

LEWIS-CLARK STATE COLLEGE

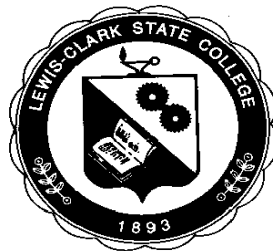
DIVISION OF SOCIAL SCIENCE

SOCIAL WORK PROGRAM

FIELD INSTRUCTION MANUAL

Academic Year: 2006-2007

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LEWIS-CLARK STATE COLLEGE

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FOREWARD

This guide for field instruction has been prepared for the purpose of assisting students, faculty, and field supervisors in developing an understanding of the policies and procedures necessary to the orderly conduct of the Field Instruction Program for the Bachelor of Social Work degree at Lewis-Clark State College

OVERVIEW

Social Work 495 (Field Instruction) is a dynamic and vital course which challenges a student to apply the generalist practice process within an agency setting. A minimum of 400 hours of field instruction is required of all social work majors. This is considered the minimum amount of time for the students to achieve the skills and knowledge necessary to enter the work force as an entry level social work practitioner. The traditional schedule is 200 hours in the Fall semester and 200 hours in the Spring semester. Students serve in one agency for the entire senior placement to ensure a comprehensive practice experience over two consecutive semesters. Students are covered by liability insurance provided through the College by payment of a course fee of \$15.00.

Field Instruction affords experiential assessment and evaluation of the student's development in the process of becoming a helping professional. The student utilizes his/her academic and life experiences in the reality of the agency-client-service system.

The Field Instruction experience should be a generalist experience, giving the student an opportunity to participate and become familiar with the many components of the social work role. The ideal placement affords the student opportunity to interact professionally with individuals, groups, families, organizations, and communities. In conjunction with the field experience, the student attends a field seminar for structured activities which are focused on the integration of theory, coursework, and practice.

SECTION 1

INTRODUCTION

Field instruction is an integral part of the social work curriculum in the B.S.W. program at Lewis-Clark State College. The courses of instruction which students receive in this area are essential to the acquisition of knowledge and skills necessary for the competent practice of social work. In field instruction, students are provided an opportunity for practical experience working directly with people needing social work assistance with problems of daily living. Moreover, in the field sequence, the didactic instruction received in the classroom is enlivened, enriched, and enhanced through the experience of applying theories, concepts, and principles to practice.

The partnership between the College and the Agency is a natural and necessary characteristic of field instruction. The resources of the agency, including its line staff, supervisors, and administrators, provide critical components of the educational process. The social work program at Lewis-Clark State College could not proceed without the involvement of students with the agencies' client systems. The field instruction experience provides students with a microcosm of the profession at work. Here, students observe professional social workers performing their various tasks: the field faculty models the attitudes, behaviors, and skills expected of the competent professional; the agencies' programs reflect important social policies and issues whose analysis, implementation or change are important aspects of the student's learning. The operation and management of the agency provides important insights and understandings about the administration of social services. Taken together, the student's interaction with consumers, the field instructor, and the agency as a whole, comprise a comprehensive educational experience.

At the same time, the College contributes to the agencies' goals and functioning as well. The faculties' knowledge and skills, and the service provided by students (even as they learn) illustrate the promise and realization of this dynamic partnership as well as the mutuality and reciprocity of our joint participation in the educational process.

Clearly, field instruction is a challenging and demanding component of the student's undergraduate social work education. This manual is intended to assist the student, the faculty, and the field instructor in carrying out their respective roles. The manual is presented as an effort to clarify roles and expectations of all involved, and serves to provide answers to questions which faculty, field instructors, or students may have about the structure and process of field instruction. Although an effort has been made to be responsive to situations and issues which occur most frequently, many other important matters are likely to be left out inadvertently. In such cases, the faculty advisor or the field coordinator will be valuable resources. Additionally the College provides periodic in-service training for field instructors and college faculty which seek to further enhance the experience for all involved.

The philosophy, policies, and procedures set forth in this manual attest to the unquestionable importance of field instruction. It is our hope that the manual will serve as a guide to accomplishing the objectives of the program. It is offered with gratitude to the many agencies who so willingly share in the education of future social work practitioners.

Field instruction is, in reality, a method of teaching and learning, rather than a discrete content area in the social work curriculum. Field instruction is built upon a structured sequence of learning activities designed to prepare the student for the field setting. The student enters the instruction with academic knowledge appropriate to the field setting: the generalist approach to social work practice, the problem solving process, methods of research, the place of values and ethics in social work practice, an understanding of the effects of environmental factors on human behavior including an appreciation of human diversity, social and economic justice, populations-at-risk, knowledge of major social welfare programs, public and private, and an understanding of the impact of social welfare policy and programs on social work practice as well as a global/international awareness/understanding.

Field instruction carries the prime responsibility for the experiential component of social work education, and, of necessity, helps the student use the agency program as a learning tool in the practice of social work. As the Curriculum Policy Statement of the Council on Social Work Education suggests:

The learning experience provided through field instruction is essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social work services enable the student to experience the discipline of professional relationships; to gain knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values, and techniques; and to develop the self-awareness necessary for professional performance as a social worker.

This experience is intended to compliment the student's academic work by allowing the opportunity to further apply theory to actual social work situations. The student's goal in the field instruction sequence is to achieve competence at the beginning level of professional social work practice.

SECTION 2

COMPETENCIES / OBJECTIVES

COMPETENCIES / OBJECTIVES FOSTERED BY FIELD INSTRUCTION

At the termination of their field work experience, the student should:

- Be able to work within the structure and function of an agency, and comprehend that agency's relationship to the community service delivery system.
- Understand how one's own values and ethics influence work with culturally diverse populations, populations at risk, and women in local and cross-cultural contexts.
- Be able to utilize research in practice, as a way of evaluating one's own practice, and program evaluation techniques to assess program effectiveness and outcomes.
- Develop goals and strategies for assessing one's professional and personal growth.
- Be able to utilize supervision to improve one's professional and personal growth.
- Assess interactions of individuals and their environments.
- Understand the concept of empowerment, through utilization of problem-solving skills, coping and networking capabilities.
- Be able to apply a problem-solving model to specific agency tasks.
- Accept human differences, and be able to relate to those who are different from one's self in age, sex, race, ethnicity, cultural background, sexual preference, or handicapping condition.
- Demonstrate an understanding of the termination process, and have the ability to use this process for client growth.
- Be able to illustrate clarity in verbal and written communication, critical thinking and understanding of significant social issues.
- Demonstrate the knowledge, use, and integration of professional social work values and ethics to guide their behavior, and apply these considerations in their analytical decision making and commitment to social change in professional practice.
- Demonstrate an understanding and appreciation for the needs and concerns of special and diverse populations as well as the consequences of oppression and discrimination on the attainment of social justice.

- Be able to integrate social work professional foundation knowledge, skills, and values, as explicated in the core curriculum areas of Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Instruction.
- Demonstrate readiness for entry-level generalist practice.
- Be prepared to continue engagement in professional development activities.
- View the person-in-the-environment from an ecosystems perspective.

OBJECTIVES OF THE FIELD INSTRUCTION PROGRAM

1. Provide for the integration of theoretical learning with practice experience within a supervised field experience.
2. To further develop and integrate into practice professional values and ethics associated with the social work profession: empathy, objectivity, acceptance, genuineness, non-judgmental attitude, respect for individual differences, belief in self-determination.
3. Develop an understanding of how one's own values and ethics influence work with culturally diverse groups, disadvantaged populations, and women.
4. To provide experiential assessment and evaluation of the student's development in the process of becoming and being an entry-level generalist practitioner.
5. To provide reality experiences in the following areas:
 - a. Understanding of work within the structure and function of agency and community delivery systems.
 - b. Developing a worker-client relationship.
 - c. Interviewing, assessing, planning intervention, implementing intervention, evaluation, termination and follow-up.
 - d. Developing knowledge of community resources and how to employ them in practice.
 - e. Developing community and political relationships within the community social service system.
 - f. Analyzing and using organizational policies, procedures, communication systems, etc.
 - g. Utilizing case recording and/or other technical writing such as grant applications, community needs assessments, court reports, legislative background documents, etc.
 - h. Employment of single-subject design methodology to evaluate one's own practice in relation to professional social work standards.
 - i. Employment of program evaluation instrument to assess program effectiveness.
 - j. Developing an educational supervisory relationship and appropriately utilizing that relationship for personal and professional growth.

SECTION 3

RESPONSIBILITIES

RESPONSIBILITIES OF THE LCSC FACULTY FIELD LIASION

1. Visit each agency of placement as needed to assist in identifying learning activities to meet established objectives.
2. Visit the agency a minimum of twice each semester for the purpose of monitoring student progress in meeting established learning objectives.
3. Include the student in agency visits, and encourage full participation of student and agency field instructor in all conferences.
4. Be available to field instructors and students for support, consultation, and clarification of policies and procedures.
5. Assume ultimate responsibility for assignment of final grade. Recommendation of agency supervisor is given considerable weight when assigning final grade. The final grade is determined from a composite of agency field instructors written evaluation, seminar assignments, and faculty supervisor's observations in the field.
6. Monitor student's compliance with field learning objectives through regular participation in senior seminars.

RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR

The agency field instructor will:

1. Help the student develop a clear and realistic learning contract.
2. Provide student with orientation to the agency setting, policies, and procedures.
3. Establish regular supervisory appointments with the student and allow adequate time for discussion of student's problems and progress.
4. Incorporate opportunities to develop generalist practice skills.
5. Notify the faculty field liaison if student fails to appear for work without prior notice, is consistently late, or in other ways neglects the learning contract.
6. Immediately notify the faculty field liaison if student disregards agency regulations, violates the code of ethics, or in other ways is disruptive to agency functioning.
7. Complete a midterm and final evaluation form. Faculty field liaison will participate in these evaluations.
8. Evaluation forms will be filled out in triplicate: one copy to remain in the agency; one copy to be placed in the student's school file for future reference; and one copy to the student.
9. Attend periodic training for field instruction.

RESPONSIBILITIES OF THE AGENCY

The agency will:

1. Provide meaningful tasks for the student which will test skills and knowledge. These tasks will be related to agency functions and will reflect professional activity. Tasks will be appropriate to student's prior experience and education.
2. Whenever possible, provide an opportunity for the student to observe agency administrative structure, accountability mechanisms and policy making body.
3. Provide a qualified supervisor. The supervisor should be a BSW or MSW graduate from a CSWE accredited program plus 2 years experience. In agencies where a field instructor does not have a CSWE accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
Supervisor will meet with the student on a regular basis (weekly) for supervision.
4. Provide students with adequate desk, phone, and office space and sufficient clerical time to meet their needs.
5. Provide necessary supplies to enable students to complete assignments including an agency vehicle or mileage.
6. Be cognizant of liability problems as they may affect student in his or her assigned task. This is particularly critical in the use of vehicle to transport clients.
7. Allow student sufficient time during the work week to complete required recordings for supervision and learning commitments.
8. Allow for student time to attend field seminars with supervisor during Field Instruction.
9. Allow time for student to work with faculty field liaison during Field Instruction.
10. Initiate change/termination of field placement where needed, in consultation with LCSC faculty field liaison.

RESPONSIBILITIES OF THE STUDENT

Entering the practicum: Students

1. Are responsible for assessing, with the faculty field liaison, their own potentials and identifying their preliminary and ongoing learning goals for the field practicum.
2. Will provide the agency with a resume prior to assignment. Students will also provide field agency instructors with any other reasonable material that agency field instructors think is necessary.
3. Be at the agency during the hours arranged for the placement. Students are expected to conform to agency working hours and holiday schedules.
4. Observe rules and regulations of the agency regarding dress codes and administrative procedures.
5. Respect agency property and conduct themselves in a professional manner in the field.
6. Develop conscientious work habits in the completion of agency assignments. Students will submit agency required paperwork promptly and completely.
7. Try to renegotiate their contracts with agency field instructors in the event of difficulties regarding task assignments, prior to contacting the faculty field liaison.
8. Observe confidentiality and will be careful within the agency, at college, and in the community to protect clients' rights and privacy.
9. Attend regular supervisory meetings with the agency field instructor and accept responsibility for providing agency field instructor with agenda items and written materials as requested.
10. Read and review NASW Code of Ethics and agree to adhere to these principles, and sign an agreement prior to entering field.

Academic work: Students are expected to

11. Attend all senior seminars.
12. Complete assignments required by the Program and to transmit them to the faculty field liaison on or before the due date.

13. Conduct themselves in accordance with the Code of Ethics of N.A.S.W.
14. Engage in evaluation at both the organizational and individual client system levels. Additional assignments designed to assist the student in integrating theory and practice will be required for seminar.

SECTION 4

Generalist Intervention Model

The Bachelor of Social Work Program at Lewis-Clark State College supports and instructs a generalist model of social work practice. The generalist intervention model is characterized by four principles.

1. Based on a foundation of knowledge, skills, and values which reflect the unique nature of the social work profession.
2. Oriented toward solving problems which build on the strengths assessed using the Person-In-Environment perspective of individuals, families/groups, structural environment, culture and history of the client.
3. Fosters an approach to analyzing to bio-psychosocial situations at all levels of intervention involving micro, mezzo, and macro systems.
4. Uses a generalist approach method which is flexible in its application.

Generalist Practice Skills

Historically, social work skills were clustered into three major categories: casework, group work, and community organization. Under this model of practice, social workers considered themselves experts in one specific approach to practice. The intent of generalist practice is to provide a solid base of skills for working at the micro, mezzo, and macro levels of practice. Social workers are no longer divided and channeled into one of the three methods. Specific skills may characterize each level of practice, but six core activities are necessary, regardless of the level of intervention. These activities include: preparation; communication skills; the ability to analyze problem situations; contract formulation with client systems; assumption of a variety of roles when addressing a variety of problems; and the ability to guide and monitor (stabilizing) the intervention and its progress.

The Generalist Intervention Planned Change Process involves seven interrelated steps:

1. Engagement – This first phase of the planned change process orients the client to the helping process and worker to the problem.
2. Assessment - This involves client identification; assessment of the person-in-environment situation; micro, mezzo, and macro aspects; aspects of diversity; and client strengths.
3. Planning - Assessment sets the stage for the intervention while planning specifies what is to be done. Planning requires working with the client; prioritizing problems, translating problems into needs; evaluating levels (micro, mezzo, and macro) of intervention; establishing primary goals; specifying objectives; and, formalizing a contract with the client.
4. Implementation -The implementation involves the actual implementation of the plan. Progress toward goal attainment is constantly monitored and assessed.
5. Evaluation - Evaluation of intervention is critical for accountability. Each goal is evaluated in terms of the extent to which it has been achieved. Evaluation techniques often involve application of research principles to generalist practice.
6. Termination -Termination involves determining when to terminate; resolving emotional reactions (client and worker) to termination; evaluating accomplishments of goals; and planning to maintain accomplishments.

7. Follow Up -There are a number of reasons for doing follow-up: determine how the client is functioning without intervention; offer additional support; help client overcome a temporary hurdle; suggest the need for additional intervention.

Lewis-Clark State College social work students are expected to employ the Generalist Interventionist Model in their practice of social work during their practicum experience. By working with other staff, personnel/practitioners, under the direct supervision of a professional social work practitioner, and by sharing experiences with college faculty and student peers during field seminar, the student's ability to apply the model in practice will be greatly enhanced.

The student is expected to engage in evaluation at both the organizational and individual client system levels.

SENIOR RESEARCH PROJECT (SW 499A & SW 499B)

During the first semester of field, the student designs his/her project. This involves utilizing the skills and knowledge acquired during their undergraduate tenure including reviewing research methodologies and statistical procedures relevant to the study. If the study directly involves human subjects, the student must gain approval of the proposal from the Lewis-Clark State College Human Subjects Research Committee. Finally, the student must complete a review / critique of the literature during this first semester as well.

The student completes the research project during the second semester of field. The student receives support and guidance from faculty members, field instructors, and other students during this process. The final product consists of a paper which explains their work and the results of their investigation. The student is then required to present his/her study to other social work students and faculty at the end of the semester. It is expected that the presentation will include the utilization of technological and/or other visual supports.

SECTION

APPLICATION PROCESS

Students are eligible to apply for Field Instruction courses once they have been accepted into the Social Work program which requires maintaining a 2.7 GPA in Social Work courses, and have completed at least 31 of the required core credits. In addition, the students must have completed Social Work 341, 321, 322, 300, 385. Social Work 442 and Social Work 443 may be taken prior to or concurrently with Field.

After completion of the above courses, and acceptance into the Social Work Program, the student will contact the faculty field liaison. Students must submit a field application to the faculty field liaison by February 1 for fall semester. Following an interview with the liaison, the student will arrange interviews with the agencies he/she and the liaison have deemed the most appropriate to the student's needs and interests, as well as the agencies of interest. The field liaison will meet with agency instructor(s) prior to each semester, and maintain an active listing of agencies seeking field students.

Following student interviews with agency instructor(s), the student, field liaison, and agency supervisor discuss suitability of placements. When all agree, the students are placed in the respective social service agency.

Policy on Sharing Information

In the field application process, you are asked to share information about any issues which you think should be considered in choosing your placement. And you are expected to share any information that is relevant to a field practicum placement. Information is relevant to a field practicum placement if it relates to practice, knowledge, values and skills of the profession, impacts the ability to succeed in a field practicum placement, and impacts the ability to protect clients. Examples of relevant student information to be shared include: (a) If you want to be placed at the Community Violence Intervention Center and you or a member of your family has been a victim of physical or sexual abuse, you should probably share this information. (b) If you or a member of your family received/receives services from child welfare and you want to do your placement in an agency providing child welfare services, you should probably share this information. (c) If you have an illness or disability that will or may effect the performance of your field placement responsibilities, you should probably share this information. (d) If you have received psychiatric treatment, substance abuse treatment, have been convicted of a crime, have a chronic illness, have had performance problems in class, previous field placement, or previous employment, you should probably share this information.

Information in the application as well as all relevant personal student information may be shared with faculty liaisons and field instructors. Relevant student information may come from such places as the classroom and field seminars. Information will be shared if it

will enable an appropriate field placement, inform choices by field instructors, protect clients, protect students, and facilitate the learning process. Students who believe personal information may be or has been misused can present their concerns to the Program Director for assessment and recommendations. If the matter cannot be resolved at this level, the student may appeal the recommendations through the appropriate channels.

FIELD PLACEMENTS WITH PLACE OF EMPLOYMENT/PAID FIELD PRACTICUMS

As a general policy, students are not assigned a field practicum placement at their place of employment or paid by the agency for their work as practicum students. Students may, on occasion, use their place of employment for their field practicum placement or be paid by the placement agency. In these cases, it requires the approval of the agency and an educational plan which is acceptable to the Social Work program. In cases where the field placement is with the place of employment, the agency must be willing to give the student new or different work assignments where priority is given to the educational goals. Supervision by someone who is not the work supervisor is also required. With paid field practicums the agency must be willing to structure the job description or be sufficiently flexible to allow the student learning opportunities consistent with the field practicum objectives.

Policy on the Interruption or Premature Termination of Student Placement

At times, a student enrolled in the field instruction program may not be able to complete the field experience. The faculty field liaison will recommend the course of action it considers most appropriate and the options available to the student. The faculty field liaison will provide this information in writing for the student and will, together with the field coordinator, meet with the student to review and discuss the course of action taken, the recommendations and options available regarding future placements.

The course of action the Social Work Program may take includes, but is not limited to, the following:

- a. Student receiving a failing grade.
- b. The student will be asked to wait to re-enroll in the field placement program until the student's personal and/or professional issues have been resolved.
- c. Student may be placed in another agency setting the same semester. The faculty field liaison will also be responsible for the final grade the student will receive.

Application for Field Instruction Forms

Dear Social Work Student,

Enclosed is the Application for Fieldwork Position. There is an application process for the Social Work Field Instruction which must be followed. Please review the attached material, and complete the application **PRIOR TO** making contact with any agency regarding field placement.

Students must have completed at least 31 of the required core credits, and Social Work 341, and be admitted into the Social Work Program before becoming eligible for Field. You must maintain at 2.7 GPA in Social Work courses. **IT IS RECOMMENDED** that you complete the majority of your course work **PRIOR TO** enrolling for Field. Social Work 442 (Mezzo) and Social Work 443 (Macro) may be taken concurrently with field.

Students must submit the enclosed application by **FEBRUARY 1** and complete an interview with the faculty field liaison before receiving approval to enroll in Field and Senior Research, which must be taken concurrently. Students are expected to complete a minimum of 200 hours each semester in order to fulfill requirements for Field.

STUDENTS MUST COMPLETE A RESUME and attach it to this application.

For help in preparing a resume, students may contact the CAREER DEVELOPMENT OFFICE at Lewis-Clark State College, RCH 114.

Your resume should include your name, address, phone number, and e-mail address.

It should also include your educational and employment history. Describe your work and/or volunteer experiences.

A brief paragraph, which addresses your goals for your social work career and your social work field experience, should also be included.

An "Orientation to Field Placement" session will be scheduled during April to review the expectations for Field.

Cheryl Jurgens, MSW
Field Coordinator

APPLICATION FOR FIELDWORK POSITION

Check the Semester or Semesters you plan to be in field:

FALL _____ **SPRING** _____

(Name)

(Present Address)

(Permanent Address)

(Phone Number)

(Permanent Phone Number)

(Email Address)

OTHER EXPERIENCE RELEVANT TO SOCIAL WORK PRACTICE

**OTHER
PERTINENT
INFORMATION**

Social Security Number: _____

Driver's License (Circle One): Yes No

Chauffeur's License (Circle One): Yes No

In case of emergency, notify:

(Name)

(Address)

(Phone Number)

PERSONAL INFORMATION

My strengths as a social worker: _____

My limitations as a social worker: _____

Learning goals for the field instruction: _____

Social Work Career Goals: _____

Additional information of importance for interviewer to know about me: _____

ETHICAL STATEMENT*

Human interaction, confidential information and discretionary judgments are an integral part of the practice of social work. My signature below is personal verification that my background and functioning as a citizen and a professional is consistent with the demands of practice as a social worker. I do not have a legal history or a personal history which precludes practice as a social worker due to criminality, problems with judgment, or interpersonal interaction which has unduly compromised vulnerable people with whom I have had previous contact.

I have read the NASW Code of Ethics, understand its contents, and agree to abide by its guidelines.

Signature: _____ Date: _____

* Many social work organizations and agencies require a law enforcement background check as a condition of employment. Students are expected to complete this form as a part of the application to fieldwork.

LEWIS-CLARK STATE COLLEGE
SOCIAL WORK PROGRAM

Student's Agency Choice Form

Name _____ Lewiston/Coeur d'Alene (Please circle) Class _____

Address _____

Names of agencies you wish to interview with:

1. _____ Reason _____

2. _____ Reason _____

3. _____ Reason _____

4. _____ Reason _____

5. _____ Reason _____

SECTION 6

AGENCY GUIDELINES

1. Interview student
 - a. explain purpose of agency
 - b. student expectations of agency
 - c. agency expectations of student
2. If the field placement is mutually agreed upon, student may need to sign a waiver to have a local background check or fingerprints, as indicated by the agency regulations.
3. First day of field
 - a. fill out modified application form and other pertinent documents
 - b. explain confidentiality statement, regulations of the agency
 - c. schedule hours to be worked, weekly schedule
 - d. introduction to staff
 - e. orientation of office, phone, parking, breaks, etc.
4. Orientation to the agency
 - a. review of policy and procedure manual, which also includes organizational charts, governmental laws/acts, mission and responsibilities of agency, etc.
 - b. review and become familiar with agency forms, charting/documentation procedure, facility relationships, community resources, etc.
 - c. information about the agency population, target population, skills to work with this population, etc.
5. Field experience may include the following:
 - a. completion of selected readings relevant to agency work
 - b. observation
 - c. intake/initial assessment, social histories
 - d. public speaking
 - e. home visits, community outreach, visits to community resources, community facilities/institutions, etc.
 - f. direct service contact with client systems at all levels of intervention
 - g. audio/video taping, review of tapes
 - h. attendance and participation in staffing, staff meetings, in-service training, etc.
 - i. research of current problem or issue, participation in data collection, involvement with legislative issues, etc.
 - j. completion of written reports, documentation, etc.
 - k. program evaluation, research, needs assessment, outcome measures
6. Evaluation: evaluate performance progress with faculty field liaison and student
 - a. mid-term each semester
 - b. end of each semester

Lewis-Clark State College
Social Work Program
Field Experience
Beginning Contract

Student _____ Date _____

Agency _____ Address: _____

Field Instructor (s) _____

Title: _____ License #: _____

Phone: _____ E-mail: _____

Student duties and/or activities _____

Approximate Number of Hours Per Week at Agency: _____

Beginning date of placement: _____

Expected date of completion: _____

Agency Field Instructor _____ Date _____

Student _____ Date _____

Faculty Field Liaison _____ Date _____

BSW PRACTICUM TIME CARD

MONTH: _____ AGENCY: _____

Day	Time In	Time Out	TOTAL HOURS		Day	Time In	Time Out	TOTAL HOURS
1					16			
2					17			
3					18			
4					19			
5					20			
6					21			
7					22			
8					23			
9					24			
10					25			
11					26			
12					27			
13					28			
14					29			
15					30			
					31			

Total hours this month: _____

Supervision hours: _____

Total hours year to date: _____

Student's Signature

Field Instructor's Signature **(required)**

COMMENTS: _____

**Copy As Needed
Submit Monthly**

Section 8

LEARNING CONTRACT / STUDENT EVALUATION

Lewis-Clark State College
Social Work Program
Field Experience Learning Contract

Student _____ Semester _____ Year _____

Agency _____ Field Instructor _____

Semester One, Student Learning Objectives and Student Learning Activities:

Learning Objective:

1. Demonstrate an understanding of the field agency; history, mission, programs, client population, funding, organizational structure.

Learning Activities:

1. _____

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3. _____

Projected Date of Completion: _____

Learning Objective:

2. Understanding of social worker's role relative to ethics, supervision, confidentiality, and accountability to client systems.

Learning Activities:

1. _____

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3.

Projected Date of Completion: _____

Learning Objective:

3. Clarity re: one's own values and ethics, and how this influences work with culturally diverse groups, especially disadvantaged groups, including women.

Learning Activities:

1.

Projected Date of Completion: _____

2.

Projected Date of Completion: _____

3.

Projected Date of Completion: _____

Learning Objective:

4. Understanding of the problem-solving process, including assessment, planning, intervention, evaluation, termination and follow-up.

Learning Activities:

1.

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3. _____

Projected Date of Completion: _____

Learning Objective:

5. Knowledge of community resources network, for potential referrals to and from agency of placement.

Learning Activities:

1. _____

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3. _____

Projected Date of Completion: _____

Learning Objective:

6. Exhibition of professional habits such as reliable maintenance of days, hours, dress, being on time, and utilizing time in an organized, productive manner.

Learning Activities:

1. _____

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3. _____

Projected Date of Completion: _____

Learning Objective:

7. Beginning development of identity as generalist Social Work practitioner.

Learning Activities:

1. _____

Projected Date of Completion: _____

2. _____

Projected Date of Completion: _____

3. _____

Projected Date of Completion: _____

8. Other:

Signatures:

Agency Field Instructor _____

Date

Student _____

Date

Faculty Field Liaison _____

Date

**Lewis-Clark State College Undergraduate Social Work
Mid-Semester Progress Report**

Student _____ Agency _____

Semester _____ Year _____ Agency Instructor _____

1. Please evaluate the student's effectiveness in carrying out the learning activities. Rate the level of performance using the following scale (circle the appropriate response):

- 5. Outstanding
- 4. Above expectations
- 3. Meets expectations
- 2. Below expectations
- 1. No opportunity to observe

Semester I

1.	<u>Demonstrates an understanding of the field agency</u>	<u>5 4 3 2 1 0</u>
2.	<u>Understands role relative to ethics, etc.</u>	<u>5 4 3 2 1 0</u>
3.	<u>Has clarity regarding own values</u>	<u>5 4 3 2 1 0</u>
4.	<u>Understands problem solving</u>	<u>5 4 3 2 1 0</u>
5.	<u>Knows of community resources</u>	<u>5 4 3 2 1 0</u>
6.	<u>Exemplifies professional skills</u>	<u>5 4 3 2 1 0</u>
7.	<u>Achieves beginning social worker practitioner identity</u>	<u>5 4 3 2 1 0</u>
8.	<u>Other</u>	<u>5 4 3 2 1 0</u>

Semester II

1.	<u>Practices of generalist S.W. skills thru problem solving</u>	<u>5 4 3 2 1 0</u>
2.	<u>Receives assignments of increasing responsibility</u>	<u>5 4 3 2 1 0</u>
3.	<u>Uses available networks to link clients & resources</u>	<u>5 4 3 2 1 0</u>
4.	<u>Recognizes/builds on strengths of client groups</u>	<u>5 4 3 2 1 0</u>
5.	<u>Integrates knowledge into practice</u>	<u>5 4 3 2 1 0</u>
6.	<u>Works toward social change for communities</u>	<u>5 4 3 2 1 0</u>
7.	<u>Utilizes research to evaluate practice</u>	<u>5 4 3 2 1 0</u>
8.	<u>Prepares termination plans</u>	<u>5 4 3 2 1 0</u>
9.	<u>Other</u>	<u>5 4 3 2 1 0</u>

Comments: _____

SIGNATURES:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Field Liaison: _____

Date: _____

**Lewis-Clark State College Undergraduate Social Work
End of Semester Evaluation**

Student _____ Agency _____

Semester _____ Year _____ Agency Instructor _____

1. Please evaluate the student's effectiveness in carrying out the learning activities. Rate the level of performance using the following scale (circle the appropriate response):

LEVEL OF PERFORMANCE

5. Outstanding
4. Above expectations
3. Meets expectations
2. Below expectations
1. Not acceptable
0. No opportunity to observe

Semester I

- | | | |
|----|---|--------------------|
| 1. | <u>Demonstrates an understanding of the field agency</u> | <u>5 4 3 2 1 0</u> |
| 2. | <u>Understands role relative to ethics, etc.</u> | <u>5 4 3 2 1 0</u> |
| 3. | <u>Has clarity regarding own values</u> | <u>5 4 3 2 1 0</u> |
| 4. | <u>Understands problem solving</u> | <u>5 4 3 2 1 0</u> |
| 5. | <u>Knows of community resources</u> | <u>5 4 3 2 1 0</u> |
| 6. | <u>Exemplifies professional skills</u> | <u>5 4 3 2 1 0</u> |
| 7. | <u>Achieves beginning social worker practitioner identity</u> | <u>5 4 3 2 1 0</u> |
| 8. | <u>Other</u> | <u>5 4 3 2 1 0</u> |

Semester II

- | | | |
|----|---|--------------------|
| 1. | <u>Practices of generalist S.W. skills thru problem solving</u> | <u>5 4 3 2 1 0</u> |
| 2. | <u>Receives assignments of increasing responsibility</u> | <u>5 4 3 2 1 0</u> |
| 3. | <u>Uses available networks to link clients & resources</u> | <u>5 4 3 2 1 0</u> |
| 4. | <u>Recognizes/builds on strengths of client groups</u> | <u>5 4 3 2 1 0</u> |
| 5. | <u>Integrates knowledge into practice</u> | <u>5 4 3 2 1 0</u> |
| 6. | <u>Works toward social change for communities</u> | <u>5 4 3 2 1 0</u> |
| 7. | <u>Utilizes research to evaluate practice</u> | <u>5 4 3 2 1 0</u> |
| 8. | <u>Prepares termination plans</u> | <u>5 4 3 2 1 0</u> |
| 9. | <u>Other</u> | <u>5 4 3 2 1 0</u> |

Semester One (I) and Two (II)

II. General Social Work Skills

A. Values

- 1. Demonstrates acceptance, respect, concern, and non-judgmental attitude toward client 5 4 3 2 1 0
- 2. Facilitates client self-determination 5 4 3 2 1 0
- 3. Identifies and addresses relevant and responsive cultural aspects of client situation 5 4 3 2 1 0
- 4. Ability to adhere to agency's policy of confidentiality 5 4 3 2 1 0

B. Communication Skills

- 1. Expresses self clearly in verbal communication 5 4 3 2 1 0
- 2. Expresses self clearly in written communication 5 4 3 2 1 0
- 3. Demonstrates ability to listen with empathy 5 4 3 2 1 0

C. Use of Supervision

- 1. Seeks feedback and critique regarding own work 5 4 3 2 1 0
- 2. Shows ability to use feedback for constructive growth and change 5 4 3 2 1 0
- 3. Shows responsibility for work coverage 5 4 3 2 1 0
- 4. Is on time for appointments with supervisor 5 4 3 2 1 0

III. Professionalism

- 1. Adheres to and works within the NASW Code of Ethics 5 4 3 2 1 0
- 2. Identifies own strengths and needed growth areas 5 4 3 2 1 0
- 3. Works effectively with other staff of the agency both individually and as a team member 5 4 3 2 1 0
- 4. Represents agency in a professional manner 5 4 3 2 1 0
- 5. Advocates for clients 5 4 3 2 1 0
- 6. Demonstrates genuine interest in Social Work 5 4 3 2 1 0

IV. Comments and Suggestions of Fieldwork Instructor Regarding Student
Student's strengths:

1.

2.

3.

Areas for improvement:

1.

2.

3.

V. Recommended Grade _____

Vi. Students Comments

SIGNATURES:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Field Liaison: _____

Date: _____

Submit At End Of Each Semester

List your commitments in the time schedule slots including classes, work, other, and show by asterisk which commitments are changeable.

WORKSHEET FOR FIELDWORK SCHEDULING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30 – 8:45							
9:00 – 10:15							
10:30 - 11:45							
12:00 - 1:15							
1:30 – 2:45							
3:00 – 4:15							
4:30 – 5:45							
6:00							
7:00							

*This commitment is changeable

National Association of Social Workers

CODE OF ETHICS

Effective January 1, 1997

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.¹ In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

¹ For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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 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 of proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. 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 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 a 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 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 workers 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 in evaluation 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 and 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 practice.

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 that 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.

SECTION 10

COURSE OFFERINGS AND DESCRIPTOINS PROGRAM REQUIREMENTS

SOCIAL WORK COURSE DESCRIPTIONS

SW 140—Introduction to Social Welfare 3

Professional foundation for social work. It views historical and present social welfare and social work in the United States as a response to societal problems and needs. Examines the social work profession in a variety of practice settings with diverse client populations. Ethical, political, social and economic contexts are explored and researched. *Prerequisite: ENGL 101*

SW 241—Social Work Generalist Practice 3

Provides an introduction to, and overview of, practice skills, methods, and problem solving processes necessary to generalist social work practice with diverse populations. The course consists of lecture, laboratory, and volunteer components to facilitate integration of values, ethics, knowledge and skills base in work with individuals, groups, organizations and communities. *Prerequisite: SW 140 or permission of instructor.*

SW 300—Social Work Statistics 3

This course is designed to help students build a critical understanding of statistical concepts commonly used in professional literature. The concepts considered in this course include those related to the representation of information (descriptive statistics — mean, standard deviation, graphing) and those concepts related to drawing conclusions based on sample data (inferential statistics—probability, the normal distribution, hypothesis testing). *Prerequisite: General Ed Core Math*

SW/HIST 320—History of Social Welfare in the United States 3

This course presents a historical review of the development of social welfare in this country from colonial times to the present. Within that context, social welfare is explored relative to economic, political, social, religious, and philosophical developments. This course examines this country's responses to social welfare concerns through pragmatic efforts involving both social treatment and social control. The approach is topical and selective, rather than strictly chronological and comprehensive. *Also listed as HIST 320.*

SW 321—Human Behavior and the Social Environment I 3

This course builds upon the biological, behavioral and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence and young adulthood. Class, ethnicity, race, and gender are emphasized, while family, group, organization, community and society provide the person/envi-

ment transactional context. This course provides a knowledge base for upper division practice courses. *Prerequisite: PSYC 101 BIOL 175 or instructor's permission.*

SW 322—Human Behavior in the Social Environment II 3

This course builds upon the biological, behavioral and social sciences base of the Liberal Arts core. It adds a social system perspective to explore the determinants of human behavior in middle and late adulthood. Class, ethnicity, race and gender are emphasized while family groups, organizations, community and society provide the person/environment transactional context. This course provides a knowledge base for movement into the upper division practice courses. *Prerequisite: PSYC 101, BIOL 175, SW 321 or instructor's permission.*

SW 340—Social Welfare Services and Policy 3

This course explores the development of social welfare as an institution and social work as a profession. Social and individual need, social welfare policy formation, decision-making, the impact of such on human service professionals and the delivery of social welfare services are examined through the utilization of both historic and scientific analysis. A preview of present and future trends also will be introduced. *Prerequisite SW/HIST 320, POLS 102, or instructor's permission.*

SW 341—Generalist Practice—Micro-Interventions 3

Students focus on generalist practice with individuals in a variety of familial, organizational and cultural contexts. The course builds upon the beginning generalist social work skills learned in SW 241. Emphases are on development of the problem-solving approach, evaluation of practice effectiveness and assessment and intervention techniques within the context of generalist practice. Values, techniques, theory, ethics, research and diversity are stressed. Course enrollment is limited to Social Work majors. *Prerequisite: SW 241*

SW 385—Research 3

This course introduces the theory and application of basic social scientific research techniques, including qualitative and quantitative methods, data collection, statistical thinking, assessment and single-subject design. The use of research as one tool in the professional repertoire of skills available to the social work generalist and evaluation of practice are emphasized. The ethics of scientific inquiry is stressed throughout. *Prerequisite: SW 300 or permission of instructor*

SW 442—Mezzo-interventions 3

Building upon previous practice classes, this course explores the theories and dynamics of group behavior, family interactions, and the techniques of working with and within diverse groups in a variety of community and organizational contexts. Students learn to assess family interaction patterns, individual change through group processes, and ethical options and their own group skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. *Prerequisite: SW 341 and admission to social work program.*

SW 443—Generalist Practice—Macrointerventions 3

The generalist approach of the preceding classes is continued with emphasis on community structure, organizations, diversity, values and attitudes. Research techniques for identifying and understanding communities and practical applications of methods for a generalist working in communities are the major foci of this course. It provides a framework within which other social work methods courses are contextually integrated. Course enrollment is limited to Social Work majors. *Prerequisite: SW 442 and admission to social work program.*

SW 390/490—Directed Study in Social Work 1-3

SW 291/491—Workshop in Social Work 1-3

SW 292/492—Special Topics in Social Work variable

SW 495A—Field Instruction I 6

A contracted, supervised learning experience enabling the social work student to apply learned techniques, theories, and professional values from social work foundation courses in public and private human service agencies as a potential beginning generalist practitioner. This course requires substantial self-evaluation and reflection on the complexities of the tasks involved in social work practice. The integration of academic with experiential knowledge is facilitated by an accompanying seminar. Enrollment is limited to students admitted to the BSW program. *Prerequisite: SW 341, SW 321, SW 322, SW 300, SW 385, SW 442, SW 443 (or may be taken concurrently with SW 442 and SW 443), admission to the program, and Application and permission of field coordinator.*

**SW 499A—Senior Research Proj/Design
3 cr.**

In this course students design their senior research project. The course involves a review of research methodologies and statistical procedures relevant to the student's project. The student is required to complete the project literature review during this course. *Co-requisite: SW 495A*

**SW 499B—Senior Research Proj/Design
II 3 cr.**

In this course students will complete the research project designed and proposed during SW 499A. If the research program directly involves human subjects, the proposal must be approved by the Human Subjects Research Committee before it is undertaken. *Pre-requisite SW 499A
Co-requisite SW 495B.*

SW 495B—Field Instruction II 6

Students assume more proactive roles under the contracted supervision of social workers in public and private social work agencies. The integration of academic with experiential knowledge is facilitated by an accompanying seminar *Prerequisite: SW 495A and admission to the program*

SECTION 11

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH