Field Placement Manual
Social Work
2022-2023

Table of Contents

Grove City College Field Placements

Introduction

Welcome to Bachelor's in Social Work (BSW) Field Placement program at Grove City College! As an applied discipline, we believe that Field Placements are a critical component of educating future practitioners. Field Placements allow the integration of theoretical learning and practice experiences, an invaluable part of your preparation. Our students provide generalist intervention with individuals, families, groups, organizations, and communities. We have designed the Field Placement to work in tandem with the BSW coursework. We offer a range of opportunities and attempt to tailor the Field Placement to individual student interests as much as possible.

Our BSW degree consists of 53 credit hours of Social Work coursework. Included in the 53 credit hours are eight credit hours of Field Placement. Concurrent with the Field Placement, students take a weekly, one-hour Field Placement Seminar on campus which involves practical discussion of topics relevant to the Field Placement such as coworker relationships, supervision, and practice problems. Our Program places students in a variety of reputable social service agencies which serve children, adolescents, families, the aged, and many other populations.

Students' theoretical classroom learning is translated into evidence-informed practice through the consistent support and oversight of Field Instructors. Field agencies and Field Instructors play an important role in bridging the gap between knowledge learned in the classroom and developing, monitoring, and evaluating skills practiced in the field. Upon completion of the Field Placement, students are evaluated on their proficiency in being able to demonstrate the Council on Social Work Education's (CSWE) core competencies and practice behaviors.

This Manual will familiarize you with our goals for the Field Placement as well as our policies. Please read and utilize this information to make the most of your experience.

Grove City College Mission

Grove City College is committed to offering a Christian liberal arts education with the goal of educating students who are fully oriented toward a life of service to God and other people. The service-orientation of Social Work dovetails naturally with aims of a Grove City College education. Our BSW curriculum works to integrate the teachings of the Christian faith with up-to-date knowledge from a range of social science disciplines.

The mission of Grove City College is to equip its students to pursue their unique callings through an academically excellent, Christ-centered, and affordable living and learning experience distinguished by its cultivation of a Christian worldview, appreciation for free society, and commitment to the common good.

Program Mission and Goals

The mission of the BSW program is to effectively prepare students for competent and compassionate entry-level, generalist Social Work practice within the context of a Christian liberal arts education.

> 1. To prepare students for ethical and professional competence through the mastery of a relevant knowledge base and micro and macro-level generalist practice skills.

> 2. To prepare students who are committed to serving marginalized populations and upholding human rights, social and economic justice, and the common good for all persons and groups.

> 3. To prepare students for ethical and competent practice within the broader context of a Christian, liberal arts perspective—particularly its emphasis on justice, the beauty of human diversity, and the inherent dignity of all persons.

Field Placement Requirements

Prerequisite Requirements

Eligibility for Field Placement requires completion of the following:

1) Senior status in the BSW Program
2) A 2.5 Major GPA
3) Submission of the Field Placement Application
4) A meeting with the Field Placement Director

Once the application has been submitted and the student has met with the Field Placement Director, students will be notified of their admission to field placement. After meeting with the Field Placement Director to discuss Placement options, students will contact the selected agency or agencies and send a resume and cover letter to the appropriate person. The student will then contact the agency to arrange an interview. At least two interviews should be completed by the end of March. The student's Field Placement for Fall must be solidified **by the end of the Spring semester**. Field Placements starting in the Spring must be solidified **by the end of November**. Students who do not meet the above criterion are notified and are not placed until the requirements are successfully met.

Hours

A minimum of 400 Field Placement hours are required of all BSW students. Each student will complete approximately 200 hours in the Fall of the senior year and the remaining 200 hours in the Spring semester of the senior year. An exception to this schedule is any student choosing to complete the Field Placement internationally. In such instances, students will meet the 400-hour requirement in one semester.

Students are ineligible to receive a grade and course credit for the Field Placement until they complete 400 hours. In this way, the hour requirement serves as a threshold that must be met before the student is permitted to graduate with a BSW from Grove City College. Students present documentation of the 400 hours through the timesheets which are distributed by our program. Time sheets must be verified and signed by the Field Instructor.

Please note that due to the ever-changing nature of Covid-19 the CSWE may change hour requirements. Any reduction of hours will be communicated to you from the Field Placement Director.

Securing a Field Placement

After meeting with the Field Placement Director to discuss placement options, students will contact the selected agency or agencies via email or phone. They should follow this contact by sending a resume and cover letter to the appropriate person. The student will then contact the agency to arrange an interview. At least two interviews should be completed by the **end of March** of the year in which the Field Placement will begin. The Field Placement Director will contact the agency following the interview and send the appropriate paperwork if the agency chooses to offer the student a placement. The student's Fall Field Placement must be solidified **by the end of the preceding Spring semester**.

Most students will begin their placements in the Fall semester, but exceptions may be made for specific cases where students are unable to begin due to an extended excused absence during the Fall semester. Such cases will require the approval of the Program Director. In such cases, Field Placements must be solidified by the **end of the November** in the year before the placement begins.

Schedule

Students should arrange their Field Placement schedules with their agency supervisors. Our Program, however, designates Tuesdays and Thursdays for Field Placements with any incomplete hours to be made up at another time during the week. Examples include school holidays, illnesses, or snow days. Students are expected to remain in their placement until the last seminar class, regardless of their accumulated hours.

Chapel

Students in field placement will receive a 50% chapel credit reduction the 2 semesters they are in field.

Placing and Monitoring Students

Both Field Instructors and faculty monitor student performance on a continuous basis. Field Instructors monitor student learning and performance in a variety of ways. Early in the Placement, Field Instructors collaborate with students on the creation of a Learning Contract (see below) that is structured around nine core competencies, behaviors, and dimensions. The student and the Field Instructor collaborate on constructing the Learning Contract goals, objectives, and tasks, incorporating a wide variety of generalist practice opportunities. The creation of these

goals and objectives are also provided to the Field Placement Director where additional collaboration and support may be provided.

Throughout the year, Field Instructors review students' documentation and observe their interactions with clients and staff members. In addition, Field Instructors are required to meet with students for weekly supervision to discuss students' strengths and progress as well as any problems in skill development, performance, and ethics. Timesheets are also reviewed on a monthly basis by the Field Instructor and Field Placement Director. Finally, Field Instructors complete written evaluations at the end of each semester to provide feedback regarding any performance-related issues.

The Field Placement Director makes at least one in-person visit each semester with the student and Field Instructor at the site. The Field Placement Director is also available for questions or concerns from students or Field Instructors by phone or e-mail. The Field Placement Director closely monitors student activities in the Placement. They communicate with Field Instructors about the educational objectives, the student's performance, and any developments that affect student learning.

In addition, the Field Placement Director meets with students for a one-hour Field Placement Seminar each week. This provides an additional level of feedback regarding the student's experience. Finally, the Field Placement Director reviews student activities, process recordings, assignments related to the Placement as well as the final evaluations for each semester. If the Field Placement Director has concerns regarding student performance at any time, contact is immediately initiated with the Field Instructor and/or student.

Field Placement Seminar

The Field Placement experience is directly supported by the Field Placement Seminars (SOCW 425 in the Fall and SOCW 426 in the Spring). The Field Placement Seminars are held on campus, one hour per week and facilitated by the Field Placement Director. They are designed to integrate and contextualize knowledge of Social Work practice and theory with contemporary practical experiences. The Seminars provide students with structured, weekly discussions with faculty. Students who complete the Field Placement in one semester (e.g., international Field Placements) will still be required to participate in both semesters of the Seminar unless they met

International Field and Cross-Cultural Placements

If a student wishes to pursue an international Field Placement, there are presently three established programs in which they may choose:

- The Uganda Studies Program

- Living and Learning: Ecuador

There are two additional approved opportunities for students who wish to complete their Field Placement in a domestic urban setting:

Chicago Semester
https://chicagosemester.org/

Baltimore Urban Studies Program

https://landli.org/locations/baltimore-urban-studies

Students interested in these programs should meet with the Field Placement Director early in their time as a student to discuss scheduling needs to meet their anticipated graduation date.

Uganda Studies Program:
https://www.ugandastudiesprogram.org

Living and Learning: Ecuador
https://www.landli.org/

Students will be responsible for applying for their specified program and adhering to all application and admission requirements and deadlines as well as program fees and tuition.

International Field Instructors and faculty monitor student performance on a continuous basis. Similar to residential placements, Field Instructors monitor student learning and performance in a variety of ways. Early in the Placement, Field Instructors collaborate with students on the creation of a Learning Contract (see below) that is structured around nine core competencies, behaviors, and dimensions. The student and the Field Instructor collaborate on constructing the Learning Contract goals, objectives, and tasks, incorporating a wide variety of generalist practice opportunities. The creation of these goals and objectives are also provided to the Field Placement Director where additional collaboration and support may be provided.

The Field Placement Director will meet with each Field Instructor at least once each semester, along with the student, via videoconferencing. The Field Placement Director is also available for questions or concerns from students or Field Instructors by phone, video-conferencing or e-mail.

The Field Placement Director will monitors student activities in the International Placement through communication with Field Instructors about the educational objectives, the student's performance, and any developments that affect student learning.

Students whose international Field Placements meet the 400-hour requirement in one semester will not need to complete a second semester.

Learning Contract

Students are expected to complete a Learning Contract in concert with their Field Instructors within the first 30 days of the start of the Field Placement. The Learning Contract defines the student's educational and professional goals as well as the overall structure of the field experience. This form assists in outlining the expectations of the student and agency and provides clarity to what learning opportunities and assignments the student will have. In addition, this tool helps in articulating the role that the Field Placement will have in helping the student achieve the required Social Work competencies as outlined by CSWE. Once the Learning Contract is signed and completed it should be sent to the Field Placement Director for review.
Students are expected to meet the goals and competencies which are outlined in their Field Placement Learning Contract. Students will be evaluated by their Field Instructors on these competencies.

Release of Information

As part of the Field Placement assignment process, the Field Placement Director will need to share student applications and other relevant information with potential agencies or Field Instructors. Additionally, Learning Contract and student evaluations may also be shared between the faculty and agency. Sharing of this information is intended to benefit and strengthen the student's educational experience. Students must sign and submit the Release of Information Form indicating their approval to release pertinent information by the Social Work program to prospective agencies.

Participant Responsibilities

Responsibilities of Grove City College

Prior to Placement

- To support and maintain a Social Work program that includes a Field Placement component that meets the accreditation standards of the Council on Social Work Education
- To fully support faculty in their responsibilities related to Field Placements
- To maintain institutional liability insurance that covers students during their Field Placement

Responsibilities of the Field Placement Director

- Secure agreements between agency and College
- Orient Field Instructors to the program's curriculum, policies, and the background of each student
- Provide support to students as they work to secure their Field Placement setting
- Provide Field Instructors with workshops, orientation sessions, and regular consultation
- Secure effective Field Placements settings

During the Placement

- Meet with the Field Instructor and student to develop the Learning Contract
- Observe the student in their field setting
- Be a readily available resource to students and Field Instructors
  Facilitate the Field Seminar classes
- Complete timely evaluations
- Conduct in-person visits with the Field Instructor and student at least once per semester (see section below)

Responsibilities of the Field Instructor

Field instruction may include a combination of individual conferences, consultation, group and peer supervision, agency staff meetings, and in-service training. Teaching methods should be specific to the setting, the Field Instructor, and the needs of the student.

Prior to Placement:

- Complete orientation with Field Placement Director
- Complete Practicum Agreement

During the Placement:

- Serve as a role model
- Develop a relationship with the student and a climate and environment in the agency that promotes learning
- Provide a climate that is honest, reliable, prepared, sincere, warm, skillful, and trustworthy
- Incorporate values and ethics
- Challenge practices that are unethical and/or antithetical to Social Work
- Check in with students about progress
- Identify student strengths and learning needs
- Introduce students to the clients and communities served
- Teach and model cultural competence
- Model self-awareness and empathy and encourage student growth in these areas
- Facilitate student's integration into the professional staff group
- Assist students to identify and learn about more than one method of practice
- Develop the Learning Contract
- Conduct an orientation to the agency

- Educate students of personal risks (i.e., physical health and safety) and appropriate protections
- Give assignments geared to helping promote student's learning and professional growth as a beginning Social Worker
- Provide weekly supervision
- Participate in a conference with the Field Placement Director and student once per semester
- Complete Field Instructor Evaluation at the end of each semester

If any problems with the Field Placement or student arise, the Field Instructor should immediately inform the Field Placement Director.

The Field Instructor is responsible for:

- Notifying the Field Placement Director of any serious problems or difficulties
- Notifying the Field Placement Director if he/she is unable to supervise the student for the entire term and assisting in selection of a new Field Instructor

Students and Field Instructors are encouraged to follow this general process outlined later in this Manual to resolve conflict.

In summary, the responsibilities of the student, Field Instructor, and Program Faculty entail a three-way process that brings together experiences and coursework to effectively prepare students for generalist Social Work practice.

Visitation by the Field Placement Director

Throughout the Field Placement experience, GCC faculty will maintain contact with the Field Placement settings. Each student will have ongoing supervision from both the Field Instructor and the faculty. Faculty, specifically the Field Placement Director, will support students through on-site visits and regular supervision.

During the beginning of students' Field Placements (typically weeks 2-5) of the Fall semester, the Field Placement Director will find a time to meet with the student and the Field Instructor at the agency. The purpose of this visit is to assess how the student's experience is going, answer any questions that might arise, and assist with making any necessary changes. In addition, the Field Placement Director will review the Learning Contract and discuss the student's learning opportunities and objectives.

Near the end of the Spring semester (typically weeks 12-15) the Field Placement Director will conduct a second site visit. During this visit, the Field Placement Director will review the overall performance of the student. This meeting will provide both the student and Field Instructor an opportunity to discuss the learning opportunities and objectives stated in the Learning Contract. If concerns arise between site visits, the Field Placement Director is available to discuss and collaborate over phone, email, or in-person.

Both of these visits provide the Field Placement Director with the ability to monitor the

student's educational experiences. Content obtained from the field visits can be directly incorporated into the concurrent field seminar. This approach integrates classroom learning with field experience.

Orientation from Field Placement Director

The Field Placement Director provides orientation to each Field Instructor prior to the student's first day in Field Placement. During this orientation Field Instructors learn:

- Agency responsibilities and rights
- Student responsibilities and rights
- Overview of Field Placement Manual
- Overview of the Field Placement Learning Contract

Agency Criterion

Field Placement agencies are selected based on the quality of practice experience and supervision that they can provide. Field Placement sites are continually evaluated to ensure that they provide students with learning opportunities consistent with generalist practice. The Field Placement Director maintains ongoing communication with agencies to develop and maintain shared educational standards. All participating agencies must complete and submit an Affiliation Agreement. Agencies must share a commitment to Social Work education and adherence to the Code of Ethics. Agencies will seek to provide a generalist practice experience with direct client contact at the micro, mezzo and macro levels. Each agency agrees to provide one hour of weekly supervision for BSW students by a qualified Field Instructor.

In order to achieve the program objectives, students are placed in agencies that are able to meet the following requirements:

Social Work Services

The agency must deliver Social Work services, some of which are appropriate for the participation of an undergraduate student. In addition, the ethics and values of Social Work should be demonstrated in the agency's policies and services.

Educational Opportunities

The agency should provide a range of opportunities to meet the student's educational objectives and execute an integrated class-field curriculum. These opportunities should provide a variety of generalist Social Work experiences resulting in the development and training of a broad range of skills. Even though a particular agency or program may emphasize services rendered to select populations, Field Instructors are encouraged to seek opportunities for students to model and apply Social Work principles as they relate to individuals, families, groups, organizations, and

communities.

Student Safety

The agency must provide necessary measures to protect students' safety. This minimally includes policies and procedures regarding conducting home visits, interacting with potentially difficult clients, and handling emergencies. Agencies and Field Instructors are responsible for orienting students to the safety and risk management procedures of each particular setting.

Procedures and Expectations

Starting Date

A start date is to be negotiated between the student and the Field Instructor and communicated to the Field Placement Director prior the beginning of the semester. Students are not permitted to begin the placement prior to receiving permission from the Field Placement Director.

Professional Performance Expectations

Due to the nature of Social Work practice and the expectations of professionalism, continuance in the program is not solely academic, but also includes professional behaviors and practices. All BSW students agree to comply with the standards outlined in the Student Handbook, the NASW Code of Ethics, and Field Placement Manual. Faculty members regularly evaluate students' professional performance in several ways including, but not limited to the following criterion:

1. **Basic professional practice competencies**
   Communication: Effective oral and written skills, appropriate interpersonal skills including the ability to take responsibility for one's actions and decisions and the ability to identify and acknowledge limitations, adherence to confidentiality

   Critical thinking: The ability to plan, monitor, and evaluate practice interventions and practice, the ability to articulate the planned change process

   Effective self-care and coping skills: The ability to handle stress appropriately using self-care techniques, demonstration of emotional regulation

   Emotional maturity: Appropriate self-disclosure, respectful and non-discriminatory relationships with clients, peers, colleagues, Field Instructor, and faculty, use of compassion and empathy, use of assertive problem-solving strategies

2. **Professional judgement**
   Ethical behavior: Demonstration of ethical decisions and behaviors in the classroom and the Field Placement settings

Committed to professional learning: Responsible for learning and seeking feedback whenever possible, engagement in learning, teachable and humble posture, and a desire to grow professionally

Self-awareness: Awareness of one's own attitudes and beliefs and their impact on practice, acknowledgement of and healthy response to instances when personal values interfere with professional practice

Academic Expectations

Academic expectations of students in the Field Placement include:

- Maintenance of a **major** GPA of 2.5
- Fulfillment of the policies and expectations of the Field Placement Manual
- A mid-year (at the end of the first semester) evaluation from the Field Instructor indicating that satisfactory progress is being made toward competent, ethical practice
- A final evaluation in the Field Placement which affirms the student is adequately prepared to graduate as a beginning generalist Social Work practitioner. Specific expectations are detailed in the Field Placement Manual.

Field Placement Grading

The Field Placement is graded similarly to a typical course on an A-F grading scale. Students will receive a final grade for the Field Placement at the end of each semester.

Field Instructors are responsible for evaluating the student's performance at the completion of each semester using the Field Placement Competencies Evaluation Instrument. This evaluation tool is consistent with the competencies of the student's Learning Contract.

Students Needing Accommodations

The BSW Program supports access to accommodation for any students with disabilities. This extends to the Field Placement experience. To begin the process of gaining access to accommodations, the student should disclose the need for accommodations to the Field Placement Director as soon as possible. The student is not under obligation to disclose his or her disability status, but the Field Placement Director cannot insure that an appropriate plan is in place unless the student discloses this information.

Field Placement Exemptions

There are no exemptions from Field Placement. It is a requirement of Social Work education that the interrelated components of curriculum—classroom and field—are of equal importance within

the curriculum, and each contributes to the development of the competencies of professional practice.

Monthly Time Sheets

Students are required to keep track of their hours and complete a Monthly Time Sheet. Students will need to get their Field Instructor to verify their hours and get their signature. Completed Monthly Time Sheets should be submitted to the Field Placement Director on a monthly basis.

Clearances and Vaccines

Criminal background, FBI reports, and child abuse clearances are the responsibility of the student if required by the agency. If vaccinations or TB tests are required by the agency, these are also the responsibility of the student.

> PA Criminal Background Checks are available at no cost for students:
> https://epatch.state.pa.us/Home.jsp
>
> PA Child Abuse Clearances:
> https://www.compass.state.pa.us/cwis/public/home
>
> FBI reports:
> https://uenroll.identogo.com/workflows/1KG756

COVID-19 vaccination and/or testing may be a requirement of the student's Field Placement. If this is the case, the student must comply with organizational policies and procedures. If a student is not able to do so, the student will need to inform the Field Placement Director as early as possible to arrange a new placement.

Holidays and Vacations

Students are not required to participate in their Field Placement during school holidays and vacations. Agencies may, however, request a student's attendance during this time. Additionally, students are responsible for maintaining their schedule and ensuring that they meet their minimum hourly requirements.

Client Confidentiality

Photography is not permitted while engaged in Field Placement activities to protect the confidentiality of the agency and its constituents. Participating in posting or exchanging information involving clients, agencies, or staff over social media is a breach of confidentiality and is prohibited.

Liability Insurance

Grove City College provides professional liability insurance with limits of $1,000,000 each occurrence/*$3,000,000 aggregate per policy year and general liability insurance with limits of $1,000,000 each person/*$3,000,000 each occurrence bodily injury and property damage liability. This insurance covers the college and the activities of the faculty and students participating in the BSW Field Placement. (*Primary & Umbrella)

Transportation

Students are responsible for providing their own transportation to and from their Field Placement and other costs incurred (gas, tolls, parking, insurance, car maintenance). Students are not permitted to use their personal vehicles to transport individuals associated with their agencies. The college's insurance does not extend to transportation of student to their agency.

Field Placement Changes

Students should remain in their Field Placement agencies for the entire year. However, unusual circumstances may arise which may result in a change in agency. The Field Placement Director, Field Instructor and student may initiate a change, but ultimately, approval must be granted by the Program Director.

Placement at Student's Place of Employment

Students may be permitted to complete their Field Placement in an organization in which they are employed. In such situations, students are expected to engage in work substantively different from their work assignments in terms of interventions used and skills developed. Students must submit a request in writing to the Field Placement Director who will review the request. Applications which meet the following criteria will be considered:

> 1. A clear statement of justification for the request based on the student's learning objectives and need for this particular Field Placement.

> 2. A clear statement which specifies the difference between the student's responsibilities as an employee and the new responsibilities as a learner.

> 3. The name of the student's employment supervisor and a recommended different qualified person to serve as the Field Instructor.

The Field Placement Director will review and monitor the implementation of the educational plan to assure that the placement is working to the best advantage of the student's learning. In the event that the Field Placement is overlapping too greatly with employment responsibilities, the Field Placement Director reserves the right to reassign the student to another setting.

Meal Plans and Meal Swap

Students who purchase meal plans as part of their room and board will have access to a Meal Swap program provided by Bon Appetit. The Meal Swap program allows students to use their

meal plan for brown bag lunches to take to their field placement. Please contact the Field Education Director to utilize this program.

Conflict Resolution

Resolving Field Placement Conflicts

The program acknowledges that as in all settings, problems may arise that need additional attention and support to resolve. Students and Field Instructors are encouraged to follow this general process when trying to resolve areas of concern. It is the expectation of the program that all parties will work collaboratively to facilitate resolutions when necessary.

1. The student and Field Instructor will attempt to resolve the conflict or concern through the supervisory process. If this proves unsatisfactory, the student and/or Field Instructor should request a meeting with the Field Placement Director who will meet with all the parties and attempt to resolve the issues. An outcome of this meeting can be the completion of a written agreement where the concerns are outlined along with corrective actions and a time frame.

2. If the above procedure does not result in a mutually acceptable resolution, a meeting will be conducted within five class days with the student, Field Instructor, Field Placement Director, and Program Director. The outcome of this meeting will be put into writing and signed by all participants.

3. If a satisfactory resolution is still not reached, the Program Director will meet with the Department Chair and the Dean. The impacted student will be invited to be present in this meeting. Possible outcomes of this meeting include:

- Continuation in the Field Placement/BSW Program with no restrictions
- Probationary status in the Field Placement
- Termination from the Field Placement/BSW Program

Following this meeting, the Program will write a letter within three working days documenting the decision. This letter will be sent to the student, Field Placement Director, Field Instructor, Department Chair, and the Dean.

Dismissal from Field Placement

If the Program Director determines that the student has seriously violated the performance expectations (see previous section) and should be dismissed from the Field Placement or BSW program, the student has the right to file a written appeal (see below). In the event that the student is granted their appeal, the student must complete their remaining hours at a new Field Placement location.

Student Grievance Procedure

Students may appeal any decisions reached by the Program Director, Department Chair, or Dean in relationship to professional performance issues. To do so, the following procedures should be followed:

> 1. Within **one month** of the alleged unfair treatment, students should submit a written statement of the grievance and the desired resolution to the Dean who will attempt to resolve the grievance through conferences with the involved parties. The Dean will review the appeal and issue a final decision in writing **within five working days** of the Dean's receipt of the student's written statement.

> 2. If the student remains dissatisfied with the outcome, students should submit a written statement of the grievance and the desired resolution to the Provost who will attempt to resolve the grievance through conferences with the involved parties. The Provost will review the appeal and issue a final decision in writing **within five working days** of the Provost's receipt of the student's written statement.

The procedures for an appealing an academic decision are outlined in the Student Handbook, Crimson, or Bulletin.

Procedures for Student Safety

The safety of our students is of paramount concern to this program and our institution. We commit to minimizing risk to our students whenever and in whatever means possible. In our initial and ongoing visits to agencies, we will actively monitor any risks to student safety. The Field Instructor will provide students with agency-specific safety procedures and instruct students safety issues related to the population served.

With safety in mind, students should **never make home visits alone** during the Field Placement. Nor students should ever **be the driver when transporting clients**.

Non-Discrimination Policy

Grove City College additionally forbids discrimination of or by any member of the College community because of an individual's race, color, national origin, ethnicity, gender, age, religion, disability or other criteria protected by law. Grove City College also prohibits all forms of sexual harassment. If a student experiences any situation in which they feel that discrimination or harassment has occurred, they should immediately report this to their Field Instructor and the Field Placement Director. Program faculty will gather information and seek counsel from administration.

Field Placement Documents

GROVE CITY COLLEGE

Field Placement Application

Name:_____

Date of Birth:_____

Cell Phone: (_____) _____

E-mail address: _____

Permanent mailing address: _____

_____

Emergency Contact Information

Name:_____ Relationship:_____

Phone: (_____)_____

Do you have a valid driver's license?	___YES	___NO
Do you have transportation secured for your Field Placement?	___YES	___NO
Do you speak any languages other than English fluently?	___YES	___NO

List three personal strengths:

_____
_____
_____

List three areas for personal growth:

_____
_____
_____

List any limitations or special circumstances (e.g., academic, psychological, financial, legal, medical, physical) that may impact your ability to perform the duties associated with the Field Placement:

_____
_____
_____

Do you have up-to-date criminal history, child abuse, and FBI clearances? _____ YES _____ NO

I understand that I may be required to complete background clearances or health screenings prior to the start of my Field Placement and that I may be responsible for the costs associated with these.

_____YES _____ NO

Describe any Social Work or related experiences you have had including employment and volunteering:

_____
_____
_____
_____

Which of the following areas interest you? (Check all that apply)

_____ Children	_____ Individuals	_____ Women
_____ Adolescents	_____ Families	_____ Men
_____ Adults	_____ Groups	_____ Develop. Disabilities
_____ Older Adults	_____ Communities	_____ Shelter/Transitional Housing
_____ Immigrants	_____ Child Welfare	_____ Material Help (food, etc.)
_____ Suburban	_____ Adoption	_____ Mental Health
_____ Urban	_____ Foster Care	_____ Faith-Based (Christian)
_____ Rural	_____ In-Home Services	_____ Teen Pregnancy
_____ Homelessness	_____ LGBT	_____ Afterschool Program
_____ HIV/AIDS	_____ School	_____ Domestic Violence
_____ Human Trafficking	_____ Health Care	_____ Community Center

List the top 3 types of settings (e.g., child welfare, domestic violence) in which you would like to do your Field Placement:

1. _____
2. _____
3. _____

I have sent a copy of my updated resume to the Field Placement Director.   _____YES _____NO

I give permission for my resume to be forwarded to the Field Placement site. _____YES _____NO

I have read the NASW Code of Ethics and agree to follow its tenets.   _____YES_____NO

I have read and am familiar with this Manual.   _____YES_____NO

Signature: _____

Please return this application to:
Professor Jennifer Hollenberger, MSW, LCSW
HAL 217

GROVE CITY COLLEGE

Student Evaluation of Field Placement and Field Instruction

This form is intended to provide feedback to the Field Instructor and the agency to help improve educational experiences and supervisory skills. This feedback will also assist the program in determining the effectiveness and appropriateness of the site for future students. The evaluation will be kept confidential until final grades have been submitted, after which time it will be made available to the Field Instructor.

Field Agency _____ **Field Instructor**:_____

Your Name (optional): _____ **Date :** _____

Circle the rating that most closely matches your experience and provide comments as needed.

Orientation to Placement

1. I was oriented to the agency within the first two weeks of the placement

0	1	2	3	4
Not at all		Somewhat		Totally

2. The agency goals, structure, services and population were clearly explained

0	1	2	3	4
Not at all		Somewhat		Totally

3. Relevant agency policies and procedures were explained, as well as how to access them as needed

0	1	2	3	4
Not at all		Somewhat		Totally

4. My role and expectations were clearly explained

0	1	2	3	4
Not at all		Somewhat		Totally

5. Expectations related to my schedule and supervision time were clearly explained

0	1	2	3	4
Not at all		Somewhat		Totally

6. Issues related to safety were adequately discussed

0	1	2	3	4
Not at all		Somewhat		Totally

7. My questions and concerns were adequately addressed

0	1	2	3	4
Not at all		Somewhat		Totally

8. I was given a tour of the agency and introduced to staff

0	1	2	3	4
Not at all		Somewhat		Totally

General comments about strengths and areas for improvement in orientation:

<u>Learning Opportunities</u>

1. The number of learning opportunities available were sufficient for my educational needs

0	1	2	3	4
Not at all		Somewhat		Totally

2. The types of learning opportunities supported the development of my professional values and skills

0	1	2	3	4
Not at all		Somewhat		Totally

3. I felt welcomed and supported by other staff members

0	1	2	3	4
Not at all		Somewhat		Totally

General comments about strengths and areas for improvement in learning opportunities:

Field Supervision - Quantity, Quality, and Content

1. A minimum of one hour of supervision was provided on a weekly basis by my Field Instructor

0	1	2	3	4
Not at all		Somewhat		Totally

2. Supervisory expectations were clearly explained

0	1	2	3	4
Not at all		Somewhat		Totally

3. My learning style and developmental needs were discussed

0	1	2	3	4
Not at all		Somewhat		Totally

4. Outside of regular supervision, there was adequate time for supervision from the Field Instructor or other staff members

0	1	2	3	4
Not at all		Somewhat		Totally

5. Supervision focused on my educational needs and development of my practice competencies

0	1	2	3	4
Not at all		Somewhat		Totally

6. Supervision encouraged the development of my self-awareness and self-reflection

0	1	2	3	4
Not at all		Somewhat		Totally

7. Supervision included discussion of Social Work values and ethics

0	1	2	3	4
Not at all		Somewhat		Totally

8. My Field Instructor supported the development of the Learning Contract

0	1	2	3	4
Not at all		Somewhat		Totally

9. The Learning Contract was used collaboratively to identify my strengths and learning needs

0	1	2	3	4
Not at all		Somewhat		Totally

10. My supervision facilitated the integration of my classroom learning

0	1	2	3	4
Not at all		Somewhat		Totally

Field Supervision - Supervisory Relationship

1. The supervisory relationship was supportive and I could be open and honest

0	1	2	3	4
Not at all		Somewhat		Totally

2. The supervisory relationship was openly discussed

0	1	2	3	4
Not at all		Somewhat		Totally

3. My Field Instructor was able to discuss and honor our cultural differences

0	1	2	3	4
Not at all		Somewhat		Totally

4. My Field Instructor was open to feedback and the discussion of differences

0	1	2	3	4
Not at all		Somewhat		Totally

5. My Field Instructor modeled practices consistent with professional values and ethics

0	1	2	3	4
Not at all		Somewhat		Totally

6. Feedback was provided on an ongoing basis throughout the year

0	1	2	3	4
Not at all		Somewhat		Totally

7. Feedback was provided in a way that was consistent with my learning style

0	1	2	3	4
Not at all		Somewhat		Totally

8. My Field Instructor identified my strengths and successes

0	1	2	3	4
Not at all		Somewhat		Totally

9. My Field Instructor identified areas needing improvement

0	1	2	3	4
Not at all		Somewhat		Totally

10. My Field Instructor facilitated the development of my own style and model of practice

0	1	2	3	4
Not at all		Somewhat		Totally

General comments about strengths and areas for improvement in supervision:

Check all the learning tools used in your Field Placement

___Role playing

___Shadowing, observing other staff/professionals

___Peer group supervision

___Reflecting and discussing feelings

___Discussing supervisory relationship

___Process recording

___Sharing and discussing classroom readings and assignments

___Staffing projects, initiatives, and committees

___Presenting in clinical, community, and/or management teams

___Attending agency or community-based trainings and conferences in field of practice

___Video and/or audio tapes

___Field journals or logs

___Using and critiquing community needs assessment tools (focus groups, surveys, etc.)

___Reviewing progress/case notes, assessments, summaries, treatment plans

___Discussing ethical issues

___Discussing the organizational context of practice

___Discussing the impacts of policy on practice

___Other:_____

Learning tools adapted from:

Baird, B. (1996) The internship, practicum, and Field Placement handbook. Upper Saddle River, NJ: Prentice Hall.

Bogo, M (2005) Field instruction in Social Work: A review of the research literature. The Clinical Supervisor

Vol. 24 (1/2):163-193.

Hendricks, Finch, & Franks (2005). Learning to teach, teaching to learn: A guide to Social Work field education. Alexandria, Virginia: CSWE Press.

Rogers, G, Collins, D., Barlow, C., & Grinnell, R. (2000) Guide to the Social Work Practicum. Itasca, IL:FE Peacock.

SOCIAL WORK
GROVE CITY COLLEGE

<u>Social Work Field Education Learning Contract</u>

Semester:	
Date Placement Begins:	
Date Placement Ends:	
Field Evaluation Date:	

Student Name:	
Agency Name:	
Agency Address:	
Field Instructor:	
Field Instructor Phone:	Click or tap here to enter text.
Field Instructor Email:	

<u>Student Weekly Schedule</u>

Monday	Tuesday	Wednesday	Thursday	Friday
Click or tap here to enter text.		Click or tap here to enter text.		Click or tap here to enter text.

<u>Field Instruction Weekly Supervisions Schedule</u>

Day:	Tuesday	Time:	1:00pm

Student Signature: _____

Field Instructor Signature: _____

Field Assignments for Developing Social Work Competencies:

Students will be evaluated on learning and developing competence on a broad range of professional areas of practice. The following competencies come from the Council on Social Work Education (CSWE) and are the basis of the Field Education curriculum. This learning contract should incorporate assignments or tasks that will provide opportunities for students to evidence competence.

1. **Demonstrate ethical and professional behavior.**
2. **Engage diversity and difference in practice.**
3. **Advance human rights and social, economic and environmental justice.**
4. **Engage in research-informed practice and practice-informed research.**
5. **Engage in policy practice.**
6. **Engage with individuals, families, groups, organizations, and communities.**
7. **Assess individuals, families, groups, organizations, and communities.**
8. **Intervene with individuals, families, groups, organizations, and communities.**
9. **Evaluate practice with individuals, families, groups, organizations, and communities.**

Please list the student's field assignments/activities and identify the competencies that the student will develop through each of these assignments. Make every effort to incorporate all 9 learning competencies into the student's field assignments/activities. For further specifics on each competency and practice behaviors see pages 7-9 of CSWE 2015 EPAS: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The following examples may be helpful to you:

Activity/Assignment 1: Assists in conducting a needs assessment of youth, ages 14-17, in the surrounding neighborhood

        Competencies: 1, 2, 3 and 7

Student will behave in a professional manner, review and apply appropriate methods of community assessment with attention to issues of diversity and social and economic justice for this particular community.

Activity/Assignment 2: Supports social worker in providing individual case management with 5 adults

        Competencies: 1, 2, 4 and 8

Student will work with social work and clients in a professional manner developing appropriate relationships paying attention to issues related to diversity. Student will utilize professional literature to inform his/her intervention and work collaboratively with other professionals involved in the care of the client.

Competency #1: Demonstrate Ethical and Professional Behavior

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		
`When faced with an ethical dilemma, the student will seek supervision and discuss appropriate resolutions	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
Student will keep a monthly journal to reflect their feelings and experiences	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation	☐ Midterm ☐ End of Term

	☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Ongoing
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
1.4 Use technology ethically and appropriately to facilitate practice outcomes		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Midterm ☐ End of Term ☐ Ongoing

	□ Other: _____	

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
1.5 Use supervision and consultation to guide professional judgment and behavior		
	□ Observation □ Documentation □ Assignment □ Discussion □ Journal □ Other: _____	□ Midterm □ End of Term □ Ongoing
	□ Observation □ Documentation □ Assignment □ Discussion □ Journal □ Other: _____	□ Midterm □ End of Term □ Ongoing
	□ Observation □ Documentation □ Assignment □ Discussion □ Journal □ Other: _____	□ Midterm □ End of Term □ Ongoing

Competency #2: Engage Diversity and Difference in Practice

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level		
	□ Observation □ Documentation □ Assignment □ Discussion □ Journal □ Other: _____	□ Midterm □ End of Term □ Ongoing
	□ Observation □ Documentation □ Assignment □ Discussion □ Journal □ Other: _____	□ Midterm □ End of Term □ Ongoing
	□ Observation □ Documentation	□ Midterm □ End of Term

	☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Ongoing
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experience		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing ☐Midterm ☐ End of Term ☐
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion	☐ Midterm ☐ End of Term ☐ Ongoing

| | ☐ Journal | |
| | ☐ Other: _____ | |

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

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
3.2 Engage in practices that advance social, economic, and environmental justice		
	☐ Observation ☐ Documentation ☐ Assignment	☐ Midterm ☐ End of Term ☐ Ongoing

	Measurement	Due Dates
	☐ Discussion ☐ Journal ☐ Other: _____	
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

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

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
4.1 Use practice experience and theory to inform scientific inquiry and research		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
4.3 Use and translate research evidence to inform and improve practice, policy, and service deliver		
	☐ Observation ☐ Documentation	☐ Midterm ☐ End of Term

	Measurement	Due Dates
	☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

Competency #5: Engage in Policy Practice:

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation	☐ Midterm

	☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		
	☐ Observation ☐ Documentation ☐ Assignment	☐ Midterm ☐ End of Term ☐ Ongoing

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
	☐ Discussion ☐ Journal ☐ Other: _____	
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

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

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation	☐ Midterm ☐ End of Term

	☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

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

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
7.2 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		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Midterm ☐ End of Term ☐ Ongoing

	☐ Other: _____	
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		

	Measurement	Due Dates
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

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

Task/Activities to Demonstrate Behaviors	Measurement	Due Dates
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion	☐ Midterm ☐ End of Term ☐ Ongoing

	☐ Journal ☐ Other:_____	
		☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other:_____	☐ Midterm ☐ End of Term ☐ Ongoing
		☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goal		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

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

Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
9.1 Select and use appropriate methods for evaluation of outcome		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation	☐ Midterm ☐ End of Term

	☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcome		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing
	☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal ☐ Other: _____	☐ Midterm ☐ End of Term ☐ Ongoing

Field Placement Time Sheet

Week	Dates	Days/Hours Worked					Weekly Total
		Mon	**Tue**	**Wed**	**Thur**	**Fri**	
1	Click or tap here to enter text.						
2	Click or tap here to enter text.						
3	Click or tap here to enter text.						
4	Click or tap here to enter text.						
5	Click or tap here to enter text.						
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8	Click or tap here to enter text.						
9	Click or tap here to enter text.						
10	Click or tap here to enter text.						
11	Click or tap here to enter text.						
12	Click or tap here to enter text.						
13	Click or tap here to enter text.						
14	Click or tap here to enter text.						
15	Click or tap here to enter text.						
Total							

Student Signature:		Date:	
Field Instructor Signature:		Date:	

GROVE CITY COLLEGE

Field Placement Competencies Evaluation Instrument

Student Name:	Click or tap here to enter text.
Agency Name:	Click or tap here to enter text.
Agency Address:	Click or tap here to enter text.
Field Instructor:	Click or tap here to enter text.
Field Instructor Phone:	Click or tap here to enter text.
Field Instructor Email:	Click or tap here to enter text.
Date of Evaluation:	Click or tap here to enter text.

The Council on Social Work Education (CSWE) defines field education as a "signature pedagogy." The knowledge, values, cognitive/affective responses, and skills learned throughout the student's academic career are demonstrated through nine competencies.

Please use the scale below to thoughtfully rate the student's current competency in each area.

1: Unacceptable Progress	The student has not achieved competency despite opportunities in this area
2: Insufficient Progress	The student has to consciously work on this area and rarely demonstrates awareness
3: Emerging Competence	This area is becoming more integrated in the student's practice
4: Competence	This area is completed with confidence and is an integral part of the student's practice
5: Advanced Competence	The student completes this area with sufficient mastery to teach others
NA	Opportunities to demonstrate the competency were not available

Competency #1: Demonstrate Ethical and Professional Behavior

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
A1	Student makes ethical decisions by applying the standards of the NASW Code of Ethics in the Field Placement context						
A2	Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations						
A3	Student demonstrates professional demeanor in behavior, appearance, and all communications						
A4	Student uses technology ethically and appropriately to facilitate practice outcomes						
A5	Student uses supervision and consultation to guide professional judgement and behavior						

		Scale					
	Overall Evaluation of Competency #1	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

Competency #2: Engage Diversity and Difference in Practice

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
B1	Student applies and communicates understanding of the importance of diversity and differences in shaping life experiences at the micro/mezzo/macro levels						
B2	Student presents him/herself as a learner and engages clients and constituencies of their own experiences						
B3	Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents						

		Scale					
	Overall Evaluation of Competency #2	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

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

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
C1	Student applies their understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels						
C2	Student engages in practice that advances social, economic, and environmental justice						

		Scale					
	Overall Evaluation of Competency #3	5	4	3	2	1	NA
	Areas for Continued Growth:

Additional comments: | | | | | | |

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
D1	Student uses practice experience and theory to inform scientific inquiry and research						
D2	Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings						
D3	Student uses and translates research evidence to inform and improve practice, policy, and service delivery						

		Scale					
	Overall Evaluation of Competency #4	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

Competency #5: Engage in Policy Practice

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
E1	Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services						
E2	Student assesses how social welfare and economic policies impact the delivery of and access to social services						
E3	Student applies critical thinking to analyze, formulate, and advocate for polices that advance human rights and social, economic, and environmental justice						

		Scale					
	Overall Evaluation of Competency #5	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:	

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

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
F1	Student applies knowledge of HBSE, person-in-environment, and other theoretical frameworks to engage with clients						
F2	Student uses empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies						

		Scale					
	Overall Evaluation of Competency #6	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

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

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
G1	Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies						
G2	Student applies knowledge of HBSE, person-in-environment, and other theoretical frameworks in the analysis of assessment data from clients and constituencies						
G3	Student develops mutually agreed-upon intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						
G4	Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						

		Scale					
	Overall Evaluation of Competency #7	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

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

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
H1	Student critically chooses and implements interventions to achieve practice goals and enhance client capabilities						
H2	Student applies knowledge of HBSE, person-in-environment, and other theoretical frameworks in interventions with clients and constituencies						
H3	Student uses inter-professional collaboration to achieve beneficial practice outcomes						
H4	Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies						

		Scale					
	Overall Evaluation of Competency #8	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

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

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Dimension		Scale					
		5	4	3	2	1	NA
I1	Student selects and uses appropriate methods for evaluation of outcomes						
I2	Student applies knowledge of HBSE, person-in-environment, and other theoretical frameworks in evaluating outcomes						
I3	Student critically analyzes, monitors, and evaluates interventions and program processes and outcomes						
I4	Student applies evaluation findings to improve practice effectiveness at all levels						

		Scale					
	Overall Evaluation of Competency #9	5	4	3	2	1	NA
	Areas for Continued Growth: Additional comments:						

Signatures

By signing below, I confirm my collaboration with this evaluation and agreement that any problem areas have been discussed.

Student		Date:	
Field Instructor		Date:	
Field Placement Director		Date:	

Release of Information

I, _____, approve the release of pertinent information between the Social Work Program faculty and Field Placement agencies. I agree that copies of my reference letters may also be made available to agencies upon request.

Students will be notified of any information to be disclosed prior to the disclosure.

_____
Signature

_____
Date

CSWE Core Competencies

Our national accrediting body, the Council on Social Work Education (CSWE), has adopted a competency-based framework to evaluating educational programs. The goal of an outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. Using an approach that begins with outcomes, programs develop content, pedagogy, and activities that provide opportunities for students to learn and develop competencies.

The nine competencies identified by the CSWE are as follows:

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 additional 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. 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 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:

- 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 roles in advancing a science of Social Work and evaluating 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 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. 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 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 to 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 with 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 methods of assessment with diverse clients and constituencies to advance practice effectiveness. 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 the 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:

- 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-professional 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 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

NASW Code of Ethics

Preamble

The primary mission of the Social Work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to Social Work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

The Code identifies core values on which Social Work's mission is based.

The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide Social Work practice.

The *Code* is designed to help Social Workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The *Code* provides ethical standards to which the general public can hold the Social Work profession accountable.

The *Code* socializes practitioners new to the field to Social Work's mission, values, ethical principles, and ethical standards.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social Workers challenge social injustice.*

Social Workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social Workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and

other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social Workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social Workers understand that relationships between and among people are an important vehicle for change. Social Workers engage people as partners in the helping process. Social Workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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.

1.1 SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.2 Commitment to Clients

Social Workers' primary responsibility is to promote the wellbeing 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.)

1.3 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.

1.4 Informed Consent

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.

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.

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.

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.

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

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

1.5 Competence

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.

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.

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

1.6 Cultural Competence and Social Diversity

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

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.

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

1.7 Conflicts of Interest

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.

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

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.)

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

1.8 Privacy and Confidentiality

Social Workers should respect clients' right to privacy. Social Workers should not solicit private information from clients unless it is essential to providing services or conducting Social Work evaluation or research. Once private information is shared, standards of confidentiality apply.

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.

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

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.

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.

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

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.

Social Workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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.

Social Workers should protect the confidentiality of clients when responding to requests from members of the media.

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.

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

Social Workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and Social Work licensure.

Social Workers should take reasonable precautions to protect client confidentiality in the event of the Social Worker's termination of practice, incapacitation, or death.

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

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

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

1.9   Access to Records

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.
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.

1.10 Sexual Relationships

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

1.11 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.

1.12 Sexual Harassment

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

1.13 Derogatory Language

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

1.14 Payment for Services

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.
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.

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

1.14 Clients Who Lack Decision-making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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.
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.
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.
 Social Workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
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.
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

2.1 Respect

Social Workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
Social Workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
Social Workers should cooperate with Social Work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.2 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.

2.3 Interdisciplinary Collaboration

Social Workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing 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.
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 wellbeing.

2.4 Disputes Involving Colleagues

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.

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.

2.4 Consultation

Social Workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients. 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.

When consulting with colleagues about clients, Social Workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.5 Referral for Services

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

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.

Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring Social Worker.

2.6 Sexual Relationships

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

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.

2.7 Sexual Harassment

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

2.8 Impairment of Colleagues

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.

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.

2.9 Incompetence of Colleagues

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.

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

Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. 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.

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.

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

Social Workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.1 Supervision and Consultation

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

Social Workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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.

Social Workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.2 Education and Training

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.

Social Workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

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.

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

3.3 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.

3.4 Client Records

Social Workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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.

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.

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

3.5 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.

3.6 Client Transfer

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. 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.

3.7 Administration

Social Work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs. 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. Social Workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
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*.

3.8 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.

3.9 Commitments to Employers

Social Workers generally should adhere to commitments made to employers and employing organizations.
Social Workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
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.
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*.
Social Workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
Social Workers should accept employment or student field placements only in organizations with fair personnel practices.
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.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.1 Competence

Social Workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
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.
Social Workers should base practice on recognized knowledge, including empirically based knowledge, relevant to Social Work and Social Work ethics.

4.2 Discrimination

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

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 Impairment

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.
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.

4.6 Misrepresentation

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. Social Workers who speak on behalf of professional Social Work organizations should accurately represent the official and authorized positions of the organizations.
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.

4.7 Solicitations

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

4.8 Acknowledging Credit

Social Workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
Social Workers should honestly acknowledge the work of and the contributions made by others.

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

5.1 Integrity of the Profession

Social Workers should work toward the maintenance and promotion of high standards of practice.
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.
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.
Social Workers should act to prevent the unauthorized and unqualified practice of Social Work.

5.2 Evaluation and Research
Social Workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
Social Workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
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.
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.

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 inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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.

Social Workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

Social Workers should take steps to ensure that participants in research have access to appropriate supportive services.

Social Workers engaged in research should protect participants from physical or mental distress, harm, danger, or deprivation.

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.

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.

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

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.

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

Social Workers should educate themselves, their students, and their colleagues about responsible research practices.

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

5.1 Social Welfare

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

5.2 Public Participation

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

5.3 Public Emergencies

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

5.4 Social and Political Action

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.

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

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.

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