# Table of Contents

ADA and Title IX ........................................................................................................... 3  
University History ........................................................................................................ 3  
Mission & Philosophy .................................................................................................. 3  
Accreditation and Authorization .................................................................................. 5  
Social Work Program Mission Statement .................................................................. 5  
Program Goals ............................................................................................................. 6  
Program Objectives ..................................................................................................... 6  
Program Definition of Generalist Practice .................................................................. 11  
Field Instruction Component ....................................................................................... 11  
Selection of Agencies and Field Supervisors .............................................................. 12  
Agency Effectiveness for Field Instruction .................................................................. 13  
Policies/Procedures for Admittance to Field Education ............................................. 13  
Assignment of Student to Field Agency ..................................................................... 14  
Reassignment – Termination Procedures .................................................................... 15  
Field Placements in One’s Employing Agency ............................................................. 15  
Monitoring Students .................................................................................................. 16  
Student Orientation to Field Education ...................................................................... 16  
Clock Hour Requirements ............................................................................................ 17  
Travel Reimbursement ................................................................................................. 17  
Insurance ..................................................................................................................... 17  
Student Accountability and Professional Behavior .................................................... 18  
Brescia University Social Work Program and the Learning Plan & Evaluation ........... 18  
NASW Code of Ethics .................................................................................................. 20  
Memorandum of Agreement ....................................................................................... 44  
Application for Field Practicum ................................................................................... 49  
Orientation to Field Agency Checklist ......................................................................... 50  
Request for Agency Reassignment .............................................................................. 51  
Field Agency Information Sheet ................................................................................... 52  
Midterm Evaluation for Field Practicum I/II ............................................................... 54  
Learning Plan and Evaluation Form ............................................................................. 55  
Field Supervisor’s Evaluation ...................................................................................... 75  
Student Evaluation of Field Practicum ....................................................................... 76  
Student Monthly Time Sheet ....................................................................................... 78  
Student Acknowledgement Form ................................................................................ 79
ADA

Non-discrimination
In accordance with Titles VI and IX, the rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, Brescia University will not discriminate against any student, employee, or applicant to become such, on the basis of race, color, religion, gender, national origin, age or disability. With respect to religion, as permitted by law, the university reserves the right to employ those persons who are committed to the values and mission of the university and its religious heritage.

Title IX: Sexual Harassment, Misconduct, and Assault
Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

— Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)

Title IX prohibits discrimination based on sex in educational programs and activities that receive Federal financial assistance. Examples of programs and activities that are subject to Title IX include admissions, recruitment, financial aid, academic programs, athletics, housing and employment. Title IX also protects students from sexual harassment, including sexual violence, such as rape, other forms of sexual assault, sexual battery and sexual coercion.

Brescia University Title IX Coordinator
Brescia University’s mission embodies commitment to promote and protect the personal dignity and well-being of every member of the Brescia community. Sexual harassment, sexual assault and other forms of sexual misconduct are antithetical to the commitment. Moreover, they constitute unlawful sex discrimination and are an affront to justice. All forms of sexual misconduct are prohibited by Brescia University.

Brescia’s Title IX Coordinator monitors and oversees the university’s compliance with Title IX and the prevention of sex harassment and discrimination, including the coordination of education and training activities and the response to Title IX complaints. Students, faculty, administrators, staff, or others who participate in Brescia’s education programs and activities with questions, concerns, or complaints about sex discrimination, sex harassment or sexual misconduct are encouraged to contact the Title IX Coordinator:

Tammy Keller
Director of Human Resources
270-686-4246
tammy.keller@brescia.edu
Administration Building 161
THE UNIVERSITY

HISTORY

Brescia University originated in 1925 with the Mount Saint Joseph Junior college for Women in Maple Mount, Kentucky. Between 1925 and 1950 coeducational extension courses offered in Owensboro by the Ursuline Sisters of Mount Saint Joseph led to the creation of a second campus. After 1949, the two campuses were consolidated at the present site of Brescia University. In 1951 the newly founded Brescia College began operating as a four-year college and, in 1998, became Brescia University, an independently supported Catholic coeducational institution offering both undergraduate and graduate coursework.

MISSION

Brescia University is a Catholic, liberal arts institution founded in the Ursuline tradition of personal and social transformation through education.

Directed to academic and moral excellence in a student-centered environment, Brescia offers undergraduate and graduate programs that serve students who seek success through rewarding careers and service to others.

PHILOSOPHY

Faithful first to the needs of our students, and in affirmation of the principle of academic freedom and with respect for individual conscience and religious liberty, we welcome students, faculty, and staff of all faiths to share in the Brescia Difference in the pursuit of the vision and mission of our University. With firm conviction in the power of education to shape lives and communities, we identify the key concepts of Brescia University’s educational philosophy in the following manner.

1) Catholic. As a Catholic institution, Brescia University shares the contemporary church mission to proclaim the gospel, uphold human dignity, participate in God’s ongoing creation, and serve others. In fulfilling this ecclesial mission, the University seeks to preserve and enrich the Catholic tradition of dialogue between faith and reason in the pursuit of truth in a manner that is open to and respectful of all faith traditions; to promote Respect for the Sacred, especially in human beings; and to promote Growth in Moral Virtue. As an Ursuline institution, Brescia University embodies the Ursuline core values of community, leadership, justice, service and seeks to instill these values in its students. Brescia University provides its students with

— a faith community on campus, including Ursuline Sisters, which serves as a basis for pastoral care;
— courses in theology, philosophy, and ministry;
— opportunities to participate in the sacramental life of the Catholic Church on campus;
— opportunities for ecumenical religious expression and growth in personal faith, regardless of denominations; and
— opportunities to prepare for ministerial service within the Catholic Church.
2) **Liberal Arts.** Faithful to the Ursuline academic tradition that promotes **Devotion to Learning**, Brescia University provides a quality liberal arts education that shapes the whole person and is characterized by the search for truth and beauty. Those educated in the Catholic intellectual tradition practiced by the followers of Saint Angela Merici aspire to an independence of spirit, a creative adaptability to change, and an openness to life-long learning. Thus, Brescia University seeks a partnership of all its members to impart to its students the knowledge, skills, and values befitting a free, educated person. As articulated in its educational outcomes, Brescia University provides its students with

- General Education Requirements that establish a strong foundation for achieving its educational outcomes;
- components in all majors that deepen and refine the achievement of these outcomes; and
- a co-curriculum that complements these liberal arts goals of the General Education Requirements and the majors

3) **Career Preparation.** Career development at Brescia University occurs within academic programs that are in tune with the job market. In addition, academic advisors advise their majors about career opportunities in their field and help prepare them for entry into those careers. Brescia also provides its students with

- opportunities for practica and internships;
- preparation and opportunities for graduate school;
- the Career Development Office, which assists students seeking employment or admission to graduate school; and
- ongoing development and evaluation of academic programs to correspond with employment trends.

Finally, Brescia University enhances the career preparation of its students not only by providing them with a quality liberal arts education, but also by guiding its students in ethical decision-making as expressed in the **University’s Commitment to Growth in Virtue.** As a result of a Brescia education, graduates will use values-driven critical thinking and creative problem-solving skills in their chosen careers.

4) **Service to Others.** Recognizing that education must include the development of character, Brescia University actively engages in the **Promotion of Servant Leadership**, encouraging students, staff, and faculty to serve, in imitation of Christ, within their professional, personal, and social lives. Since moving to Owensboro in the 1940’s, when the Ursuline Sisters began offering coeducational classes at the request of the local community, Brescia University has established a history of serving Owensboro and the surrounding region. In keeping with the Ursuline tradition of service and with the gospel call to a life of witness and service, Brescia University provides

- clubs, class activities, and majors directed to community service;
- support for student, faculty, and staff participation in community and professional organizations;
- campus resources, including personnel and facilities, to serve the community; and
- workshops, speakers, and institutes designed to meet community needs.
**Social Work Profession**

Social work is a profession concerned with the prevention and amelioration of social problems and the enhancement of the quality of human life. Social workers achieve these goals through direct practice with individuals, families, groups, and community organizations; advocacy; social planning; social policy analysis and formulation; research; and administration. Social work practice helps people mobilize their resources to deal with present circumstances and to enlarge their prospects for the future. Since problems of the individual cannot be seen in any meaningful way in isolation from the broad social and community context in which they occur, social work also takes a leadership role in bringing about institutional change.

**ACCREDITATION AND AUTHORIZATION**

Brescia University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award Associate, Baccalaureate degrees and Masters Degrees. Brescia University’s Social Work Program is accredited by the Council on Social Work Education.

**Brescia University Social Work Program Mission Statement**

Reflecting both the mission of Brescia University and the purpose of the social work profession, the mission of the Social Work Program is to promote the well-being of the citizens of Owensboro/Daviess County, the Commonwealth of Kentucky and beyond ---by creating awareness of social problems and injustices, and through educating students in ethical social work practice. Guided by a curriculum in the liberal arts, we transfer knowledge based on scientific inquiry within the person and environment construct. We emphasize the beauty of human diversity while addressing issues that limit human rights locally and around the world. Specific attention is placed on empowering individuals and groups that are denied social and economic justice and enhancing quality of life for all persons.

**Program Goals:**

1. To prepare competent and ethical generalist social workers ready for agency-based practice.

2. To prepare social work graduates to continue their formal education in a graduate program of study.

3. To build and maintain collaborative community partnerships that furthers the mission of social work and address issues of social justice.
Program Objectives

Our goals are operationalized in the following objectives. They correspond to the Educational Policy Standards of the Council on Social Work Education:

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; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

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

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

• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and 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; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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

2015 Educational Policy and Accreditation Standards (CSWE.org)

GENERALIST PRACTICE

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.
FIELD INSTRUCTION COMPONENT

Overview

The importance of the field instruction component in the undergraduate social work curriculum is reflected in the Council of Social Work education Curriculum Policy Statement. The field component is experiential in nature and focus. The field Component provides practical experience in the application of the theory and skills. The core principles unifying the curriculum include preparing students for generalist practice and ensuring a special commitment to oppressed and diverse groups in society. The complexity of human and social problems requires that social work practitioners be prepared to respond with a variety of roles and intervention strategies to produce social change.

The field component provides an opportunity for students to apply conceptual material to practice situations. The field component is taken in the senior year with the expectation that students will integrate knowledge from previous and concurrent classroom courses. Field instruction allows the student to integrate the knowing and doing of professional practice. The field experiences of a student in an agency are expected to be inclusive of the curriculum foundation areas. The field placement of a student in an agency is a broad-based learning experience and the agency social worker instructor is a key person in promoting this essential integration.

Social work students spend a minimum of 450 hours in a social service agency as part of the major degree requirements. The mission of field education is to produce a professionally reflective, self-evaluation, knowledgeable and developing social worker. Additionally, field education seeks to further a commitment on the part of students to continuing education and growth, as well as fostering a sense of inquiry about professional practice.

Sequencing

The student completes a total of 450 clock hours in the Field Education component of the Social Work Program. Social Work 305 requires the completion of 170 clock hours; Social Work 406 requires the completion of 280 clock hours. Both courses also require the student to attend a weekly, field seminar concurrent with the field practicas. The field seminars focus on building and integrating the skills and experiences gained in practicas (SW 305 & 406). The seminars provide a setting where students discuss ideas, professional concerns, seek information from peers and Program faculty, provide a forum for class-field learning integration, and offer the opportunity to process the frustrations, questions, and challenges of daily practice. Ethical decision-making is processed and discussed, and continuing education and growth is fostered by discussion. Both Social Work 305 and 406 are taken during the student’s senior year, upon completion of all required pre-requisite social work courses. The practicum placement is the same for both SW305 and SW406.
Selection of Agencies and Field Supervisors

The importance of an appropriate field setting cannot be overemphasized for it is in this context that a student seeks to fulfill experiential learning needs, and develop practice skills. Without the cooperation of field agencies, the Program of Social Work would be unable to meet its educational goals and fulfill its mission.

The Director of Field Education approves all agencies for field placement. Approval is dependent upon the agency’s willingness to accept students and to provide the necessary opportunities and experiences for achieving the educational outcomes of the Program.

The agency in which the student is placed and Brescia University become partners in preparing students for professional generalist social work practice. The agency provides the student with the opportunity to apply the knowledge, test the theory, and practice the skills learned in the classroom.

The agency must have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to the BSW experience.

The agency must recognize the importance of the field instruction process and make arrangements for the Agency Field Supervisor to provide the student with consultation. The Field Supervisor should allow for a minimum of two hours per week in scheduled consultation on issues related to the field practicum.

The Director of Field Education is available for assistance and consultation on issues related to the field practicum.

As a condition of accepting students into the agency for the field experience, the agency director will review and sign the Memorandum of Agreement, as will the Director of Field Education and the Academic Dean of Brescia University. The Program requires that agency field supervisor hold a CSWE-accredited baccalaureate or master’s social work degree. In agencies that do not meet this requirement, but do offer experiences with diversity, a social worker outside the agency is sought to provide the Social Work Field Instruction. This is met with approval of the agency director and agency supervisor of the student. The selected field supervisor must hold a CSWE-accredited baccalaureate or master’s social work degree. It is rare that this situation occurs. In working with these agencies, it is our hope that they will in time hire a BSW or MSW social worker.

Agency Field Supervisors are required to provide to the Brescia University Social Work Program their resume, reflecting their education and work experience.

The Field Instructor maintains contact with the Agency field supervisor through conference calls, e-mails, mid-term and the end of the semester evaluations. In the event a problem should arise requiring the Field Instructor’s attention, additional agency contact via emails and conference calls will occur.
Agency Effectiveness for Field Instruction

At the end of the SW406 Field Practicum semester, the student is asked to fill out a questionnaire regarding the student experience at the agency assigned. Continued use of approved agencies/field supervisors is dependent on the agencies’ ability to meet the educational needs of the field practicum students.

Also, at the mid-term and final evaluation meeting between the student, field supervisor and Field Instructor, the student is given an opportunity to discuss any pertinent issues regarding the field placement learning experience. An openness for constructive criticism is encouraged by both the agency field supervisor and the Field Instructor.

Policies/Procedures for Admittance to Field Education

All social work majors must successfully complete SW305/406. (Credit for experiential learning prior to Field is NOT given).

The student must register for Field I the semester preceding placement. This occurs two weeks after mid-term. Students are informed of this process through advisement and emails. It is the responsibility of the student to be aware of eligibility and requirements for Field Practicum, and take the initiative in contacting his/her advisor regarding pre-registration. It is also the student’s responsibility to complete the Application for Field and submit by the due date given.

Upon receipt of application for Field Practicum, the Director of Field Education will verify eligibility. Students may not enroll in Social Work 305 or 406 without senior status and completion of Social Work 280, 301, 302, 304. This must be followed unless special permission is given by the Director of the Social Work Program. Students receiving a “D” in any required social work course will not be allowed to enroll in Field I or II until the deficiency is corrected. Also, a student on academic probation will not be allowed to be in Field I or II until the probation is lifted.

All students must provide verification of individual professional liability insurance coverage in effect during the time of field practicum. Students must also be members of NASW in effect during the time of field practicum. A student will not be allowed to begin participating in field practicum at an agency until proof is submitted to the Director of Field Education. Application for NASW membership and professional liability insurance is available online www.socialworkers.org and www.americanprofessional.com. Students are informed of these requirements through advisement, email, and announcements in the Practice I classes.

***Please note that students who cannot pass a criminal record check in a field practicum agency may not be able to pass the field component for the Social Work degree. It may be difficult to obtain a field practicum placement for a student with a criminal record. This information should be disclosed by the student at the time of Admission to the Program.
Students who cannot complete the Field Education requirement will not be candidates for the BSW degree at Brescia University.

Assignment of Student to Field Agency

The procedure for obtaining a practicum placement is one of matching the needs and learning goals of the student with the Agency. Prior to beginning Field Practicum I, students will review the BSW Program Field Handbook, and sign the Field Handbook Acknowledgement Form. All requirements for field practicum are discussed in the BSW Program Field Handbook. Students contact prospective Field Agencies and provide the following information to the Director of Field Education:

1. Name and ALL contact information for the agency.
2. Name and ALL contact information for the social worker within the agency that will serve as the student's Field Supervisor.
3. Proof of NASW membership
4. Proof of Student Liability Insurance.
5. Application to Field I.
6. Acknowledgement Form.

Students who have met the prerequisites for SW305, Field I, will be notified via email of the deadline for submitting required information and documentation. The student will complete both practicas in the same agency. Once an agency assignment is made, it will not, under ordinary circumstances, be changed.

Reassignment – Termination Procedures

In the event that the need for reassignment arises after the student is in placement, the outcome will depend upon the nature of the problem. If the agency is unable to continue to offer educational opportunities and the student is doing acceptable work, the Director of Field Education, may approve an alternate reassignment as quickly as possible.

If the student is asked to leave the agency, the agency Field Supervisor is requested to state in writing the reasons for the termination after discussing with the Director of Field Education and the student. This decision by the agency to terminate a student is final. If the student wishes to pursue a reassignment, he or she must submit in writing a request for reassignment and will be asked to address the concerns of the terminating agency. The “Request for Re-Assignment” form is found in the Field Handbook appendix. The Director of Field Education will convene with the Admission and Retention Committee to review the request for reassignment and assess readiness for reassignment. This committee consists of the Director of the Social Work Program, Director of Field Education, faculty member of the Social Work Program, and a member of the
Social Work Program Advisory board. For the online field student, this meeting will take place via conference call or webcam. If the student does not concur with the decision of the committee, the student can appeal as specified in the Brescia University Student Handbook. In all cases, reassignment is contingent on the availability of an appropriate placement. We hope the use of this procedure will be rare and that regular communication between parties will usually facilitate problem-resolution.

Students requesting reassignment for reasons other than those addressed above must submit their request in writing, and the request will be reviewed by the above committee. Students are to submit reassignment requests only after serious consideration. In addition, any reassignment is contingent on the availability of an appropriate substitute placement.

Reasons for termination from Social Work Field Education and/or the Social Work Program, other than the above mentioned, may be found in the Social Work Student Handbook.

**Field Placements in One’s Employing Agency**

When assigning a student to a field practicum, the primary consideration is whether or not the opportunity to meet the learning objectives of the field component is present. Additionally, the importance of ensuring that each student has a wide range of new professional learning experiences and responsibilities is a vital concern. This is especially a concern when a student wishes to be placed in an agency in which the student is currently employed. The following criteria must be met for this circumstance:

1. The student’s time must be spent in new learning experiences other than those required for employment.
2. Students must be willing to put in the additional time to meet the educational requirements for field practicum
3. The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirements of field practicum. This supervision must be by a BSW social worker or an MSW social worker.
4. The student must present a written proposal to the Director of Field Education for approval. The proposal must include plans for and verifications of how the three criteria above will be met. It must be signed and dated by the student, agency supervisor and potential social work practicum supervisor.

**Monitoring Students**

Evaluation should be an on-going part of the field practicum. The field supervisor and Field Instructor should keep the student informed of his/her progress through student conferences and supervision sessions.
Agency field supervisors are expected to meet with the field student on a weekly basis… preferably a minimum of two hours per week. The field supervisor monitors the student’s progress regarding the learning objectives set by the student and field supervisor, answers questions related to the field practicum, and discusses with the student any issues that may arise regarding the field practicum. Field supervisors/students are encouraged to contact the Director of Field Education should problems arise that they feel they need assistance with. The Agency field supervisor evaluates the student at mid-term and at the end of the semester. The evaluations are shared with the student and with the Field Instructor. The purpose of the formal evaluations is to examine the student’s strengths and weaknesses, accomplishments, and the student’s performance/growth regarding the learning objectives. The final grade is determined by the Field Instructor, based on the student’s performance in the field practicum, in the field seminar, and written assignments. All forms are found within the Field Handbook’s Appendix.

Each student shall keep an accurate record of the time spent in the agency by keeping an activity log as well as filling out a monthly time sheet. Both the student and the Field Supervisor must sign and date each time sheet before it is turned in. The student’s attendance at the agency, according to the schedule worked out with the Agency field supervisor, is an unquestioned expectation and responsibility of the student.

**Student Orientation to Field Education**

**Brescia University**

An orientation session will be conducted during the first Field Seminar. In addition, Orientation Modules will be made available to student prior to beginning practicum hours. (New orientation modules are in progress, and more information will be available upon completion) This orientation will cover the purposes, requirements, and objectives for field practicum.

**Agency**

Orientation to the specific agency and its clients is the responsibility of the agency field supervisor. It is generally recognized that some form of planned orientation is beneficial to students. The agencies are provided an Orientation to Field Agency Checklist that is useful for new field students.

**Clock Hour Requirements**

Social Work 305 Field Practicum I/Seminar and Social Work 406 Field Practicum II/Seminar are field practice courses requiring 450 clock hours (170 hrs. for SW 305, 280 hrs. for SW 406) in the field practicum agency on a schedule negotiated by the student with the agency field instructor.

These are the minimum time requirements for each field practicum course. Any time spent in agency orientation prior to the beginning of SW 305 and 406 is not considered part of the clock
hour requirements unless prior approval is obtained. Time spent in the field seminars is not considered part of the clock hour requirements for SW 305 and 406. In the case of lost hours because of health reasons, inclement weather, lack of transportation, etc., students are expected to make up these hours to the satisfaction of the agency field supervisor. Attendance at a training seminar, workshop, or conference is subject to the approval of the agency field supervisor and the Director of Field Education. Transportation time to and from the agency is not considered part of the learning time. Dining time is not considered part of the learning time. Students in practicum observe all official university holidays and are not required to be at their practicum site on these days unless previously agreed upon by the student and his/her field instructor.

**Travel Reimbursement**

The University does not provide any travel reimbursement for students traveling to their field practicum assignments. However, some agencies reimburse students for any agency related travel. If they do not, students are responsible for all expenses incurred. In some cases, a heavy financial burden is placed on students. It is hoped that supervisors keep this in mind when planning assignments. Transportation problems, which interfere with student practicum responsibilities, should be brought to the attention of the Director of Field Education.

**Transporting Agency Clients**

The Brescia University Social Work Program DOES NOT allow field practicum students to transport clients in their private vehicle OR in an agency vehicle. Field students may accompany an agency employee in transporting clients.

**Insurance**

Students are required to provide evidence of current professional liability insurance prior to beginning field practicum. Insurance coverage is obtained through the National Association of Social Work. The student must provide evidence of current membership of NASW and student liability insurance prior to beginning practicum. [www.socialworkers.org](http://www.socialworkers.org) and [www.americanprofessional.com](http://www.americanprofessional.com)

**Student Accountability and Professional Behavior**

Confidentiality is a special concern, especially in rural areas in which many Brescia students are placed. Confidentiality is stressed throughout the social work curriculum. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve. Students are expected to adhere to all of the agency policies on confidentiality and standards for professional behavior.

In the field, students are representatives of the Agency and are expected to behave in a way that reflects accountability to the agency, community, clients and Brescia University. Students are expected at all times to adhere to basic social work values and ethics.
It is required that students notify their Agency field supervisor if they will be absent from their practicum. The student is responsible for developing a plan with their supervisor on how they will make up the missed clock hours of work.

*Credit for Experiential Learning: Students with a work history in human service agencies are NOT given credit for this.

Brescia University Social Work Program
Learning Plan and Evaluation

Functions of a Learning Plan:

1. **Guiding Your Educational Experience:**

   For the present, the Learning Objectives/Competency Tasks will serve as a guide for your learning objectives this semester, reflecting your needs and goals. They will help you develop not only your educational goals, but your professional goals as well. More important to you as a student, the Competency Tasks will serve as a written statement of the expectations for the learning experience by not only yourself, but also the Agency Field Supervisor and the Field Instructor. Finally, the tasks will help serve as a measure to evaluate your performance.

2. **Developing Your Professional Skills:**

   By learning to write Learning Objectives/Competency Tasks, you will also be developing skills that are important in the social work profession. These skills can later be transferred to developing expertise in problem solving, program development and evaluation, leadership, grant writing, etc.

   The development of these Learning Objectives/Competency Tasks calls upon knowledge and skills essential to the field of social work. The competent generalist practice social worker must have the ability to clearly express objectives and corresponding tasks which are achievable and measurable.

3. **Writing Learning Objectives/Competency Tasks:**

   The Learning Plan includes definitions for competency demonstration in four areas: Skill demonstration, knowledge, cognitive and affective processes, and values. The Learning Plan is laid out in such a way as to identify tasks designed to demonstrate competency on these four levels, while allowing students and their supervisors to personalize the tasks to the practice setting by answering three questions:

   What will you do?
   With whom will you do it?
   How long will you do it?
Students and their supervisors will include in the Learning Plan the method of evaluation by asking:

How will you show the degree to which you have demonstrated this skill? (e.g., direct observation, discussion, progress notes, process recordings, etc.).

The Learning Plan and Evaluation are included in the “Forms” section of this handbook.

The Basics – Preparing the Student for Graduate Study

What to expect…

APA Style

All papers must be written in APA style. Papers written in other styles will not be graded. I suggest you buy the APA software and familiarize yourself with it. It will make your life much simpler!

Spelling, grammar, etc…

These elements will be a consideration when your grade for a paper is assigned. Papers must always be typed. Be sure to use the spell check and grammar check elements of your word processor.

References

Peer reviewed journals are the most acceptable sources of reference for papers. The databases available at the library or online will allow you to select only peer-reviewed journals in your searches for references. If you must use other sources such as newspapers, use them very sparingly. Books are only marginally acceptable as references, textbooks almost never acceptable.

Scholarship

It is expected that the student will read the assigned material. Students are encouraged to raise questions about anything not understood.

Students are also expected to bring information related to current study to the class. Show the instructor that you have read and understand the material by bringing additional material to the class.

Always be prepared to discuss the elements of a paper submitted. Be sure to have a good understanding of what has been written.

Academic Dishonesty
Incidents of Academic dishonesty such as cheating and plagiarism will not be tolerated. Please refer to the Student Handbook for the policy. Violations of this policy will result in the student receiving a zero grade on the test/assignment and/or failing the course.

**Conduct**

Students are expected to conduct themselves in a responsible manner by showing courtesy and respect for faculty members and fellow students during chat sessions and while in the practicum agency. Students should not have personal conversations during the instruction period. Students should be respectful of others’ ideas/opinions and not interrupt another’s answers. Students should minimize disruptions such as logging in late, leaving early and taking bathroom breaks during the class period. Students displaying inappropriate, disruptive, or disrespectful conduct in seminar will be asked to log out. Students displaying inappropriate, disruptive, or disrespectful conduct while in the Field agency, may be asked to leave the agency, which could result in failing Field.

**NASW Code of Ethics**

**Overview**

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

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 56 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merged of seven predecessor social work organizations to carry out three responsibilities:

* Strengthen and unify the profession
* Promote the development of social work practice
* Advance sound social policies.

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

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

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

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

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

**Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

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

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

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

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

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

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

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

Value: Dignity and Worth of the Person

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

Value: Importance of Human Relationships

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

Value: Integrity

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

Value: Competence

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

Ethical Standards
1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

### 3.02 Education and Training

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

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

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

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

### 3.03 Performance Evaluation

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

### 3.04 Client Records

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

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

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

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

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

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

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

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

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

Possible Field Opportunities

Depending on faculty availability and student interest, we have in the past offered a field experience in Crownpoint, New Mexico. Only those students demonstrating exceptional scholarship and maturity will be accepted for the field placement in Crownpoint, New Mexico. Students must apply to the Director of Field Education for the experience in the spring of the junior year. Should there be enough interest and faculty availability, selection will be made by the committee using the following criteria. The committee will consist of the Social Work Program faculty, a student representative, an alumni representative and a Social Work Program Advisory Board member.

1. The student must be at least 21 years of age by May 1 in the year in which the experience is to take place.
2. The student must have at least a 2.5 overall GPA and at least a 3.0 overall GPA in the major.
3. The student agrees to participate in a voluntary two-semester self-study program in which knowledge about the Navajo culture is studied and shared among those who will be making the trip. There is no academic credit for this study.
4. The student agrees to learn everything possible about the Navajo culture in the hope that an appreciation for that culture will be in place before the experience begins.
5. The student agrees to less than perfect living conditions for the seven-week duration of the experience. (To date, we have been spending the seven weeks in a 25 year old 2 bedroom trailer that is occasionally air-cooled.)
6. The student understands that personal transportation may not be available for the seven weeks spent in placement. (All placements are within two miles of the living quarters, making it possible to walk.)
7. The student understands that the nearest town of any size is 55 miles away and that trips from Crownpoint occur only weekly if at all.
8. The student understands that he/she will work in an agency in Crownpoint, NM, for seven weeks, 40 hours per week, accumulating 280 clock hours in the process.
MEMORANDUM OF AGREEMENT

Between the Brescia University Marilyn Younger Conley Social Work Program and:

Agency Name: ____________________________

Address: _______________________________________

Phone: _______________________________________

This Memorandum of Agreement, entered into this __________ day of __________, for the academic year ______________, establishes an agreement between the Brescia University Marilyn Younger Conley Social Work Program (hereinafter referred to as The Program) and __________________ (hereinafter referred to as The Agency). It specifies the basis on which The Agency will serve as an educational facility for Brescia’s social work students assigned with said Agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

1. All parties to this agreement are equal opportunity employers. There shall be no discrimination on the basis of race, religion, age, color, creed, gender, national origin, sexual orientation, physical disability, or veteran status in either the selection of students for field education or as to any aspect of the field education experience.

2. Student educational records are protected by the Family Educational Rights and Privacy Act (FERPA), and student permission must be obtained before releasing specific student data to anyone other than the Program.

3. Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the Agency or the Program by reason of such assignment. Neither the Agency nor the Program shall be responsible for payment to students of any salary, wages or employment-related benefits.
4. Agency regulations, policies, procedures and goals will be applicable to the social work students while they are engaged in the educational program unless otherwise stated in writing by both parties.

5. The following conditions apply:
   • This field education is associated with an academic program at an accredited institution of higher learning.
   • This field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
   • The Program exercises oversight over the internship program and provides educational credit.
   • This field education experience is supervised by social work program personnel; this document constitutes an agreement between the program and the field site, and there is learning contract between the student and the site.
   • The Program is solely educational and provides training to prepare the professional social worker. It is not meant to supplant or replace existing employees of within the field education program site.
   • The field placement is meant to provide an educational and training opportunity to the social worker and does not provide any immediate advantage to the employer or the field site.

B. The Program will

1. Maintain, during the term of this Agreement, for itself and its faculty, a policy of professional liability insurance with a single limit of no less than $1,000,000 per claim and $3,000,000 in the annual aggregate.

2. Require each student to have a professional liability policy in force before he or she is assigned to the Agency. The minimum amount of coverage shall be $1,000,000 per claim and $3,000,000 in the annual aggregate.

3. Appoint a Director of Field Education who, in conjunction with Field Faculty, will be responsible for the administration of the field education program.

4. Support students’ attainment of educational goals.

5. Plan the student’s general orientation to the field experience, in consultation with the Agency Field Instructor.

6. Provide orientation of appropriate Agency personnel to the educational objectives and methods of the educational program.

7. Provide orientation, field instruction training, and continuing dialog and support throughout the duration of the field placement.
8. Provide instruction and educational direction of the student, and to provide linkage between the field placement experience and the classroom/academic experience.

9. Evaluate the student’s educational program and evaluating the student’s performance. The Program faculty are responsible for assigning a grade to the student.

C. The Agency will

1. Recognize that all personally identifiable information about students provided by the University under this Agreement shall be treated as confidential, shall be used only in furtherance of this Agreement and shall not be further disclosed without the student’s written consent except as required by law.

2. meet the following conditions in instances when students do a Field Placement in an agency where they are currently employed:
   - The Field Placement educational activities and responsibilities shall be distinctly separate from the student’s employment activities and responsibilities.
   - The Field Placement supervisor shall be distinctly different than the employment supervisor.
   - The Field Placement hours shall be distinctly different than the employment hours. The student’s schedule for Field Placement hours should be dedicated solely to educational purposes. When a student is present during the hours scheduled for the Field Placement, the student may not be pulled away to attend to employment-related emergencies or responsibilities.
   - The student shall maintain the role of student throughout the Field Placement, and will not take the place of an employee.
   - Complete and follow the written plan that accompanies the student’s Application for Employment-based Practicum, which will distinguish between the following:
     - Field hours and employment hours
     - Field activities and employment activities
     - Field supervision and employment supervision

3. Will not allow students to transport clients at any time in student or Agency vehicles.

4. Serve as an educational facility for social work students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.

5. Provide staff and time for planning, with the Brescia University Social Work Field Director, for appropriate student field learning opportunities.

6. Provide staff and time for planning, with the Brescia University Social Work Field Director, for the orientation of students to the agency’s policies, programs, procedures, student safety, and learning objectives.

7. Expect that the student will abide by ethical standards of professional practice.
8. Provide staff members in addition to the Agency Field Supervisor who may be used as supervisors of students in the field program when this is deemed appropriate/advisable by the Agency Field Supervisor and the Social Work Field Director.

9. Provide field learning opportunities and assignments necessary to implement the educational objectives.

10. Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

D. Collaboratively, the Agency and Program will

1. Arrange days and hours for the student’s participation in the educational program.

2. Schedule activities of students in the field educational program in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the University and the Agency. Planning of the specifics of the program shall be a joint effort of the Agency field supervisor and the Director of Field Education. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and the agency standards of service.

3. Address unsatisfactory circumstances using due process. If a placement becomes unsatisfactory, the Agency Field Instructor and Program faculty will meet with the student in an effort to resolve the problem. Unless the circumstances warrant immediate action, removal from the placement should be a last resort.

4. Remove the student from the placement. If a student exhibits unsatisfactory academic progress or performance, representatives of the Agency and the University, may suspend the participation of said student in the educational program, if, in their professional judgment the student’s continued participation in the program would be a detriment to the clients, the student, the Agency and/or Brescia University.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either party may terminate the Agreement at the end of any academic year, in writing by certified mail.

In testimony whereof witness the duly authorized signature of the parties hereto:
Brescia University Social Work Program  
Application for Field Practicum  

Date________________

Name of student________________________ Advisor__________________

Does student have senior status? (must have 89+ credit hours) __yes __no

Overall Grade Point Average___________ GPA in Social Work______________

Does student need any specific accommodations to perform work in a field agency?
If yes, please be specific:________________________________________________________

________________________________________________________

I understand that I am required to provide evidence of current professional liability insurance prior to beginning my Field placement. I understand that I am to provide evidence of current membership in NASW prior to beginning my Field placement.

I hereby authorize release of this information to appropriate agencies considering me for Field placement.

I also understand that my Field Agency may require me to submit and pay for a Criminal Records check.

Student Signature________________________________ Date_______________________

Please email this completed form to the Director of Field Education, Dr. LeAnn Howell, at: leann.howell@brescia.edu.
Orientation to Field Agency Checklist

1. Lunch and breaks/dress code/parking requirement/ signing in and out/ use of telephone.

2. Confidentiality Policy unique to agency

3. Specific Recording Requirements: provide copies of outlines for intakes, social history and all other required reports, discuss frequency and style, include title students are to use during placement.

4. Description of Agency and Clientele Served: History, funding sources, types of people served and their primary needs – overview of a typical day, organizational chart, staff and their roles.

5. Introduction to clerical and support staff.

6. Introduction to Clerical and Record Keeping System.

7. Arrange for administrative persons to meet with field student(s)

8. Orient to selected community resources.

9. Schedule sessions with students on a regular basis (preferably two (2) hours per week.

10. Discuss with students your expectations/supervision style.

11. Conduct a session to identify gaps between what student knows and what is still needed.

12. Abbreviations, terminology specific to agency.

13. List of suggested readings

14. Pertinent Procedures

15. Each student should have access to the following reference materials:

   A. Interagency and community phone directories
   B. Agency procedure manual
   C. Special reference books specific to agency
   D. Copies of key memos covering resources and policies that update existing manuals.
   E. Map of agency, city, or county
   F. Agency plan for emergencies.
Field Practicum I/II

Request for Agency Reassignment

Date________________
Name___________________________
Address____________________________________________
Home Phone________________________Cell phone____________________________
Email address____________________________________________________________
Present Agency__________________ Director of Field Education_________________
Field Supervisor_________________
Contact information_______________________________________________________
Reason for request__________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student signature__________________________ Date__________________________
Field Agency Information Sheet

Date______________________

Name of Agency__________________________________________________________

Mailing Address__________________________________________________________

Telephone_______________________________________________________________

Agency Administrator_____________________________________________________

E-mail address of Agency Administrator_____________________________________

1. Description of your agency or program, population(s) served, types of services provided, etc.

Will your agency reimburse the student for any traveling done in connection with student work assignments? (students are not allowed to transport clients in student vehicle or agency vehicle)

What are the major strengths of your agency that would enhance educational opportunities for a social work student?

Are there specific qualities/talents you feel would be important for a student placed at your agency?
Does your agency employ BSW or MSW social workers? Are you willing to assign a 
BSW or MSW social worker as a Field Instructor?

______yes  ______no
______yes  ______no  _______would like more information

Please return this form with a copy of any printed information, brochures, annual reports, 
etc. on your services that students may review to gain a better understanding of your 
program. These should be emailed to: chelsey.johnson@brescia.edu

Thank you for taking the time to complete this form.
Description of activities related to student’s learning contract.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
__________________________________________

Student progress at midterm is:

_____ Satisfactory
_____ Unsatisfactory

If unsatisfactory, please be specific.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
__________________________________________

Student’s plan of action to bring progress to a satisfactory level:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

TOTAL HOURS

Field Student Signature/Date

Field Supervisor Signature

Date
Learning Plan & Evaluation

SW305 & SW406

SW305: ___ TOTAL HOURS: _________
SW406: ___ TOTAL HOURS: _________

STUDENT:_____________________________ AGENCY:________________________________________

FIELD INSTRUCTOR/SUPERVISOR:_____________________________

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.

5 = Mastery [completely independent; Skilled enough to teach others]
4 = Capable [requires occasional assistance; uses supervision effectively]
3 = Apprentice [requires frequent assistance or close supervision]
2 = Needs improvement [rarely demonstrates skill]
1 = There is insufficient evidence to evaluate learning.
<table>
<thead>
<tr>
<th>Competency 1</th>
<th>Learning Plan</th>
</tr>
</thead>
</table>
| Demonstrates ethical and professional behavior | **Learning Tasks** (e.g., lead group, shadow staff, read policies, etc.)  
Answer the following in a complete sentence:  
• What will you do?  
• With whom will you do it?  
• How long will you do it? | **Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.)  
• How will you show the degree to which you have this skill? |
| **Skill Demonstration**  
1.1 Demonstrate professional demeanor through communication (oral, written, and electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and dressing congruently with the standards of the agency.  
1.2 Apply correct grammar, syntax, basic writing skills, such as organization and clarity of message, and apply APA style format to scholarly writing.  
1.3 Use all available resources to make ethical choices.  
1.4 Write documents related to social work practice such as assessment, treatment plans, progress notes, court reports, etc. | 1.1 |
| | 1.2 |
| | 1.3 |
| | 1.4 |
| **Cognitive & Affective Processes**  
1.5 Use reflection to understand how personal experiences and reactions influence professional judgment and behavior.  
1.6 Commit to life-long learning to keep skills and knowledge current, relevant and effective. | 1.5 |
| | 1.6 |
| **Knowledge**  
1.7 Use supervision and consultation to build knowledge | 1.7 |
| **Other (To be Identified by Student)**  
1.8 | 1.8 |
## Competency 1
Demonstrates ethical and professional behavior

<table>
<thead>
<tr>
<th>Skill Demonstration</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
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</table>

### Cognitive & Affective Processes

| 1.5 Use reflection to understand how personal experiences and reactions influence professional judgment and behavior. *If below 4, list suggestions for improvement in this area:* | 1 Insufficient Evidence | 2 Needs Improvement | 3 Apprentice | 4 Capable | 5 Mastery |
| 1.6 Commit to lifelong learning to keep skills and knowledge current, relevant and effective. *If below 4, list suggestions for improvement in this area:* | 1 Insufficient Evidence | 2 Needs Improvement | 3 Apprentice | 4 Capable | 5 Mastery |

### Knowledge

| 1.7 Use supervision and consultation to build knowledge. *If below 4, list suggestions for improvement in this area:* | 1 Insufficient Evidence | 2 Needs Improvement | 3 Apprentice | 4 Capable | 5 Mastery |

### Other (To be Identified by Student)

| 1.8 *If below 4, list suggestions for improvement in this area:* | 1 Insufficient Evidence | 2 Needs Improvement | 3 Apprentice | 4 Capable | 5 Mastery |
### Competency 2
Engages diversity and difference in practice.

| Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence:  
| What will you do?  
| With whom will you do it?  
| How long will you do it? | Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.)  
| How will you show the degree to which you have this skill? |

**Skill Demonstration**

2.1 Discuss issues of difference, oppression, and privilege with increased comfort, based on self-report.

| 2.1- | 2.1- |

2.2 Convey respect and sensitivity to effectively engage and work with diverse groups.

| 2.2- | 2.2- |

2.3 Use knowledge of diverse groups to engage, assess, intervene, and evaluate services.

| 2.3- | 2.3- |

**Cognitive & Affective Processes**

2.4 Apply theories of human behavior and the social environment (including caring theory), person-in-environment, and other multidisciplinary theoretical frameworks to explain, assess, and intervene with different types of client systems, using approaches that show appreciation and respect for all forms of human diversity.

<p>| 2.4- | 2.4- |</p>
<table>
<thead>
<tr>
<th>Values</th>
<th>2.5-</th>
<th>2.5-</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Use reflection to manage the influence of personal biases and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (To be Identified by Student)</td>
<td>2.6-</td>
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<tr>
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<tr>
<td>-------------</td>
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<td></td>
</tr>
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<td>Circle the number that best represents the student’s competence.</td>
<td></td>
</tr>
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Additional comments, observances or suggestions:
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<th>Competency 3</th>
<th>Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances human rights and social, economic, and environmental justice.</td>
<td><strong>Learning Tasks</strong> (e.g., lead group, shadow staff, read policies, etc.)&lt;br&gt;Answer the following in a complete sentence:&lt;br&gt;• What will you do?&lt;br&gt;• With whom will you do it?&lt;br&gt;• How long will you do it?</td>
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<tr>
<td><strong>Skill Demonstration</strong></td>
<td>3.1 Apply strategies that advance social, economic, and environmental justice through political and legislative advocacy.</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>3.2 Give examples of how environmental justice is denied for certain groups of people and the global interconnections of oppression and human rights violations.</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>3.3 Identify conflicting cultural values in the U.S. about the protection of human rights.</td>
</tr>
<tr>
<td><strong>Other (Identified by Student)</strong></td>
<td>3.4</td>
</tr>
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### Competency 3
Advances human rights and social, economic, and environmental justice.

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<tr>
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<td></td>
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<tr>
<th>Competency 4</th>
<th>Learning Plan</th>
</tr>
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</table>
| Engages in practice informed research and research-informed practice. | **Learning Tasks** (e.g., lead group, shadow staff, read policies, etc.)<br>Answer the following in a complete sentence:<br>• What will you do?<br>• With whom will you do it?<br>• How long will you do it?<br><br>**Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.)<br>• How will you show the degree to which you have this skill? | **Skill Demonstration**<br><br>4.1 Use experiences in practice to generate possible research questions. | 4.1-<br>4.1-<br><br>4.2 Use literature review to inform practice at the micro, mezzo, and macro levels. | 4.2-<br>4.2-<br><br>4.3 Use practice experience, theory, and a comprehensive literature review to inform scientific inquiry and develop a research proposal. | 4.3-<br>4.3-<br><br>**Values**<br><br>4.4 Explain the importance of research to social work practice. | 4.4-<br>4.4-<br><br>**Other (To be Identified by Student)**<br><br>4.5 | 4.5-<br>4.5-
## Competency 4
Engages in practice-informed research and research-informed practice.

### Skill Demonstration

<table>
<thead>
<tr>
<th>4.1 Use experiences in practice to generate possible research questions.</th>
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</thead>
<tbody>
<tr>
<td><em>if below 4, list suggestions for improvement in this area:</em></td>
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<tr>
<td></td>
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</table>

<table>
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<tr>
<th>4.2 Use literature review to inform practice at the micro, mezzo, and macro levels.</th>
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### Values

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<th>Evaluation</th>
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Additional comments, observances or suggestions:
<table>
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<tr>
<th>Competency 5</th>
<th>Learning Plan</th>
</tr>
</thead>
</table>
| Engages in policy practice. | Learning Tasks (e.g., lead group, shadow staff, read policies, etc.)
Answer the following in a complete sentence:
- What will you do?
- With whom will you do it?
- How long will you do it? |
| | Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.)
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<thead>
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<tbody>
<tr>
<td>5.1 Demonstrate policy advocacy skills such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</td>
</tr>
<tr>
<td>5.1-</td>
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| 5.2 Use effective communication skills, including technology, in a variety of community or legislative settings and in ways that benefit clients and advance social, economic, and environmental justice through political and legislative advocacy. |
| 5.2- |

<table>
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<tr>
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<tbody>
<tr>
<td>5.3 Use reflection to manage the influence of personal biases and values.</td>
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<td>5.3-</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.4 Discuss personal barriers to engaging in macro practice.</td>
</tr>
<tr>
<td>5.4-</td>
</tr>
</tbody>
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## Competency 5
Engages in policy practice.

### Skill Demonstration

5.1 Demonstrate policy advocacy skills such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.
*If below 4, list suggestions for improvement in this area:

<table>
<thead>
<tr>
<th>Evaluation</th>
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<th>4</th>
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<tr>
<td>Circle the number that best represents the student's competence</td>
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<td>Needs Improvement</td>
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### Values

5.3 Use reflection to manage the influence of personal biases and values.
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5.4
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Additional comments, observances or suggestions:
<table>
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<tr>
<th>Competency 6</th>
<th>Learning Plan</th>
</tr>
</thead>
</table>
| Engages with individuals, families, groups, organizations, and communities. | Learning Tasks (e.g., lead group, shadow staff, read policies, etc.)
Answer the following in a complete sentence:
- What will you do?
- With whom will you do it?
- How long will you do it?
| Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.)
- How will you show the degree to which you have this skill? |

### Skill Demonstration

6.1 Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate.

6.2 Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems.

6.3 Use conscious caring and professional use of self to further develop engagement skills.

| 6.1 | 6.1- |
| 6.2 | 6.2- |
| 6.3 | 6.3- |

### Cognitive & Affective Processes

6.4 Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems.

6.5 Explain how various strategies to engage diverse clients may help or hinder efforts to advance practice effectiveness.

6.6 Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals.

| 6.4 | 6.4- |
| 6.5 | 6.5- |
| 6.6 | 6.6- |
| Other (To be Identified by Student) | 6.7 |   | 6.7- |
## Competency 6
Engages with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Skill Demonstration</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Demonstrate skills of relationship-building and inter-professional collaboration to facilitate engagement with client systems and other professionals as appropriate. <em>If below 4, list suggestions for improvement in this area:</em></td>
<td><img src="image" alt="Circle the number that best represents the student’s competence." /></td>
</tr>
<tr>
<td><strong>6.2</strong> Use empathy, reflection, and other interpersonal skills, guided by caring theory or other theory of human behavior, to effectively engage diverse client systems. <em>If below 4, list suggestions for improvement in this area:</em></td>
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<tr>
<td><strong>6.3</strong> Use conscious caring and professional use of self to further develop engagement skills. <em>If below 4, list suggestions for improvement in this area:</em></td>
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### Cognitive & Affective Processes

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<tr>
<td><strong>6.4</strong> Recognize how personal experiences and affective reactions may affect ability to effectively engage with diverse client systems. <em>If below 4, list suggestions for improvement in this area:</em></td>
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<td><strong>6.6</strong> Reflect on the ways in which personal experiences and affective reactions may affect their ability to engage with client systems and other professionals. <em>If below 4, list suggestions for improvement in this area:</em></td>
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### Other (To be Identified by Student)

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<tr>
<td><strong>6.6</strong> <em>If below 4, list suggestions for improvement in this area:</em></td>
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Additional comments, observations or suggestions:
## Competency 7
Assesses individuals, families, groups, organizations, and communities.

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</table>

### Skill Demonstration

#### 7.1 Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.

| 7.1 |

#### 7.2 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.

| 7.2 |

#### 7.3 Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis.

| 7.3 |

#### 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.

| 7.4 |

### Cognitive & Affective Processes

#### 7.5 Use critical thinking to interpret information from client systems.

| 7.5 |
## Competency 7
Assesses individuals, families, groups, organizations, and communities.

### Skill Demonstration

<table>
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<tr>
<th>Task</th>
<th>Evaluation Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 7.1 Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.</td>
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<td>Competency: 7.2 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.</td>
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<td>Competency: 7.3 Recognize and correctly apply diagnostic criteria to formulate a diagnostic impression and recommend effective treatments associated with symptomatology/diagnosis.</td>
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<td>Cognitive &amp; Affective Processes: 7.5 Use critical thinking to interpret information from client systems.</td>
<td>1 Insufficient Evidence</td>
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*If below 4, list suggestions for improvement in this area:

Other (To be Identified by Student) 7.6

*If below 4, list suggestions for improvement in this area:
### Competency 8
Intervenes with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Learning Plan</th>
</tr>
</thead>
</table>
| **Learning Tasks** (e.g., lead group, shadow staff, read policies, etc.)
  Answer the following in a complete sentence:
  - What will you do?
  - With whom will you do it?
  - How long will you do it? |
| **Method of Evaluation** (e.g., direct observation, discussion, progress notes, process recordings, etc.)
  - How will you show the degree to which you have this skill? |

<table>
<thead>
<tr>
<th>Skill Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Use intervention as an ongoing, interactive process.</td>
</tr>
<tr>
<td>8.1-</td>
</tr>
</tbody>
</table>

| 8.2 Choose and implement interventions to achieve practice goals and enhance capacities of client systems. |
| 8.2- |

| 8.3 Choose interventions that recognize and appreciate the experiences of diverse groups. |
| 8.3- |

<table>
<thead>
<tr>
<th><strong>Cognitive &amp; Affective Processes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.4 Integrate theory, knowledge of human behavior, social work values, and practice skills learned in the classroom with the inter-professional collaboration in field experience to engage, assess, intervene with, and evaluate client systems.</td>
</tr>
<tr>
<td>8.4-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Values</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.5 Reflect upon the philosophical differences between the concepts of service &amp; beneficence and autonomy &amp; self-determination.</td>
</tr>
<tr>
<td>8.5-</td>
</tr>
</tbody>
</table>
8.6 Discuss the value of inter-professional teamwork and communication in interventions and the benefit of interdisciplinary interventions.

<table>
<thead>
<tr>
<th>Other (To be Identified by Student)</th>
<th>8.6-</th>
<th>8.6-</th>
</tr>
</thead>
</table>

| Additional comments, observances or suggestions: | 8.7- | 8.7- |
### Competency 8
Intervenes with individuals, families, groups, organizations, and communities.

#### Skill Demonstration
8.1 Use intervention as an ongoing, interactive process.
*If below 4, list suggestions for improvement in this area:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Demonstration</td>
<td>Insufficient Evidence</td>
<td>Needs Improvement</td>
<td>Apprentice</td>
<td>Capable</td>
<td>Mastery</td>
</tr>
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</table>

8.2 Choose and implement interventions to achieve practice goals and enhance capacities of client systems.
*If below 4, list suggestions for improvement in this area:

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8.3 Choose interventions that recognize and appreciate the experiences of diverse groups.
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</tr>
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#### Cognitive & Affective Processes
8.4 Integrate theory, knowledge of human behavior, social work values, and practice skills learned in the classroom with the inter-professional collaboration in field experience to engage, assess, intervene with, and evaluate client systems.
*If below 4, list suggestions for improvement in this area:

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</tr>
</tbody>
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#### Values
8.5 Reflect upon the philosophical differences between the concepts of service & beneficence and autonomy & self-determination.
*If below 4, list suggestions for improvement in this area:

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</thead>
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</tr>
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</tr>
</tbody>
</table>

#### Other (To be Identified by Student)
8.7
*If below 4, list suggestions for improvement in this area:

<table>
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<tbody>
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<td>Mastery</td>
</tr>
<tr>
<td>Competency 9</td>
<td>Learning Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<tr>
<td>Evaluates practice with individuals, families, groups, organizations, and communities.</td>
<td><strong>Learning Tasks</strong> (e.g., lead group, shadow staff, read policies, etc.)&lt;br&gt;Answer the following in a complete sentence:&lt;br&gt;▪ What will you do?&lt;br&gt;▪ With whom will you do it?&lt;br&gt;▪ How long will you do it?</td>
<td><strong>Method of Evaluation</strong> (e.g., direct observation, discussion, progress notes, process recordings, etc.)&lt;br&gt;▪ How will you show the degree to which you have this skill?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skill Demonstration</strong>&lt;br&gt;9.1 Use evaluation as an ongoing, interactive process to improve service delivery and outcome.</td>
<td>9.1-</td>
<td>9.1-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Select and use appropriate method for evaluation of outcomes.</td>
<td>9.2-</td>
<td>9.2-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>9.3-</td>
<td>9.3-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4 Demonstrate community practice evaluation skills such as program evaluation and ethnography.</td>
<td>9.4-</td>
<td>9.4-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other (To be Identified by Student)</strong>&lt;br&gt;9.5</td>
<td>9.5-</td>
<td>9.5-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency 9
Evaluates practice with individuals, families, groups, organizations, and communities.

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<tr>
<th>Skill Demonstration</th>
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<tr>
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<td>*If below 4, list suggestions for improvement in this area:</td>
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<tr>
<td>Other (To be Identified by Student) 9.5  *If below 4, list suggestions for improvement in this area:</td>
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</tr>
</tbody>
</table>

Additional comments, observances or suggestions:
The following section should be completed by the intern and Agency Supervisor:

Agency Supervisor agrees that the foregoing evaluation is representative of the student’s performance in the field agency.

__________________________________________________       Date______________________
Agency Field Supervisor

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

I agree with the evaluation ☐
I do not agree with evaluation ☐

Intern’s Signature ___________________________  Date _____________________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.
Brescia University Program of Social Work Field Supervisor’s Evaluation
(submitted after SW406)

Field Instructor’s Name__________________________________________________________
Date____________________
Name of Agency______________________________________________________________
Student’s Name_______________________________________________________________

1. Was your experience as a Field Supervisor positive? _____yes _____no Did you
experience any problems during the practica of the student? _____yes _____no
If so, please identify these problem areas.

2. How would you evaluate the student practica process? Was your contact with the
Director of Field Education sufficient? Were all your questions answered? Please
elaborate.

3. Did the Director of Field Education maintain adequate contact with you during the
time the student was placed with your agency? _____yes _____no Did you feel
comfortable contacting the Director of Field Education if needed? _____yes
______no Would you have benefited from more contact with the Director of Field
Education? Please elaborate.

4. If any problems occurred during the placement, was the Director of Field Education
helpful? _____yes _____no Please elaborate:

5. Do you have any additional comments or questions? Please take this opportunity to
make any suggestions for changes that you feel would be beneficial in the Field
Practica Process.

Thank you for being an Agency Field Supervisor and taking the time to fill out this
questionnaire!

Please fax to 270-686-4273 or mail to Brescia University Social Work Program, 717
Frederica Street, Owensboro, Kentucky 42301
Brescia University Social Work Program
Student Evaluation of Field Practicum
(submitted after SW406)

Student Name__________________________________  Date____________
Name of Agency____________________________________

1. Briefly describe your major practica duties. Do you feel these assignments were appropriate in meeting your learning objectives? Please elaborate.

2. Were you able to see growing competency in carrying out these assignments?

3. How would you evaluate your performance and progress during practica (Identify major areas of learning for you)

4. What factors contributed to your learning experiences? What factors detracted from the learning experiences? (Please indicate if you were not given certain opportunities that you believe were essential learning experiences)

5. Evaluate the Agency field instructor supervisory process. Was your supervisor regularly available to you? Did your Agency field instructor help you achieve your learning objectives?

6. Would you recommend this agency to other students? What recommendations would you make for improving the placement site for future field students?
7. Has your practicum affirmed your career/educational plans? If not, describe how they are now altered.

8. Additional comments.

Please fax this form to 270-686-4273 or mail to Brescia University Social Work Program, 717 Frederica Street, Owensboro, Kentucky 42301
STUDENT MONTHLY TIME SHEET  
DUE BY THE 7TH OF EACH MONTH FOR PREVIOUS MONTH!

Student_______________________________________Date____________________________

Faculty Field Liaison____________________________

Agency_______________________________________

The student completes this form monthly, and submits to her/his Agency Practicum Supervisor. Form must be sent to the Practicum Instructor by the 7th of each month. Please scan and upload the document into the course in the designated area. Record the time you spend each week, in each category, to the closest half-hour. Please make sure **to record your total monthly hours and cumulative hours**.

<table>
<thead>
<tr>
<th>Each column put date for week beginning-ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Direct Service to Individuals/Couples/Families (student as leader/co-facilitator of educational, support, or therapy sessions)</td>
</tr>
<tr>
<td>II. Direct Service to Groups (student as leader/co-facilitator of educational, support, or therapy groups)</td>
</tr>
<tr>
<td>III. Indirect Service/Administrative Activities (planning, coordinating, budgeting, policy development, community organizing, research, committee meetings)</td>
</tr>
<tr>
<td>IV. Shadowing workers on the job</td>
</tr>
<tr>
<td>V. Formal Supervision (formal face to face time with practicum supervisor for reflection on social work practice; NOT shadowing or informal supervision)</td>
</tr>
<tr>
<td>VI. Weekly Total Hours</td>
</tr>
<tr>
<td>VII. Total Cumulative Hours from Previous Month</td>
</tr>
</tbody>
</table>

Ethnicity of clients you worked with this month:  
- %African  
- %American  
- %Asian  
- %Caucasian  
- %Hispanic  
- %Native American Indian  
- %Bi-racial  
- %Other  

Gender of clients seen/observed this month:  
- %Female  
- %Male  

Number of clients seen/observed this month:  
Number of meetings attended this month:  
Number of groups observed, co-lead, or lead this month:  
Number of group sessions this month:  

STUDENT:_______________________________________DATE:___________________________

PRACTICUM SUPERVISOR:_______________________________________DATE:___________________________

PRACTICUM INSTRUCTOR:_______________________________________DATE:___________________________
Student Acknowledgement Form

I have read the Social Work Student Field Manual and understand my responsibilities as a social work student at Brescia University.

I have reviewed the Social Work Student Orientation on ITunes University.

____________________________   _________________
Signature       Date

Please return this signed and dated form to the program secretary to be placed in your student file. Fax # 270-686-4273

Thank you.