropriate task assignments;
6. Assign experienced, competent, social work professionals to be responsible for the supervision of field students; and
7. Provide adequate physical space and resources to support the student learning experience.

### Selection of Agency-Based Field Instructors

There has been tremendous work and effort over the years to ensure that the Joint Social Work Field Education Program is educationally and professionally sound with a strong social work focus. The field co-directors are responsible for identifying agencies for internship sites and for collaborating with agency administrators and internship coordinators to assign appropriate field instructors. The co-directors, beginning with the initial agency contact and orientation sessions with new field instructors, make every effort to protect the educational integrity of the field education program.

Field instructors should have a BSW or MSW degree from a CSWE-accredited program. While the co-directors actively seek out capable, credentialed social workers to serve as field instructors, many agencies in the Triad do not employ credentialed social workers. Therefore, in some situations, the co-directors will review applications from non-credentialed persons. Persons who are otherwise eligible and who align themselves with the mission, objectives, and goals of this program will be allowed to serve as a field instructor for the Joint Field Education Program, at the discretion of the co-directors of field. When agency staff without a social work degree serve as a field supervisor, the field liaison (all of whom have the MSW degree) is

responsible for *reinforcing a social work perspective with both the field instructor and the student.*

The criteria for field instructors are:

1. An earned bachelor's degree or higher in social work from a program accredited by CSWE.
2. Three years of practice experience in social work.
3. One year of experience in the current position.
4. Commitment to attend orientation and training related to supervising undergraduate social work students.
5. Have prior experience supervising undergraduate students (preferred, but not required).

Faculty liaisons work closely with all agency-based field instructors, especially those who have limited field education experience or who are not professionally educated social workers. Additional supports are provided through annual orientation and training sessions designed for field instructors who are new to the Joint Field Education Program. Whenever needed, faculty liaisons and the co-directors are available for email inquiries, telephone conferences, and meetings at the agency.

### **Training for Field Instructors and Agency Representatives**

Field instructors, interested agency representatives, and faculty field liaisons are invited to bi-annual training and orientation sessions in August, before the fall semester begins, and again in spring semester. The purposes of these events are to:

- provide comprehensive information about the field program, including competency-based education and the CSWE core competencies and generalist behaviors;
- prepare field instructors to oversee the creation of the *Field Learning Contract*;
- review evaluation forms and procedures;
- introduce the academic calendar; and
- prepare field instructors for common issues and problems.

At these meetings, field instructors and faculty members have an opportunity to create supportive networks and deepen relationships over snacks and lunch. In addition, the field orientation reinforces the roles and responsibilities listed above.

At the conclusion of each training day, field instructors evaluate all aspects of the event. These comments are used to strengthen future events. For each orientation or training event, field instructors who participate receive certificates stating that they have earned continuing education credit hours for the educational portion of the meeting.

## GUIDELINES FOR FIELD EDUCATION

### Orientation, Relationships, and Learning Experiences

#### Orienting Students to the Agency

To facilitate the student's acculturation to the agency, the field instructor should plan an orientation program that includes the following:

1. Introduction of the student to agency personnel, including support staff, colleagues, and unit leaders.
2. Location and organization of office space.
3. Telephone and other communications procedures.
4. Computer and internet access and policies.
5. Discussion of personnel practices including office hours, personal conduct, confidentiality, appropriate attire, storage of personal items, and office procedures and routines.
6. Discussion of the organization and structure of the agency, including an organizational chart that illustrates departments and positions.
7. Information about sources of funding for the agency.
8. The philosophy and objectives of the agency.
9. Students should learn about the network of community resources, particularly the community resources significant for the agencies in which they are placed.
10. How the agency/unit evaluates its services. What outcomes are evaluated, if any?
11. The agency field instructor should assign pertinent readings that relate to the agency, the client population, problems typically encountered, relevant research findings, and assessment issues in this setting. This may include agency manuals, case records, and any other information specifically related to the agency. However, using reading simply to fill idle time is *not* recommended.
12. Discuss issues of personal safety while on agency business including home visits, group interviews, and client interviews. For more on safety, consult Appendix VI.

#### Field Instructor/Student Relationship

**Planning.** Planning for the student's arrival is extremely important. Since knowledge of the student's background and personal objectives are helpful in making preliminary plans, the field office will provide a student profile to the field instructor. Agency representatives should feel free to ask the student for relevant information at the initial interview and throughout the semester.

Upon beginning field placement, students and field instructors begin to plan the field experience. It is important that the student has *specific assignments* during *the first week* of placement. Assignments should be increased in number and complexity within the second or third week. The *Field Learning Contract* develops from this planning.

***Establishing a Learning Contract.*** The *Field Learning Contract* outlines the 9 core social work competencies and the behaviors associated with each competency. The field instructor and student identify and record tasks and assignments that will provide the student with opportunities to develop and demonstrate each behavior. Suggestions for learning activities that may be useful in developing the *Contract* are in Appendix VIII, *CSWE Competencies with Suggested Field Learning Activities*. The student should complete the contract in Alcea by the fourth week of field, sign it, and ensure it is signed by their field instructor by the fourth week, students should be ready to begin developing specific practice skills such as interviewing, data collection, and assessment.

***Supervision.*** Supervision is an important part of the field internship. Through supervision, the student and the field instructor plan, organize, review, and evaluate the field experience. The field instructor should have conferences with the student *every week*. Typically, one hour is allotted to each conference. Meeting casually or on the run may be necessary when a student has a pressing concern; however, informal meetings are not usually conducive to quality learning.

Depending upon the agency, field instructors may organize individual and/or group supervisory conferences. The field instructor needs to help students understand the nature of the needs and problems of the individuals, families, groups, organizations, or communities with which they are working. The field instructor should also be available when students question their own attitudes toward the people, policies, or procedures with which they are working.

Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should take responsibility for planning the issues to be discussed by submitting an agenda to the supervisor *prior* to the conference. Students are encouraged to summarize the content of the conference on the agenda. Students should retain their weekly agendas, with notes, for the entire field experience.

### **Field Learning Experiences**

Students approach field experience with various levels of intellectual ability and personal maturity; therefore, task assignments should be selected based on students' individual academic needs and abilities. Each student should be given increasing responsibility and should be encouraged to work independently as the semester progresses.

Students should be engaged in providing agency services. Their experiences should include conducting client assessments, mutually formulating goals, and helping clients achieve their stated goals. Students should demonstrate skills by completing tasks appropriate to the settings. These may include developing action plans; writing social histories; assisting individuals and families to utilize community resources; intervening in interpersonal relationships; participating in team or unit meetings; helping plan agency events; participating in community meetings; organizing groups; referring clients to other services; terminating the helping relationship; collecting data; evaluation of practice; and conducting research.

Each student is responsible for adhering to agency regulations and schedules. This includes keeping accurate, timely records, preparing documents, and completing all forms required by the agency. Not only should students function effectively within the agency, they should also be encouraged to attend social work conferences, workshops, department meetings, and other professional meetings including the BSW Advisory Committee.

### **Connecting Learning Experiences and Competencies**

Field education is designed to develop the educational competencies required for entry-level social work practice at the BSW level. Developing these competencies is the specific outcome objective of *Field Education/Instruction I* and *II*. Positive outcomes are facilitated by giving students the opportunity to engage in a variety of practice activities in field agencies and seminar sessions. Through these opportunities, students attain mastery of the nine core competencies identified by CSWE (see Appendix I).

## **POLICIES AND GUIDELINES RELATED TO FIELD EDUCATION**

### **Non-discrimination**

The Joint Social Work Field Education Program is conducted without discrimination on the basis of age, class, color, creed, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, political orientation, race, religion, sex, or sexual orientation.

### **Sexual Harassment**

The sexual harassment of field internship students by any field instructor, employee, or representative of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field agencies and field instructors are referred to each university's policy on sexual harassment:

- [https://policy.uncg.edu/university-policies/sex\\_gender\\_harrassment/sex-gender-harrassment.pdf](https://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf)
- [https://www.ncat.edu/legal/policies/sec3-human-resources/Sexual\\_Misconduct\\_Discrimination\\_Harassment\\_Sexual\\_Assault.pdf](https://www.ncat.edu/legal/policies/sec3-human-resources/Sexual_Misconduct_Discrimination_Harassment_Sexual_Assault.pdf)

Additionally, each agency will be asked to provide the Joint Field Education Program with a copy of its sexual harassment policy, which shall be kept on file in the department offices. If the agency does not currently have such a policy, the Joint Field Education Program strongly urges its development.

### **Absences**

***Illness/Emergency.*** Occasional illness and other emergencies may cause students to be absent from field internship. Students are expected to make arrangements with the field instructor to make up the hours missed; this can usually be accomplished by using compensatory time accrued by putting in extra hours during evenings or attending agency events on alternate days. Students are expected to inform their faculty liaison if they miss more than (1) one day per semester. Occasionally extended absences are necessary due to medical situations, pregnancy, or family hardship. Students will discuss plans for making up extended absences with the field instructor and faculty liaison. All students *must* complete 440 hours in field education. This is approximately 220 hours per semester or 16 hours per week. There may be no exceptions.

***Inclement Weather/Snow Days.*** Students may be absent due to inclement weather such as snow, ice, or hurricane damage without penalty. If the home university is closed, the student is not expected to go to the agency, even if it is open. All absences should be recorded on student logs. Regardless of the reason for the absence, students must complete a minimum of 440 hours of training in the field.

***Agency Holidays/Other Closings.*** Students may take any holiday or other closing observed by the agency without penalty as long as the student is able to verify that the requirement of 440 hours in field is met.

***Compensatory Time and Overtime.*** Students should follow agency policies related to compensatory and overtime work. In the absence of an agency policy, compensatory and overtime hours should be discussed with the faculty liaison. The assignment of hours beyond the required 16 hours per week must be carefully considered and evaluated for educational and learning benefit.

### **Early Completion of Field**

The student and agency are expected to adhere to the official Field Education Calendar for the current academic year. Field internship usually takes place from late August to the end of April. Any deviation from the printed calendar must be discussed with the faculty liaison and approved by the co-directors no later than the start of the spring semester. Students are responsible for keeping up with their field hours through field logs.

Students may not use overtime hours to complete the field internship early. When emergencies such as illness, pregnancy, or family hardship occur, changes to the calendar must be discussed with the field liaison and field instructor and approved by the co-directors of field. The change is documented in a written plan signed by the student and field liaison. The new plan must specify how and when the student will complete the requisite 440 hours in field.

### **Home Visits**

Home visits are a regular part of many placements in some agencies and may be considered a necessary part of the educational experience in others. Agencies are expected to take appropriate measures to ensure safety of students. At a minimum, the same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. Students should contact the co-directors of field education when safety is a concern. Safety tips while in the field internship are provided in Appendix VI.

### **Student Liability**

***Personal Automobile Liability Coverage.*** Students should be aware that the transporting of clients is a responsibility assigned to interns by many field internship sites. Students are therefore encouraged to consult with their insurance company regarding the need to obtain additional liability coverage. The issue of transporting clients should be addressed during the pre-placement interview.

***Personal Risk and Liability.*** Accidents and injuries may occur during field internship. Students who are injured in the agency or on agency-related business should notify their field instructor *and* faculty liaison immediately. The universities expect agencies to provide students with access to first aid and emergency care for illness or accidents occurring on property operated or owned by the agency. The agency may charge normal fees for health care services. Such fees may be waived or reimbursed if it is found that the agency was negligent in providing a safe working environment.



**Professional Liability Insurance.** All students are required to purchase coverage that will provide protection against possible lawsuits. The National Association of Social Workers (NASW) provides a reasonably priced policy for student members. The university system also has a reasonably priced liability insurance policy for students in internships. Application forms for NASW membership and Professional Liability Insurance through NASW and applications for the university sponsored program are available in department offices on both campuses. This requirement does not constitute an endorsement of any policy or company. Students may decide which policy they prefer to purchase.

### **Internship in Student's Place of Employment**

Field education is an educational experience and *not* an employment or training experience. Students should not expect approval of an internship in an employing agency. Students who want to use their place of employment as an internship site should discuss this option with the co-directors during the field admission process. Students must submit a written proposal identifying measures that ensure the separation of paid and internship duties and activities. The student proposal should indicate how each of the following criteria will be met:

1. The internship must be carried out in an area of work that is clearly different and distinct from the student's employment responsibilities. That includes a different department, a different administrative structure; a different program, different services, a different client population, different treatment methods, and a different supervisor.
2. To ensure the role of student as learner, field education must be carried out by a social worker who oversees the student's field activities only. The field supervisor may not be responsible for activities the student undertakes as an employee.
3. The agency-based field instructor must satisfy all program guidelines for selection of field instructors.
4. The proposed internship must be realistic and possible given the time constraints and employment demands of the student, field instructor, and agency.

### **Monetary Compensation for Field Activities**

It is not customary for students to be paid for field activities. Paid internship experiences, either through work-study or agency stipend, are not routinely available. If opportunities become available, all students will be notified.

In accordance with written University policy, as stipulated in the *Field Internship Instructional Agreement*, Section VIII, monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student complies with state and federal laws, including the Fair Labor Standards Act, if applicable to the agency.

### **Reassignment of Field Students**

When problems unrelated to student performance make continuation in the agency problematic, a student may request reassignment to another agency. The field liaison is responsible for

determining whether the problem is due to performance or non-performance factors. Non-performance problems include inadequate agency resources to support the field internship, learning experiences that are too narrow, agency reorganization, student/agency mismatch, and student/field instructor mismatch. The ultimate decision about whether the student will be reassigned is made by co-directors of field.

### **Process for Resolving Student Performance Problems in Field**

Students who are experiencing difficulty in field should follow the process below to try to resolve the issues.

1. First, the student and field instructor discuss the problem and devise a remedy.
2. The field instructor works with the student around practice and learning issues.
3. If the field instructor sees little or no progress within a reasonable period of time, the field instructor contacts the faculty liaison immediately.
4. The student, field instructor, and faculty liaison discuss the problem. The faculty liaison will intervene with both the student and field instructor to clarify the problem and suggest ways of improving the situation, including establishing a timeline and a contract for corrective behavior. This contract should be written and signed by the student, field instructor, and faculty field liaison.

### **Termination of a Field Assignment**

In rare instances the field instructor, faculty liaison, and co-directors of field education may decide that it is in the best interest of all parties for the student to discontinue the field internship. This may occur when a problem arises that cannot be resolved through the normal field education resolution procedures. Examples of the basis for such a decision include the following:

1. A student fails to maintain at least a 2.6 (N.C. A&T) or 2.5 (UNCG) overall grade point average. The appeal process *does not* apply for substandard academic performance.
2. Poor adjustment in the field educational process for the profession. The problem identified may be in the demonstration of social work knowledge, values, skills, cognitive and affective processing abilities, or the emotional maturity necessary for entry-level practice.
3. The student, faculty liaison, or field instructor acknowledges that the selection of social work as a major was inappropriate and recommends the removal of the student from field.
4. Non-compliance with the NASW *Code of Ethics*.
5. A student has not complied with requirements of a corrective plan.
6. The agency has not been able to provide an appropriate educational experience.

Any violation of stated agency, university, or program policies and/or procedures may also result in the termination of the field internship. The agency or universities may initiate termination of the field internship prior to the end of the semester. The following procedure will apply:

1. Written notification of the desire for termination, including explicit reasons, must be prepared by the party initiating termination. Copies should be sent to the student, field instructor, other appropriate agency personnel, faculty liaison, and co-directors of field..
2. The faculty liaison may schedule separate conferences with the student, field instructor, and other appropriate agency personnel to ascertain additional information.
3. The faculty liaison will have a joint conference with the student, field instructor, and other appropriate agency personnel to discuss the request.
4. If necessary, additional conferences may be called prior to the decision.
5. After consultation with the faculty liaison, the co-directors of field will decide whether to proceed with termination of the internship or to recommend additional intervention.
6. The student is notified of the decision, and it is recorded in the student's record. The faculty liaison informs the field instructor and agency, in writing, of the decision reached.
7. In cases of termination, the student will be informed in writing of the specific reasons for the termination, the appeals procedures, and the right to appeal. The student must complete the termination process in the internship, including administrative requirements and termination contracts with assigned clients.

### **Reassignment after Termination of Field Assignment**

Depending on the reason for termination of a field assignment, the faculty liaison and co-directors of field education may decide it is in the best interest of the student and the profession to reassign the student to a new placement. If the decision is made to reassign, the following procedures are followed:

1. The co-directors initiate the process by contacting a new agency and field instructor. Information about the previous internship may be shared, as appropriate, with the new agency. The student will be informed of the new assignment through issuance of a new Field Placement Assignment Form or email.
2. The student will then make and keep an appointment for an interview with the proposed new field instructor. The student reports the results of this meeting to the field liaison and co-directors of field.
3. The student may be required to perform extra days/hours in the new placement to make up lost time. The student, new field instructor, and faculty liaison will make these arrangements.

### **Denial of Entry into Field Education**

Students may be denied entry into field education. Examples of the basis for this decision include one or more of the following:

1. ***Substandard academic performance.*** At time of application to the field, students must have at least a 2.6 (N.C. A&T) or 2.5 (UNCG) cumulative grade point average (GPA).

Students must maintain at least a 2.6 (N.C. A&T) or 2.5 (UNCG) cumulative grade point average throughout the field program. Students whose GPA drops below this threshold are ineligible to remain in field education. The appeal process *does not* apply in such cases of substandard academic performance.

2. ***Noncompletion of field prerequisites.*** The student has not satisfactorily completed all prerequisite courses or required number of hours necessary for entry into the field education program. The appeal process *does not* apply for noncompletion of field prerequisites.
3. ***Poor adjustment to the educational process.*** Students may demonstrate through behavior and attitudes expressed in the educational process that they have not demonstrated sufficient commitment to the values of social work or the maturity necessary for a field internship. A student denied entry for this reason may appeal.

The student will be informed in writing of the specific reasons for the rejection, the appeals procedures, and the right to appeal.

## APPEAL AND GRIEVANCE PROCEDURES

A student who has been denied entry into field education or has been denied continuation in field education may appeal the decision. However, when an agency has denied a student a field placement or terminated the field placement no appeal is possible because the Universities cannot require the agency to accept a student or continue working with a student against their will. Information about appeals and grievances related to other causes are presented in the *Student Handbook* for the student's home campus.

### Appeal Procedure

#### *First Step: Discussion:*

1. A student denied entry into, or continuation in, field should initially discuss the decision with the co-directors of field education and the field instructor if one has been assigned.
2. If students are not satisfied with the decision, they may request a hearing to appeal. The request for a hearing must be delivered to the Department Chairperson on the appropriate campus, in writing within **seven business days** following the determination. This letter should clearly state the reason for the hearing request and the reason for disagreement with the decision made by the co-directors of field education.

#### *Second Step: Hearing Procedure.*

1. Within **seven business days** following the receipt of a timely written request for a hearing, the Department Chair will appoint members to a Hearing Committee, made up of faculty and students. The Chair will notify, in writing, all concerned persons regarding the time and place of the hearing.
2. The Hearing Committee will consist of the following persons:
  - a) Two social work faculty members, one from each campus. Another faculty member appointed by the undergraduate program director on the student's home campus shall serve as Chairperson of the Hearing Committee.
  - b) Two social work students, currently in field, one from each campus.
  - c) The Hearing Committee should not include any person who had a role in the earlier decision that is being appealed.
3. The purpose of the Hearing Committee is to provide a review of the previous decision and allow the student the opportunity to present support documentation and witnesses as to why the decision should not be allowed to stand.
4. The Hearing Committee shall notify the student in writing of the date, time, and place of the hearing. This hearing should be scheduled no sooner than **5 business days, and no later than 10 business days**, from the date of the notice.
5. An advocate who is a social work/human service professional may accompany the student. The purpose of the advocate is to provide the student with the opportunity for consultation. At all times, it is the student's sole responsibility to make the actual arguments before the committee. The advocate may not speak for the student.

6. All hearings should be recorded. At the initiation of the hearing, the Chairperson shall read into the record the purpose of the hearing and the decision that is being appealed. Additionally, the Chairperson shall introduce the members of the hearing panel.
7. The student has the opportunity to question members of the Hearing Committee as to whether they have had previous contact with the issue or have any other conflict of interest that would disqualify them from serving. The non-challenged committee members, by majority vote, have the final responsibility of determining whether a committee member so challenged can sit. If the challenged committee member cannot sit, a substitute will be appointed by the appropriate Department Chair.
8. The hearing shall proceed with the student being advised that the student has the burden of proving that the previous decision was not based on accurate information or should be, for other just causes, set aside. The student should also be advised that the Committee is required to reach a majority decision on the issue before it.
9. The Committee shall receive the student's presentation or evidence that supports the student's contentions. This shall be followed by a presentation by the co-directors of Field Education explaining the basis of the original decision. Each party has a right to question the other, as does the Committee. Following the questioning period, each side shall be presented a brief time to rebut arguments made during the other's presentation. Upon receipt of this information the Committee shall excuse all persons who are not members of the Committee and go into private deliberations. The Committee's decision shall be sent to the student in writing **within five business days** after a decision is reached. The decision is final.

## UNIVERSITY POLICIES

### **Honor Policies**

Field education and field seminar are academic courses and as such, students are governed by the same university honor codes as all other courses within the curriculum. Following are links to the academic dishonesty and honor codes currently used on each campus:

- <https://osrr.uncg.edu/academic-integrity/>
- <https://www.ncat.edu/divisions/academic-affairs/bulletin/2018-2019/academic-info-and-regs/academic-dishonesty-policy.html>

### **Other University Policies**

Field education and field seminar students are also subject to all other University policies and procedures, including those prohibiting discrimination and sexual harassment, and students are charged with knowledge of those policies and procedures.

# APPENDICES



## APPENDIX I

### CSWE Social Work Competencies and Component Generalist Behaviors

#### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

#### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals,

families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Reference**

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Washington, DC: Author. (pp. 7-9)

## APPENDIX II

### Field Education as Social Work Education's Signature Pedagogy

Lee Shulman in "Signature Pedagogies in the Professions" writes that a profession's characteristic form of teaching and learning is its "signature pedagogy."<sup>2</sup> He bases this concept in the three dimensions of professional practice: thinking—the intellectual aspects of a profession's knowledge base; performing—the technical aspects of the profession's skills; and acting with integrity—the moral aspect of a profession's values and ethics. How a profession goes about teaching these three dimensions is its signature pedagogy. Examples of signature pedagogies include: the clinical rounds of medicine, the design studios of architecture and mechanical engineering, the legal case method of law, and student teaching in teacher education.

The BSW programs of both universities have been accredited by the Council on Social Work Education (CSWE). In 2015, CSWE developed new specifications for the curriculum. These are presented in *Educational Policy and Accreditation Standards* (2015). EPAS, as it is called, states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program (p 12).

The following are the Accreditation Standards with implications for the Field Education Program.

#### Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- 2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

<sup>2</sup> Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

- 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.
- 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- 2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10 The program describes how its field education program provides orientation, field education training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

## **APPENDIX III**

### **NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS**

**Approved by the 1996 NASW Delegate Assembly  
and  
revised by the 2017 NASW Delegate Assembly**

#### ***Preamble***

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

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

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

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

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

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

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of*

*Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider



the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications.

Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological

developments that may be used in social work practice and how various ethical standards apply to them.

## **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

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

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

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

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

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

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

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

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

#### **1.03 Informed Consent**

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

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

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

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

#### **1.04 Competence**

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

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

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

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

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

### **1.05 Cultural Awareness and Social Diversity**

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

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

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

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

### **1.06 Conflicts of Interest**

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

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

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

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

custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

### **1.07 Privacy and Confidentiality**

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

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

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

(d) 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling

sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

- (u) 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.
- (v) 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.
- (w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.09 Sexual Relationships**

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.



### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

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

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

### **1.15 Interruption of Services**

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

### **1.16 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers

believe that they are not being effective or making reasonable progress with clients and that other services are required.

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

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

### **1.17 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

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

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

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

## **2.02 Confidentiality**

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

## **2.03 Interdisciplinary Collaboration**

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

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

## **2.04 Disputes Involving Colleagues**

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

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

## **2.05 Consultation**

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

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

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

## **2.06 Sexual Relationships**

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

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

## **2.07 Sexual Harassment**

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

## **2.08 Impairment of Colleagues**

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

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

## **2.09 Incompetence of Colleagues**

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

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

## **2.10 Unethical Conduct of Colleagues**

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

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

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

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

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

## **3. Social Workers' Ethical Responsibilities in Practice Settings**

### **3.01 Supervision and Consultation**

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

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

- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

### **3.07 Administration**

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

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

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

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

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

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

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

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

### **4.05 Impairment**

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking

professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.06 Misrepresentation**

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

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

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

Retrieved June 1, 2018, from: <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

## APPENDIX IV

### JOINT BSW SOCIAL WORK FIELD EDUCATION PROGRAM North Carolina Agricultural and Technical State University University of North Carolina at Greensboro

#### GUIDELINES FOR FIELD LEARNING CONTRACT

The *Field Learning Contract* is made between the student and the field instructor with the approval of the faculty liaison. It should specify, in as much detail as possible, the goals and objectives for the field education and should include specific methods of measuring the accomplishment of goals and objectives. This agreement will serve as the basis of the evaluation of performance. The following areas should be covered in the *Learning Contract*.

#### 1. Work with Individual Clients

The agreement should specify how many cases the student is expected to carry, when contact with the clients is expected to begin, the student's level of responsibility with these cases, and how consultation and teamwork will be used.

#### 2. Work with Families

The learning agreement should indicate the extent to which students will be involved in working with families, how many, at what level of responsibility and other pertinent details.

#### 3. Work with Groups

The student and the field instructor should evaluate what opportunities for group work exist. Will the student plan and lead a group? Specify the type of group, the duration of the group, selection of participants, requisite forms and permissions, and the student's responsibilities. If the agency does not do group work, what other group experience exists? For example, the student may work with a group in another agency or may work with a group of staff in a task-oriented group.

#### 4. Knowledge of Agency Structure

The student should become familiar with agency structure, policies, and procedures by activities such as reading handbooks and personnel manuals, attend training sessions, meeting and interviewing administrators and other staff. The student should attend staff meetings when possible and should attend an agency board meeting.

#### 5. Knowledge of Community and Agency Interrelationships

The students should arrange a visit to agencies that refer to the field internship agency or to which referrals are often made. The student should be able to see how the service(s) offered by the internship agency fit into the overall service delivery system. These visits may be done with the supervisor, with other students, or alone, as appropriate. Reporting on the visit in writing or orally is important. The student should take advantage of attending workshops and professional meetings, interagency task force meeting, and other professional opportunities.

## **6. Use of Supervision**

The learning agreement should specify the frequency and duration of the supervisory sessions. The student is responsible for providing the agenda.

## **7. Commitment to Agency Functions and Responsibilities**

It should be clearly specified in the agreement what hours the student is expected to be in field and what the student's responsibilities are to the agency. Agency expectations regarding confidentiality and recordkeeping should be included in this section.

## **8. Safety Issues**

Students should discuss general safety issues with the field instructor. Note any specific measures that will be taken to protect the student and clients in this particular setting.

## **9. Integration of theory and practice**

A number of class assignments given in the practice sequence courses will require that the student use experiences and information obtained in the field agency. The Field Learning Contract should specify when and how these assignments will be met and how client confidentiality will be maintained.

## **10. Other Areas for Possible Inclusion**

- A. Research: The student may be responsible for collecting data and making a report to the agency. The nature of such research, the student's responsibilities, expected date of completion, and other details should be specified.
- B. Planning Projects: Specify the nature and scope of the project and the student's responsibilities. Projects may vary, for example, planning a fund-raising event, presenting a volunteer training program, or speaking to an organization or group.
- C. Professional Activities: Attending NASW meetings, meetings of other professional organizations, workshops, and conferences.

## APPENDIX V

### CHECKLIST FOR FIELD INSTRUCTORS

#### Prevention and Risk Management

Adapted from **Miriam S. Raskin, George Mason University**

- ◆ Review the *Code of Ethics* with your students. Identify standards most pertinent to your setting.
- ◆ Review agency policies with your students, highlighting the rules and regulations regarding confidentiality and the exceptions.
- ◆ Review agency safety practices including home visits, emergency provisions, after-hours security, measures to be taken with out-of-control clients, measures for unauthorized contact with and by students, etc.
- ◆ Orient students to laws and policies regarding confidentiality, informed consent, and other measures of protection to clients.
- ◆ Explain policy regarding use of phone, FAX, and e-mail facilities, including confidentiality policy.
- ◆ Provide sufficient orientation to and knowledge of students' work and records.
- ◆ Provide assiduous supervision, including detailed knowledge of student's work and records.
- ◆ Document supervisory contacts and substance.
- ◆ Discuss professional boundaries required in the student's relationships with supervisor, other agency staff, clients, and collateral contacts. (Some states have criminal statutes prohibiting sexual relationships between professionals and their clients.) Awareness of the possibility that communications and actions may be misinterpreted, of the fact that you as professional and as supervisors are responsible for setting and maintaining appropriate boundaries, and the necessity for asking the right questions in order to have necessary information are all role requirements of field supervisors.
- ◆ Arrange appropriate liability insurance provisions for self and student. **(Students in this field program are required to purchase liability coverage prior to beginning the internship.)**
- ◆ Disclose to clients the student's status as an intern.
- ◆ Engage in systematic oversight of student recordkeeping; inform client that records can be subpoenaed.
- ◆ Require appropriate immunization and criminal background checks of students.

## APPENDIX VI

### SAFETY IN THE FIELD

Social workers meet clients “where they are” emotionally and physically. For this reason, it is necessary and helpful to students to discuss issues of personal safety as they begin their field internship. Exercising common sense and being aware of one’s immediate surroundings, whether in the agency or in the field, is the first step in ensuring one’s personal safety.

Students are encouraged to discuss any concerns for personal safety with their faculty liaison and field instructor at the beginning of their internship or at any time they become concerned about their safety. Find out if the agency already has safety procedures in place for its staff, volunteers and interns, and attend a safety orientation if it is offered.

#### General Tips for Safety in the Field

1. Use common sense on the job. Be consciously aware of your surroundings.
2. Speak and act with confidence in your ability to handle any situation.
3. Do not wear expensive, or the appearance of expensive, jewelry.
4. Dress in a manner appropriate for your agency setting. Women should wear comfortable, low or flat heels.
5. Do not carry large sums of cash, credit cards, or telephone charge cards with you on field internship days. Do not leave valuables, including computers, visible in your car. Make a habit of locking them in the car trunk **prior** to arriving for your field internship.
6. Keep cell phones charged and readily available.
7. Keep car doors locked while in transit. Purses and messenger bags on the floor of the car rather than on the seat.
8. Carry proper identification on your person, including emergency contact names and numbers.
9. Students with life-threatening medical conditions, including allergies to certain medicines, should have all such information readily accessible and available.
10. **TRUST YOUR INSTINCTS.** If a situation does not “feel right,” it may not be. Act accordingly, taking appropriate precautions.
11. Carrying a concealed weapon or carrying a gun without a permit violates N.C. law. Students should check with the police department to find out the legalities and liabilities.

#### Tips for Safety at the Agency

1. Office furniture should be arranged to afford ample escape should a threatening situation arise. Ask permission, if necessary, to arrange desk and chair so that they are closest to the door.
2. Leave a door open while interviewing a client who is known to have a history of violence.
3. Talk in a tone of voice which is non-threatening and inoffensive. Speak clearly and firmly to clients.
4. Never sit with a client between you and the exit.
5. Know where exterior exits are located. Ask about escape routes in case of fire.

## Safety During Home Visits

1. Ask about established agency safety strategies and procedures governing workers who make home visits. If none exist, discuss what to do in questionable situations with your field instructor **prior** to making your first home visit.
2. Establish a word or number code that will alert your field instructor or another designated person that you need assistance.
3. **Always** let someone know where you are going, leaving addresses, phone numbers, and the approximate length of the stay for each stop. Do not leave the agency at the end of the day to go on a home visit alone. If an evening appointment must be made, schedule it on a day when your field instructor or another agency staff person can accompany you.
4. **KNOW WHERE YOU ARE GOING.** If possible, invest in a GPS (Global Positioning System) unit or phone app. At a minimum, obtain a city map, usually available from convenience and discount stores. AAA members can obtain maps free from a local office.
5. Carry a whistle on your person to sound an alarm and/or attract attention.
6. Dress comfortably for easy movement, adhering to the established agency dress code.
7. When going on a home visit, take your cell phone with you—on your person. Be sure the phone is charged and turned on.
8. **Never** park heading into a dead-end street. Park your car so that the front faces out in the proper direction.
9. **Never** pull into the driveway of the home you are to visit, where you can be blocked from leaving. Park on the street.
10. **Always** introduce yourself at the door before entering the residence and confirm that the person you have come to see is at home. If necessary, ask that the client come to the door to welcome you in.
11. While in the house, try to stay near or in view of an exit.
12. **TRUST YOUR INSTINCTS AND USE COMMON SENSE.** If, upon arriving for or during a home visit, the situation does not feel or look right, leave. Call the client and reschedule for another time when someone can accompany you.

These tips are intended to assist in making the internship a safe, educationally rewarding learning experience. It is not intended for this information to evoke fear, but rather to have the student come consciously aware of environment and personal safety.

**TRUST YOUR INSTINCTS,  
USE COMMON SENSE,  
AND THINK SAFETY!**



## APPENDIX VII

### The Field Education Evaluation

Field education evaluation is an on-going process that should be discussed very early in the field internship. The evaluation report provides a mechanism for assessing the student's performance and the student's professional strengths and weaknesses. The evaluation form should be reviewed by the student and field instructor prior to completing and negotiating the Field Learning Contract, thereby ensuring that appropriate learning assignments can be established for each semester.

The completed evaluation form for first semester serves as a guide for developing the second semester learning contract. In addition, complete evaluation forms become a part of the student's permanent record, to be consulted in preparing reference letters for graduate schools and employers. Also, the completed field evaluation form provides information to the field faculty liaison, who grades the student's development and performance.

Evaluation reports for the first semester should reflect the **progress** and **growth** the student makes in relation to the available learning opportunities. While primary emphasis is placed upon progress for the first semester, the primary emphasis for the second semester evaluation should be upon the **performance** and **mastery** of social work skills, as reflected in the competencies and behaviors identified by CSWE. The quality and quantity of performance should reflect the student's readiness for beginning practice. This should be assessed in the second semester evaluation.

At mid-semester, each semester, the student and field instructor will complete the mid-term evaluation form in Alcea. At the end of the semester, the student and the field instructor should complete the final evaluation form in Alcea in preparation for the evaluation conference. At the evaluation conference between the student and field instructor, discrepancies in ratings should be discussed and negotiated. Afterwards, the final version of the evaluation should be prepared by the field instructor and submitted in Alcea by the due date. Field instructors are encouraged to submit written comments. **Once the evaluation forms are completed in Alcea, the student and the field instructor should each electronically sign the document. These signatures indicate that the evaluation has been reviewed by both parties.**

The faculty liaison uses the completed field forms and conferences with the field instructor and student to evaluate the student's performance in the field. Although field instructors are asked to recommend a grade for the field internship, the responsibility for the assignment of a grade rests with the field faculty liaison.

## APPENDIX VIII

### CSWE Competencies with Suggested Learning Activities

Congruent with our program competencies, field education is designed to develop the educational outcomes that are necessary for entry-level social work practice. These outcomes, which are the specific objectives of *Field Education/Instruction I* and *II*, can be accomplished by affording the students' opportunities to engage in a variety of practice activities in field agencies and seminar sessions which are expected to assist in the attainment of each of the nine competencies.

The following list of experiences are suggestions for Field Instructors to assign student interns and are found to be appropriate learning opportunities for students to demonstrate BSW level competency and professional behavior. Below specific learning activities are listed after each competency.

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

##### ***Suggested Learning Activities:***

- Attend interdisciplinary conferences and case presentations as an observer or participant
- Attend professional workshops, seminars, and lectures in the community, using field placement time.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in group or peer supervision.
- Join and participate in local/national professional organizations (e.g., NASW, NABSW, and Federation of Student Social Workers.)
- Write one's own performance evaluation.
- Observe the field instructor or others conducting an interview.
- Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Read and become familiar with your agency policies and protocols.

#### **Competency 2: Engage Diversity and Difference in Practice**

##### ***Suggested Learning Activities:***

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.
- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.
- Carry a caseload representing diverse client systems.

- Visit other agencies and service delivery systems in the local community.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Write one's own performance evaluation.
- Take a walk through a specific kind of neighborhood.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

#### ***Suggested Learning Activities:***

- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
- Take a walk through a specific kind of neighborhood.
- Participate in political action and or social advocacy groups that relate to the client systems served by your agency.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

#### ***Suggested Learning Activities:***

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
- Take a walk through a specific kind of neighborhood.
- Keep statistical reports as required of regular agency staff.
  - Interview individuals who have received services from the program to assess their responses to the experience.
  - Serve as a member or observer of the system's peer review, quality control, or audit process.
- Work with the program administrator to gather information for and prepare an annual budget.

### **Competency 5: Engage in Policy Practice**

#### ***Suggested Learning Activities:***

- Observe the field instructor or others conducting an interview.
- Have the student go through the service delivery system as if he/she were a client.
- Participate with the field instructor in developing and writing up an educational contract.

- Assist in writing the program's policy and procedure manual.

- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law making body and perhaps even be present to lobby for its passage.
- Plan, lead, and conduct a fund-raising activity.
- Prepare a grant proposal.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

***Suggested Learning Activities:***

- Co-lead a group.
- Observe the field instructor or others conducting an interview.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Understand knowledge of evidence based practiced utilized in your agency setting.
- Read and become familiar with your agency policies and protocols.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

***Suggested Learning Activities:***

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques. o Carry a caseload.
- Participate in orienting new students or staff to the agency. o Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

***Suggested Learning Activities:***

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.

- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.

- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Demonstrate knowledge of evidence based practiced utilized in your agency setting.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Suggested Learning Activities:**

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Collect data for various agency program needs.
- Evaluate knowledge of evidence based practiced utilized in your agency setting.
- Develop and conduct client satisfaction surveys.

# FORMS



**JOINT BSW FIELD EDUCATION PROGRAM**  
**North Carolina Agricultural and Technical State University**  
**Department of Social Work and Sociology**

**The University of North Carolina at Greensboro**  
**Department of Social Work**

**BSW Field Learning Contract**

This document is a learning agreement between the student, field instructor, and the Joint BSW Field Education Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Student: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_  
Faculty Liaison: \_\_\_\_\_

This *Learning Contract* may be amended at any time if both the student and field instructor agree. The faculty liaison **must** be notified of and approve any major changes.

Contract Period: From \_\_\_\_\_ to \_\_\_\_\_ Spring 20 \_\_\_\_ Summer 20 \_\_\_\_  
\_\_\_\_\_  
(date  
s)  
Semesters: Fall 20 \_\_\_\_\_

Signatures: Student \_\_\_\_\_ Date: \_\_\_\_\_  
Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

BSW field education is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). CSWE has delineated nine core competencies that must be adequately addressed in a BSW curriculum as listed below.

**Students: For each behavior (1-31), type in your planned tasks and activities to demonstrate you have achieved the behavior. Please do not type in the shaded areas (type in the boxes next to each behavior).**

	<b>Competency 1: Demonstrate Ethical and Professional Behavior</b> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	<b>Tasks to Address Behaviors</b>
(1)	Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	
(2)	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
(3)	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	
(4)	Use technology ethically and appropriately to facilitate practice outcomes	
(5)	Use supervision and consultation to guide professional judgement and behavior.	

	<p><b>Competency 2: Engage Diversity and Difference in Practice</b></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><b>Tasks to Address Behaviors</b></p>
(6)	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	
(7)	<p>Present and view themselves as learners and engage clients and constituencies as experts of their own experience.</p>	
(8)	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	
	<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</b></p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p><b>Tasks to Address Behaviors</b></p>

(9)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	
(10)	Engage in practices that advance social, economic, and environmental justice.	
	<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice.</b> Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.	<b>Tasks to Address Behaviors</b>
(11)	Use practice experience and theory to inform scientific inquiry and research.	
(12)	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
(13)	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
	<b>Competency 5: Engage in Policy Practice.</b> Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation,	<b>Tasks to Address Behaviors</b>

	and evaluation.	
(14)	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
(15)	Assess how social welfare and economic policies impact the delivery of and access to social services.	
(16)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
	<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<b>Tasks to Address Behaviors</b>
(17)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
(18)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	
	<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups,</p>	<b>Tasks to Address Behaviors</b>

	organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	
(19)	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
(20)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
(21)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
(22)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
	<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<b>Tasks to Address Behaviors</b>
(23)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	

(24)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
(25)	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
(26)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
(27)	Facilitate effective transitions and endings that advance mutually agreed-on goals.	
	<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness</p>	<b>Tasks to Address Behaviors</b>
(28)	Select and use appropriate methods for evaluation of outcomes.	
(29)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	

(30)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.	
(31)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	



**JOINT SOCIAL WORK FIELD EDUCATION PROGRAM**  
**North Carolina Agricultural and Technical State University**  
**Department of Sociology and Social Work**

**The University of North Carolina at Greensboro**  
**Department of Social Work**

**BSW Mid-Term Field Evaluation**

**Semester/Year:** \_\_\_\_\_

Name of Intern:	Date:	
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***Instructions for Rating Students on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Please utilize the rankings below:

5	The student has excelled in this area
4	The student is functioning above expectations for interns in this area
3	The student has met the expectations for interns in this area
2	The student has not yet met the expectations in this area, but gives indication they will do so in the near future
1	The student has not met the expectations in this area, and does not give indications they will do so in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may accompany any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement.

This evaluation is intended to give interns feedback about their performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field education. The grade that is assigned will be based on: **the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	<b>Behaviors</b>	<b>Student self-rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(1)	Make ethical decisions by applying the standards of the <i>NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
(2)	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
(3)	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
(4)	Use technology ethically and appropriately to facilitate practice outcomes				
(5)	Use supervision and consultation to guide professional judgement and behavior.				

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(6)	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
(7)	Present and view themselves as learners and engage clients and constituencies as experts of their own experience.				
(8)	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(9)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.				
(10)	Engage in practices that advance social, economic, and environmental justice.				

**Competency 4: Engage In Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(11)	Use practice experience and theory to inform scientific inquiry and research.				
(12)	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
(13)	Use and translate research evidence to inform and improve practice, policy, and service delivery.				

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(14)	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
(15)	Assess how social welfare and economic policies impact the delivery of and access to social services.				
(16)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(17)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
(18)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.				

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(19)	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.				
(20)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
(21)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
(22)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				



### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(23)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
(24)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
(25)	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
(26)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.				
(27)	Facilitate effective transitions and endings that advance mutually agreed-on goals.				

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness

	<b>Behavior</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(28)	Select and use appropriate methods for evaluation of outcomes.				
(29)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
(30)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.				
(31)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.				

**Recommended midterm grade:**

**Field Instructor Comments:**

Signature of Agency Field Instructor: (*Field Instructor - name*):

Agency:

***The following section should be completed by the student:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<input type="checkbox"/> I agree with the evaluation <input type="checkbox"/> I do not agree with evaluation
---

Student's Signature (*Student - name*):

     If the intern disagrees with the evaluation, they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Faculty Liaison Signature (*Faculty Liaison - name*):

**JOINT SOCIAL WORK FIELD EDUCATION PROGRAM**  
**North Carolina Agricultural and Technical State University**  
**Department of Social Work and Sociology**

**The University of North Carolina at Greensboro**  
**Department of Social Work**

**BSW Final Field Evaluation**  
Semester/Year: \_\_\_\_\_

Name of Intern:		Date:	
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***Instructions for Rating Students on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Please utilize the rankings below:

5	The student has excelled in this area
4	The student is functioning above expectations for interns in this area
3	The student has met the expectations for interns in this area
2	The student has not yet met the expectations in this area, but gives indication they will do so in the near future
1	The student has not met the expectations in this area, and does not give indications they will do so in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may accompany any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field education. The grade that is assigned will be based on: **the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	<b>Behaviors</b>	<b>Student self-rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(1)	Make ethical decisions by applying the standards of the <i>NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
(2)	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
(3)	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
(4)	Use technology ethically and appropriately to facilitate practice outcomes				
(5)	Use supervision and consultation to guide professional judgement and behavior.				

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(6)	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
(7)	Present and view themselves as learners and engage clients and constituencies as experts of their own experience.				
(8)	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(9)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.				
(10)	Engage in practices that advance social, economic, and environmental justice.				

**Competency 4: Engage In Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(11)	Use practice experience and theory to inform scientific inquiry and research.				
(12)	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
(13)	Use and translate research evidence to inform and improve practice, policy, and service delivery.				

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(14)	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
(15)	Assess how social welfare and economic policies impact the delivery of and access to social services.				
(16)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				



**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(17)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
(18)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.				

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(19)	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.				
(20)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
(21)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
(22)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

	<b>Behaviors</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(23)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
(24)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
(25)	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
(26)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.				
(27)	Facilitate effective transitions and endings that advance mutually agreed-on goals.				

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness

	<b>Behavior</b>	<b>Student rating</b>	<b>Instructor rating</b>	<b>Student comments</b>	<b>Instructor comments</b>
(28)	Select and use appropriate methods for evaluation of outcomes.				
(29)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
(30)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.				
(31)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.				

**Recommended final grade:**

**Field Instructor Comments:**

Signature of Agency Field Instructor: (*[Field Instructor - name]*):

Agency:

***The following section should be completed by the student:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<p><input type="checkbox"/> I agree with the evaluation <input type="checkbox"/> I do not agree with evaluation</p>
---

Student's Signature (*[Student - name]*):

     If the intern disagrees with the evaluation, they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Faculty Liaison Signature (*[Faculty Liaison - name]*):



**SOCIAL WORK  
FIELD INSTRUCTION PROGRAM**



**BSW APPLICATION FOR FIELD EDUCATION**

**PART I: APPLICATION**

1. Name \_\_\_\_\_ Student ID# \_\_\_\_\_
  
2. Local Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_
  
3. Local Telephone # \_\_\_\_\_
  
4. Permanent Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_
  
5. Permanent Telephone #: \_\_\_\_\_
  
6. Cumulative GPA \_\_\_\_\_ 7. Advisor's Name: \_\_\_\_\_
  
8. Total number of semester hours completed to date: \_\_\_\_\_
  
9. Expected Date of Graduation: \_\_\_\_\_
  
10. Are you a transfer student? Yes \_\_\_\_ No \_\_\_\_
  
11. Are you pursuing a double-major? Yes \_\_\_\_ No \_\_\_\_
  
12. Will you be employed next year? Yes \_\_\_\_ No \_\_\_\_  
If yes, Full-time \_\_\_\_ Part-time \_\_\_\_
  
13. Are you planning to apply for any of the following "specialty" programs? (If "yes," please check the appropriate program below only if you are taking the required course work and meet the admissions requirements for the program of interest)
  - School Social Work Licensure
  - Child Welfare Collaborative
  - Congregational Social Work Education Initiative
  - Study Abroad
  - Other \_\_\_\_\_

14. Are you planning to pursue an MSW within three years of graduation? Yes \_\_\_\_ No \_\_\_\_

15. Do you have a **valid** NC driver's license? Yes \_\_\_\_ No \_\_\_\_

16. Will transportation be an issue for you next year? Yes \_\_\_\_ No \_\_\_\_

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

17. Briefly describe your ideal field placement (in what setting/s are you interested?).

18. What are your career interests following graduation?

**PART II: PROFESSIONAL RESUME** (Please include **all** the information listed below)

**Name**  
**Local address**  
**Phone number**  
**E-mail address**

**EDUCATIONAL OBJECTIVE**

(This is a brief statement identifying **skill development areas** in which you are interested.)

**EDUCATIONAL EXPERIENCE**

List University(ies) and/or colleges attended and degrees obtained, beginning with the most recent school. Include expected date of graduation.

(In this section also list courses **by name [not course number]** that helped prepare you for field instruction [Social Work and related courses]. Workshops and seminars attended or presented may go in this section as well.)

**EMPLOYMENT/ VOLUNTEER EXPERIENCE**

(List factual information: when, where, for whom you worked/volunteered, and responsibilities. Begin with the most recent position. Distinguish, using subheadings, between paid and volunteer experience. Use action verbs. Do not use supervisor's name/s.

Identify skill areas obtained as a result of work/volunteer responsibilities.)

**SPECIAL SKILLS**

(These may include such things as: speak a foreign language; know sign language, computer literacy, etc.)

**REFERENCES**

(You may list names and contact information here, or simply state "Available upon request")



### **PART III: PERSONAL/ PROFESSIONAL NARRATIVE**

**Your 2-3-page narrative should be typed and double-spaced, with 1” margins, top, sides and bottom of each page. Prepare your statement to include the following:**

- A. There are some internship situations which might place you, the student, at either physical or emotional risk based upon your individual circumstances.
- Describe any settings and/or populations where you are reluctant to serve
  - Describe pertinent information involving any previous, existing, or continuing personal issues that may impact placement (It is important that any such issues be presented to the Field Directors in advance to assist with planning for your field placement).

*Please note that the Field Directors will consider your needs and circumstances and will try to make accommodations when and where necessary. In recognizing the importance of the field placement, however, please make adequate arrangements for child care, employment, etc. The field placement is a graded, professional practice experience that must meet the criteria of the field instruction program and the professional development needs identified for the program, the profession and you, the student.*

- B. Discuss the factors, reasons, and motivations which led you to consider social work as your career.
- Discuss your specific social work interest areas (reasons for choosing the field; your educational pursuits; populations you would like to serve; and your eventual social work goals; etc.)
  - Describe a situation in which **you have asked** for help. (Discuss the event and the feelings associated with your need, as well as how this influenced your choice of social work as a career choice)
  - Describe a situation in which **you have given** help. (Discuss the event and your perceptions about being the helper, as well as how this influenced your choice of social work as a career choice)

### **Field Application Packet Checklist**

**Submit the following to your Field Director prior to the deadline:**

- ✓ **Completed** Application for Field Instruction form.
- ✓ Personal/Professional Narrative
- ✓ Completed résumé.
- ✓ Current copy of you UNCG Degree Works
- ✓ Copy of your valid driver’s license and proof of car insurance

## Field Placement Assignment Form

You have been tentatively assigned to the agency listed below. Please contact your prospective supervisor to arrange an interview. Your interview should be completed as soon as possible and this completed form returned to the BSW Field Director.

Agency	Address	Contact Person
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At this interview you should discuss:

1. The range of activities which the agency can provide.
2. The special skills and qualities you can provide to the agency.
3. What you would like to get out of field placement.
4. Any issues related to the days and hours that the agency would require you to work (some agencies require flexible schedules).
5. Your future goals/plans in social work.
6. Any additional questions/comments that arise during the interview.

**Be curious, professional, and on time!**

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**TO BE COMPLETED BY THE PROSPECTIVE FIELD SUPERVISOR:**

Please complete the bottom portion of this form and return the entire form to the student at the conclusion of the interview.

Name of the student interviewed: \_\_\_\_\_

Place an X in one of the choices below:

\_\_\_\_\_ Yes, I agree to supervise this student during the next academic year.

\_\_\_\_\_ No, I will not be able to supervise this student during the next academic year.

Name of Agency/Organization: \_\_\_\_\_

Address of Agency/Organization: \_\_\_\_\_

Name of Interviewer (please type or print): \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Interviewer's Signature

Date

**North Carolina Agricultural and Technical State University  
The University of North Carolina at Greensboro  
Joint Social Work Field Instruction Program (BSW)**

**FIELD INTERNSHIP INSTRUCTIONAL AGREEMENT**

I. Parties

This Instructional Agreement (Agreement) is entered into between the Joint Social Work Field Instruction Program (Joint Field Program), between North Carolina Agricultural and Technical State University (N.C. A&T) and The University of North Carolina at Greensboro (UNCG) and firm/organization the Parties). \_\_\_\_\_ . (Agency),

(collectively,

II. Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency. The Joint Field Program has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study. This Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency.

III. Term

- A. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then current annual term.
- B. This Agreement may be terminated by either party upon written notice of at least ninety (90) days. In the event of a termination, the Parties should use their best efforts to ensure that the termination will not negatively affect students currently placed at Agency.

IV. Compliance with N.C. A&T, UNCG, and Agency Policies

- A. Students working in Agency will be subject to the universities' Academic Honor Policy and the Student Code of Conduct, copies of which will be provided to Agency by the Joint Field Program Faculty Liaison. If alleged violations occur, Agency will notify Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participating in Agency activities.
- B. Agency may also require student participating in Agency activities to comply with its own operational policies and procedures.

## V. Responsibilities of the Parties

### A. The Universities shall:

1. Notify students of appropriate placement opportunities for the experiential learning activity;
2. Approve placement site and learning objectives;
3. Select and register students for placement;
4. Award University credit to students;
5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;
6. Participate in planning and evaluation regarding learning activities;
7. Provide Agency with current field placement manual identifying policies and procedures. The Agency will also be provided with evaluation forms and deadlines;
8. Inform Agency of the Joint Field program calendars and initiate discussions of students' obligations to report to Agency, if necessary, whenever classes are not in session; and
9. Implement procedures to notify students of obligations listed below:
  - a. Attend orientation sessions regarding learning activity;
  - b. Comply with all applicable policies and operational procedures of Agency;
  - c. Negotiate a set of learning objectives with Agency and the Joint Field program and provide to each a written statement of objectives set forth in the student's Learning Agreement;
  - d. Give prior notice of necessary absence to Faculty Liaison and appropriate Agency personnel;
  - e. Obtain and maintain any required health insurance and professional liability insurance with minimum amount of coverage for the student of \$1,000,000 per

occurrence and \$1,000,000 aggregate. Faculty Liaison will, upon request, provide to Agency, a copy of the Certificate of Insurance that has been provided by student;

- f. Maintain professional standards of confidentiality;
- g. Participate in all individual or group meetings associated with learning activity;  
and
- h. Provide personal transportation to and from learning activity.

B. Agency shall:

1. Provide opportunities for student observation and/or participation on Agency premises;
2. Provide a safe environment in compliance with all federal and state laws and inform the Universities and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
3. Provide to Faculty Liaison and students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;
4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of the position;
5. Participate in planning and evaluation sessions with students and, where appropriate, with Joint Social Work field faculty;
6. Identify for co-directors of Field and Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;
7. Provide on-site supervision and guidance to learning activity;
8. Provide timely final evaluation of student performance in the manner specified by the University;
9. Conduct exit interviews with students that will include discussion of Agency's final evaluation; and
10. Notify Faculty Liaison of unsatisfactory performance or misconduct of a student and provide documentation of any change to Faculty Liaison. If a student fails to comply with Agency's policies and procedures, Agency may immediately suspend or terminate that student from further participation in the program on its premises.

## VI. Number of Placements

Agency and the Joint Field Program will mutually determine the number of students to be placed at Agency for a given term. Agency and the Universities may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

## VII. Nondiscrimination

Both parties agree to perform their duties under this Agreement without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to the Universities, the University's Department of Disability Services will consult with Agency's fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency's property.

## VIII. Monetary Compensation to Student

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including where appropriate hourly units. Monetary compensation to students is not provided under the terms set out herein. Any agreement between Agency and a student for monetary compensation is separate from and outside the terms of this agreement. The University may not be made a party to such a compensation agreement.

## IX. Employment

Students are not considered employees or agents of either the University or Agency except as agreed to between a student and Agency pursuant to Section VIII.

X. Entire Agreement

This Agreement represents the entire agreement between the parties and may not be modified without the written consent of both parties. This Agreement shall be construed and governed by North Carolina law and any disputes shall be filed in a North Carolina court of competent jurisdiction. In witness whereof, the parties hereto have caused this Agreement to be signed by their respective authorized representatives.

**For and on behalf of the Department of Social Work and Sociology, North Carolina Agricultural and Technical State University:**

Co-Field Director Date

Department Chair Date

Dean, College of Health & Human Sciences, N.C. A&T Date

**For and on behalf of the Department of Social Work, University of North Carolina at Greensboro:**

Co-Field Director Date

Department Chair Date

Dean, School of Health and Human Sciences (UNCG) Date

**For and on behalf of the Agency:** \_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
Name and Title of Authorized Agency Person (Please Print)

Signature Date



# JOINT BACHELOR OF SOCIAL WORK FIELD EDUCATION PROGRAM



## AGENCY REQUEST FOR UNDERGRADUATE FIELD PLACEMENT (BSW)

Name of Agency \_\_\_\_\_

Name of Department/Unit/Program: \_\_\_\_\_

Address: \_\_\_\_\_

City & State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone#: \_\_\_\_\_ Fax# \_\_\_\_\_

Name & Title of Executive: \_\_\_\_\_

Name of Student Intern/Volunteer Coordinator: \_\_\_\_\_

Telephone#: \_\_\_\_\_ Fax#: \_\_\_\_\_

Email Address: \_\_\_\_\_

Name & Title of Field Instructor(s) [Person(s) who will provide **direct supervision**]

Field Instructor: \_\_\_\_\_ Tel. \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Tel: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Tel: \_\_\_\_\_

North Carolina A&T State  
University  
Social Work & Sociology  
Department  
1601 E. Market Street  
Greensboro, NC 27411  
Tel: 336-285-2049; Fax: 336-334-  
7197  
Website: [www.ncat.edu/~sociolog/](http://www.ncat.edu/~sociolog/)



University of North Carolina at  
Greensboro  
Social Work Department  
P.O. 26170, 268 Stone Building  
Greensboro, NC 27402  
Tel: 336-334-5147; Fax: 336-334-5210  
Website: [www.uncg.edu/swk](http://www.uncg.edu/swk)

*“The Field Experience is the HEART of Social Work Education”*



Function and Purpose of Agency. Include geographical area and specific population served:

Description of learning experiences agency will provide undergraduate students. Illustrate by giving examples of specific tasks:

Please describe agency expectations of undergraduate student intern.

Number of undergraduate students agency can accommodate during the 2019-2020 year: \_\_\_\_\_

Student needs transportation for field all the time \_\_\_\_\_ occasionally \_\_\_\_\_ never \_\_\_\_\_

Agency compensates for agency incurred travel by:

per mile reimbursement \_\_\_\_\_

use of agency car \_\_\_\_\_

other (specify) \_\_\_\_\_

**Field Instructor Profile**

All Field Instructors should meet the following criteria:

1. Bachelor's degree or higher in social work or a related field.
2. Three (3) years of practice experience in social work or a related field.
3. One (1) year's work experience in the current position.
4. Experience in supervising undergraduate students.
5. Commitment to attend training related to supervising undergraduate Social Work students.

-----  
Please provide complete information about each field instructor.

1. Name: \_\_\_\_\_

Position/ Title: \_\_\_\_\_ Telephone \_\_\_\_\_

Email Address: \_\_\_\_\_

Education: (Specify area in which degree(s) was/ were earned):

Baccalaureate \_\_\_\_\_ Masters \_\_\_\_\_  
Doctorate \_\_\_\_\_ Other \_\_\_\_\_

Number of years of social work experience: \_\_\_\_\_

Number of years supervisory experience: \_\_\_\_\_

Please specify: Staff \_\_\_\_\_ BSW Student(s) \_\_\_\_\_ Other (Please specify) \_\_\_\_\_

Number of years at this agency: \_\_\_\_\_ Number of years in current position: \_\_\_\_\_

Previous Joint Field Instruction Program supervisory experience: \_\_\_\_\_ Yes \_\_\_\_\_ No

-----  
2. Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_ Telephone \_\_\_\_\_

Email Address: \_\_\_\_\_

Education: (Specify area in which degree(s) was/ were earned):

Baccalaureate \_\_\_\_\_ Masters \_\_\_\_\_ Doctorate \_\_\_\_\_  
Other \_\_\_\_\_

Number of years of social work experience: \_\_\_\_\_

Number of years supervisory experience: \_\_\_\_\_

Please specify: Staff \_\_\_\_\_ BSW Student(s) \_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

Number of years at this agency: \_\_\_\_\_ Number of years in current position: \_\_\_\_\_

Previous Joint Field Instruction Program supervisory experience: \_\_\_\_\_ Yes \_\_\_\_\_ No