



Preparing students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

SOCIAL WORK Practicum Manual 2014

TABLE OF CONTENTS

Part I. General Information	3
Introduction	3
The Mission and Vision of the Social Work Department	3
The Role of Practicum in Social Work Education	3
Part II. Practicum Policies	5
Practicum Guidelines and Outcome Indicators	5
CSWE Mandated Requirements	5
CSWE Criteria for Agency Selection and the Agency Field Instructor	5
Roles and Responsibilities of Practicum Participants	6
Completion of Hours, Grounds for Removal, and Unsatisfactory Progress	10
Part III. Sexual Harassment	12
Guidelines for Reporting Sexual Harassment	12
Policy for Sexual Harassment	12
Steps to Follow should Sexual Harassment or Discrimination Occur	12
Part IV. NASW Code of Ethics	14
Preamble	14
Purpose of the NASW Code of Ethics	14
Ethical Principles	15
Part V. Appendices	25
A. CSWE Educational Policy and Accreditation Standards	25
B. Practicum Forms	34

Part I. General Information

I-1. INTRODUCTION

The Department of Social Work at Winona State University is an accredited program through the Council on Social Work Education since 1984. The Department of Social Work offers a baccalaureate of science degree in social work (BSW). The primary purpose of the social work major is to prepare social work students for entry-level positions in generalist social work practice.

All students must complete 120 semester hour credits in order to graduate with a baccalaureate degree. The General Education Program at Winona State University requires students to complete 46 semester hour credits in

broad-based courses that build on student skills and knowledge. There are 64 required semester hour credits within the social work major and the majority are taken after completion of the general education requirement. There can be 6 to 9 hours taken in courses that meet both requirements. Beyond General education and major course requirements, students may need to complete additional credits to complete 120 semester hours for graduation. This allows for students to tailor their degree by selecting either a minor in another field or by selecting general elective courses of interest.

I-2. THE MISSION AND VISION OF THE SOCIAL WORK DEPARTMENT

Mission

The Department of Social Work at Winona State University aspires to prepare students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

Vision

The Social Work Department prepares students to work in entry-level settings with any population. The Department educates students to be lifelong learners and active participants in a global society. Faculty work to develop graduates with interpersonal skills, communication, critical thinking skills, and the leadership skills necessary for meeting personal, civic, cultural, and professional challenges and who

will address the need for social change.

The Social Work faculty are committed to being actively involved in the community to improve the lives of the citizens of Southeast Minnesota and to bring about the needed social change to alleviate discrimination, poverty, and oppression, thereby modeling the desired professional behavior expected of students.

The faculty are committed to the preparation of generalist social workers through the promotion of the social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence as evidenced by the NASW Code of Ethics and reinforced in the CSWE EPAS 2008.

I-3. THE ROLE OF PRACTICUM IN SOCIAL WORK EDUCATION

Social work is a profession that requires the integration of knowledge, skills and values in a way that promotes individual, familial, community, and social well-being. The knowledge base of social work is complex and comes from multiple disciplines such as psychology, sociology, anthropology, economics, political science, and law among others. The skill set required is varied and ranges from the ability to effectively work with individuals to affecting change on a global scale. Social work values are grounded in the ideas of fairness, equity and respect for difference.

The practicum is where the social work student begins to learn how to exercise this combination of knowledge, skills and values in a social service environment and in highly contextualized situations. A practicum internship gives the student an opportunity to reflect with his/her Field Instructor what appears to be useful and what does not. Together, they affirm strategies of utility, reject those that do not appear to work, and develop new approaches. They

then test the new ideas in the workplace and the cycle of learning continues.

The practicum experience is considered by CSWE as the signature pedagogy of social work education (CSWE, 2012). The importance of practice experience and the special significance of the Field Instructor in the development of a professional social worker are confirmed time and again by the students who state how much they have learned in their work with the people whom they serve, and in their professional interaction with the Field Instructor and with other professionals.

Description and Purpose of the Practicum

The 12 credit Practicum (480 hours) is pre-arranged and completed the last academic semester of the senior year, in a human service agency, under the supervision of social worker as an Agency Field Instructor. The Practicum can only be taken when all other course work necessary for

graduation from Winona State University are completed including “incompletes.”

Typically, students work 32 hours/week for 15 weeks in the selected agency. (In rare circumstances, different schedules can be discussed between the Director of Field Education or the liaison, the Agency Field Instructor and the student.) Fridays are reserved for SW480 Integrative Seminar course – a required course.

The purpose of the Practicum is to provide the student the learning experience of functioning at an entry level in a position of a social worker with a baccalaureate degree. Two main objectives for the student are to: (1) broaden and deepen his/her practical knowledge and skills required at the above mentioned entry level and; (2) to proceed in the process of integrating theory and practice.

The Capstone Research Project

In the course of the Practicum experience, students are expected to complete a research project related to an issue or topic in social work practice. The emphasis should be on social work practice and the project should be of benefit to both the agency and the student. In other words, in being

involved in the research project, the student is working toward an important objective, namely, to experience and to come to realize that evaluation of practice is an essential condition for a clear and deeper understanding of the inter-dependent link between theoretical concepts, practice endeavors, and practice results.

The Practicum experience and the completion of the research project together are considered the capstone of the student's education and training for the baccalaureate degree in social work. Students are allowed to use a maximum of 50 practicum hours toward successful completion of the capstone research project. These 50 hours for research are not an entitlement but are appropriately discussed and negotiated with the Agency Field Instructor. Concurrent with the Practicum, students are required to attend a three-credit course – SW480 Integrative Social Work Seminar. The purpose of this course is to facilitate and reinforce the ongoing process of integration of theory and practice in the student's professional thinking and functioning. Attendance in Seminar is mandatory, and it is expected that students miss no class meetings.

Part II. Practicum Policies

The Winona State Department of Social Work follows the practicum related EPAS policies of the Council on Social Work Education and additional policies developed by the

department. The following policies describe the structure, implementation and evaluation of the practicum component of the program.

II-1. PRACTICUM GUIDELINES AND OUTCOME INDICATORS

The Social Work Department requires 600 hours of practical work. This entails 120 hours of Field Experience (pre-major) and 480 hours of Practicum in entry-level social work practice prior to graduation. Field Instruction is an opportunity to apply practice with theoretical concepts and determine readiness to enter the profession of social work. The Winona State Social Work Department uses both the Council on Social Work Education's Educational Policy

and Accreditation Standards (EPAS) and the NASW Code of Ethics as criteria for assessing student competency during practicum. CSWE competencies will be evaluated through the Learning Agreement and adherence to the NASW Code of Ethics will be evaluated through multiple venues including, but not limited to, practicum supervision sessions, the field seminar course. Please see the CSWE EPAS Competencies and Practice Behaviors in Appendix A.

II-2. CSWE MANDATED REQUIREMENTS

The field practicum is an integral part of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. Per requirements set forth by the Council on Social Work Education, field education at the baccalaureate level requires a minimum of 400 hours in field practicum. The Department of Social Work at Winona State University requires 480 hours for field practicum.

The Social Work Department completes regular assessment of our program under the CSWE Educational Policy Accreditation Standards (EPAS). Students completing Practicum are assessed on their mastery of the CSWE Core Competencies and Practice Behaviors through the learning contract and end of term self assessments. A summary of the program's assessment can be found online at: <http://www.winona.edu/socialwork/program.asp>

II-3. CSWE CRITERIA FOR AGENCY SELECTION AND THE AGENCY FIELD INSTRUCTOR

Agency Requirements

All agencies must meet the following minimal requirements:

- A primary goal of the agency must be to address human needs. This can be included in law, social policy formulation, administration, community organization, evaluation, direct service delivery, etc.
- The agency must not engage in discriminatory practices in either hiring of personnel, acceptance of students, or of clientele. This would include discrimination of gender, sexual orientation, minority status, socioeconomic status, religious beliefs, or national origin.
- The agency must be committed to the educational goals of the department.
- The agency must support the placement and allow for sufficient release time for the Agency Field Instructor to give educational supervision to the student. Two visits by the Faculty Field Liaison are routinely scheduled during field practicum. If indicated, all parties can request additional visits.
- An agency accepting an undergraduate student must provide an Agency Field Instructor who is a licensed eligible social worker and/or holds a baccalaureate or

master's degree from an accredited social work program. In a few educationally unique settings, the supervision can be arranged via a consultant or through the faculty at the department.

Note: Sometimes students have expressed interest in completing an internship with an organization out of state or internationally. Out of state (excluding parts of Wisconsin and Iowa) as well as international internships require a great deal of preparation and students should consult with the Field Director at least one year prior to the internship. Students interested in study abroad should take note that all study abroad must first be approved by Winona State University's President. Any study abroad plans are pending until this approval is received. The President reserves the right to veto any study abroad plans by faculty and students.

Field Instructor Requirements

The following criteria have been established for the selection of an agency based Field Instructor:

- The primary Agency Field Instructor of record must be a licensed eligible social worker and have a baccalaureate

- ate or master's degree from an accredited social work program.
- The Agency Field Instructor must agree with the learning goals of professional social work education and be committed to quality education for the student.
 - The Agency Field Instructor is required to work closely with the department in the assignment of case material and is responsible for providing timely feedback to the department about the individual student through the Faculty Field Liaison.

II-4. ROLES AND RESPONSIBILITIES OF PRACTICUM PARTICIPANTS

Responsibilities of the Student

1. Forms

Students are responsible to complete and to make sure they keep copies of all forms submitted. This includes but is not limited to: the application, placement memo, orientation checklist, Learning Agreement, and evaluations. In addition, students are responsible to make sure the Agency Field Instructor has a copy of the Practicum Manual. The manual is available free of charge to Agency Field Instructors and is provided by the Social Work Department upon request.

2. Practicum Preparation Course

Students enroll in SW400 Practicum Preparation the semester before entering Practicum. Students complete the application process while in SW400 and meet in class and individually with the Practicum Preparation Instructor in preparation for entering Practicum.

During the practicum preparation process all students must submit a copy of a criminal background check from the Minnesota Bureau of Criminal Apprehension (BCA) and/or their state of residence. The Minnesota BCA <https://cch.state.mn.us/> or Wisconsin Circuit Courts <https://wcca.wicourts.gov/index.xls> can be completed online. Easiest method is to do a Google search of appropriate state agency. There is no cost for this service and the student only needs to enter his/her name and date of birth to obtain a record. Students who have a felony charge in their state of residence and/or in Minnesota should consult with the Practicum Instructor, as some agencies may not accept the student for placement.

3. Criminal Background Checks

The department will advise students on a case-by case basis regarding their criminal background and legal obligations. Students need to be aware that the social work faculty can educate students in the classroom, but the faculty does not have control over field agencies' willingness to accept a student for placement. The Field Experience and Practicum are major requirements of the social work program. Hence, a student might be unable to gain admission to the program if unable to secure a placement for Field Experience. Further, a student

- New Agency Field Instructors are expected to attend orientation sessions or be available for individual orientation by the Director of Field Education when attendance at the formal sessions would prove an undue hardship.
- The Agency Field Instructor will have sufficient background in social work experience (preferably at least six months at the agency and no less than two years post BSW or MSW experience).

might be able to complete all the course work in the major and yet not complete the social work program if a Practicum placement cannot be secured. Additionally, even upon successful completion of the social work major, the department makes no guarantee that a student with a criminal record will secure employment in social services and that any state entity will grant licensure or certification to a person with a criminal background.

4. Contacting of Agencies

The student contacts agencies approved by the Social Work Department to inquire about the possibility of a placement to arrange a tour and informal appointment with the Agency Field Instructor. The Director of Field Education may consider agencies that have not had interns with the Social Work Department at Winona State University – after review and approval. Take note that approval of new agencies may take up to six months and hence may not be suitable for students currently enrolled in SW400 Practicum Preparation. Students should take serious consideration of the approved internships available – however – if a unique internship arises - consult with the Director of Field Education. The purpose of initial contacts is to learn more about different agencies and the services provided. Subsequent contacts are arranged when a student decides to pursue a placement – after consultation and approval with the Practicum Preparation Instructor. At this time, the students should bring a copy of the completed application form and a resume to an interview with an agency.

5. The Placement Interview

The student brings the Practicum Placement Memo to the placement interview with the Agency Field Instructor. Focus of the interview is on the student's interests related to a practicum experience at the agency, his/her thoughts about a placement plan that would be effective and beneficial for both the student and the agency, and any other topic the above parties would deem appropriate. If a placement is agreed upon and the student is accepted, a starting date is set. Please note that start and end dates of Practicum must coincide with the university semester schedules. The student requests the Agency Field Instructor to fill out and sign the Placement Memo.

Note. The placement memo is a written agreement between agency, university, and student. Accepting a placement and signing the placement memo should not be taken lightly. Students who have signed a placement memo with an agency should not attempt to seek out or accept other internships. This is a serious breach of agreement by the student and shows a lack of professionalism.

6. The Practicum Preparation Interview

The student submits completed Practicum Application materials to the Practicum Preparation Instructor. An interview between the student and the Practicum Preparation Instructor is scheduled to discuss student readiness to enter Practicum on the semester selected by the student.

7. Use of the Orientation Form

When the student commences orientation hours with the selected Practicum agency, the student and the Agency Field Instructor together develop a plan covering the items on the Orientation Form. This will equip the student in an expedient manner with necessary knowledge of the agency, thus enabling him/her to timely start the practicum experience, including the Learning Agreement and Capstone Research Project. Further, the student should be advised which rules and laws, in the state and/or in the placement, he/she needs to know and/or become familiar with.

8. Developing and Completing the Learning Agreement

The student and the Agency Field Instructor will discuss the content and progress of the learning agreement. The student should have a rough draft during the orientation and then a final copy early in the semester of placement. The student should make consistent and active use of the learning agreement as a working document. In other words, the student should keep track of the progress of the learning activities and objectives, add items if appropriate, and/or delete items if they do not appear feasible. The student should keep a written record of comments and also thoughts about what is happening in the process regarding certain topics. The learning agreement should serve as a guide for both the student and the Agency Field Instructor and a means to check and evaluate the student's progress throughout the Practicum experience.

9. Establishing Regular Supervision Meetings With the Agency Field Instructor

Students are required to meet a minimum of one hour per week with the Agency Field Instructor for supervision. The Agency Field Instructor of record must hold at minimum a BSW degree. Planning supervision meetings is a two-way process. This means that the student is expected to take an active role in the planning of these meetings.

10. Initial Assessment of Student

After the first 100 hours of placement, the Agency Field Instructor completes the Initial Assessment of Student. This early evaluation should then be reviewed with the student and submitted to the Faculty Field Liaison.

11. The First Meeting Between the Agency Field Instructor, the Director of Field Education/Liaison, and the Student

At the completion of the learning agreement and around the first 200 hours, the student needs to schedule the first meeting between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the learning agreement, the student's performance thus far, the research project and any other issue pertaining to the Practicum that the participants deem useful. The Learning Agreement needs to be approved by all three participants.

12. First Evaluation of the Student's Practicum Performance at the Completion of 200 Hours

At the completion of the first 200 hours, the Agency Field Instructor and the student together evaluate the student's performance thus far. A signed copy of this completed evaluation is to be given promptly to the Faculty Field Liaison. If the situation indicates a need, the Agency Field Instructor and/or the student can request that the Faculty Field Liaison be more closely involved in this evaluation.

13. Completing the Student Practicum Evaluation Form The Final Meeting Between the Faculty Field Liaison, Agency Field Instructor, and Student

Toward the end of the 480 hours, the Agency Field Instructor and the student together complete the form evaluating the final 280 hours of Practicum experience of the student. At this point, it is incumbent on the student to schedule the final meeting between the Faculty Field Liaison, Agency Field Instructor, and student. The subjects of this meeting include the results of the evaluation, the process of the experience, and any other aspects of the Practicum experience that the above-mentioned parties deem appropriate. The evaluation form must contain the proper signatures, with copies to all parties.

14. Completing the Practicum Evaluation of the Agency and Field Liaison

The student is to complete the forms evaluating the agency and the Faculty Field Liaison.

15. Completing the Research Project and Writing the Research Report

The research project and the research report need to be completed before the student can receive a grade for the Integrative Social Work Seminar class. The student must receive approval from Winona State University's Institutional Review Board (IRB) to complete research or the work will not be received or graded by the Social

Work Department. Further, the student must review the research proposal and drafts with the Field Instructor before submitting his or her work to the Faculty Field Liaison for review. A final copy of the research paper, signed by the student and Agency Field Instructor, should be submitted to the Faculty Field Liaison for grading. The final grade of the research project will be calculated into the overall grade for the seminar course.

Note. Students who do not pass Seminar will not be able to successfully pass their Practicum or vice versa. Practicum and Seminar are taken concurrently and hence, if a student fails one of these courses – the student would be required to retake both courses. Incompletes are not given for Practicum and Seminar unless the reasons for extension of the course requirements has been pre-approved well in advance by the student, the practicum liaison, the Agency Field Instructor, the director of field education, and the seminar instructor.

16. Final Program Assessment and Focus Groups

Students will be asked to complete a final program assessment based on social work curriculum during the Seminar/Practicum semester. The final program assessment is posted on Qualtrics. The Seminar Instructor will provide students with information on how and when to complete the program assessment. Focus group discussions are held approximately two to three weeks after the completion of the Qualtrics assessment. Focus groups are led by social workers in the community and the discussions focus on the results of the assessment survey. Students will be notified by the Seminar Instructor on date and location of the focus groups.

Responsibilities of the Agency Field Instructor

1. Meeting with Potential Interns.

The Agency Field Instructor agrees to meet with interested social work students who are potential interns and who are enrolled in Practicum Preparation.

2. Interviewing and Screening Students Applying for a Practicum Experience at the Agency.

The Agency Field Instructor and student discuss whether the agency and the student mutually meet each other's needs.

3. Completing the Practicum Placement Memo

At the closure of the interview, the Agency Field Instructor will fill out and sign the Practicum Placement Memo, which is to be submitted by the student to the Practicum Preparation Instructor.

4. Developing the Learning Agreement and Use of the Orientation Form

When the student commences the orientation for Practicum, the student and the Agency Field Instructor together develop a plan covering the items on the Orientation form. Equipped with this knowledge of the agency,

the student will start developing the learning agreement and generate ideas for a research project. The Agency Field Instructor and the student will discuss the content and the progress of the learning agreement, which should be finalized at the completion of the first 65 hours (first two weeks of placement). The learning agreement as a working document should be consistently and actively used. This means that along the way, progress of the learning activities should be checked, and items added or deleted if not feasible. The learning agreement is to serve as a guide for both the Agency Field Instructor and the student, and as a means to check and evaluate the student's progress throughout the Practicum.

Note. The Learning Agreement is managed through the software program TaskStream. Agency Field Instructors will be provided with access to TaskStream and instructions on how to navigate TaskStream after accepting a student.

5. Initial Assessment of Student

After the first 100 hours of placement, the Field Instructor completes the Initial Assessment of Student. This early evaluation should then be reviewed with the student and submitted to the Faculty Field Liaison.

6. The First Meeting Between the Agency Field Instructor, the Faculty Field Liaison, and the Student

At the completion of the Learning Agreement and the first 200 hours, a meeting is scheduled by the student between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the completed learning agreement, the student's performance thus far, discussion of the progress to date on the research project and any other issue pertaining to the Practicum that the participants deem useful. The learning agreement should have already been approved and must contain the proper signatures.

7. Assisting the Student in the Selection of a Research Topic and Development of a Research Proposal

The Agency Field Instructor informs the student of any review protocols that are required by their organization or agency and assists the student in choosing a research topic or, if appropriate, recommends a certain topic to the student, keeping in mind that the project should be of benefit to both the agency and the student. Students must follow the protocol of the practicum agency regarding research – this includes all approvals and reviews that are necessary before collecting data.

8. Monitoring the Content and Following the Progress of the Student's Practicum Experience/Evaluation of the Student's Performance at the Completion of 200 Hours

The Agency Field Instructor monitors the quality of the Practicum experience of the student, makes use of the learning agreement as a guide, and identifies and discusses with the student issues as they occur. Depending

on the nature and seriousness of such issues, the Faculty Field Liaison should be informed and, if so indicated, also be involved in the discussion and solutions of such problems. Please note: In case of unethical conduct on the part of the student, the Agency Field Instructor should immediately inform the Faculty Field Liaison and follow this up by a letter to the Director of Field Education. The Field Instructor and the student together evaluate the student's performance at the completion of the first 200 hours. A copy of this evaluation is to be given promptly to the Faculty Field Liaison. If the situation warrants, the Agency Field Instructor can request that the Faculty Field Liaison and/or the Director of Field Education be more closely involved in this evaluation.

9. Completing the Student Practicum Evaluation Form

The Final Meeting

Toward the end of the 480 hours, the Agency Field Instructor and the student together complete the form evaluating the final 280 hours of the Practicum learning experience of the student. In the final meeting the Agency Field Instructor, the Faculty Field Liaison, and the student, focus is on the results of the evaluation, the process of the experience, involvement of the Faculty Field Liaison, and any other aspects of the Practicum experience that the above mentioned parties deem useful.

10. Providing Guidance and Help Needed by the Student in Completing the Research Project

Within reasonable parameters, the Agency Field Instructor assists and guides the student in completing the research project. This may involve: making available resources of information, establishing contact with other professionals, suggesting attending and participating in special workshops, alerting the student to stay on track, etc. The student may be allowed up to 50 hours of practicum time to work on the research project. The parameters of this time should be discussed and approved by the Agency Field Instructor. This time should not interfere with the agency's delivery of service. The Agency Field Instructor also acknowledges awareness of student progress by signing off on research proposals and drafts submitted by the student.

Responsibilities of the Faculty

1. Interviews with the Student(s) Prior to the Practicum

An interview between the student and the Practicum Preparation Instructor is scheduled to discuss the Practicum Application materials and student readiness to enter Practicum on the semester selected by the student.

2. Director of Field Education and Practicum Preparation Instructor

Sometime after the Practicum Preparation Interview, the student and the Agency Field Instructor will receive written notification from the Director of Field Education

and/or the Practicum Preparation Instructor indicating whether the student's practicum application is approved and the terms of acceptance into the Practicum/Seminar semester along with permission forms to enter the courses.

3. The First Meeting Between the Faculty Field Liaison, the Agency Field Instructor, and the Student

The meeting is arranged by the student within the first 200 hours of placement being completed. The focus of this meeting is the completed learning agreement, the student's performance thus far, discussion of possible topics for the research project, and any issue pertaining to the Practicum that the participants deem useful. At this point in time, the learning agreement has been approved and signed by all participants.

4. Be Available for Communication and Consultation During the Course of the Practicum

It is understood by the students and the Agency Field Instructors, that should an issue or problem occur during the Practicum, the Faculty Field Liaison will be advised of the matter, and, if indicated, at times also be involved in the discussion. Either decision is at the discretion of the Agency Field Instructor, while taking into account the nature and seriousness of the situation.

5. Facilitating the Final Meeting

In the final meeting among the Faculty Field Liaison, the Agency Field Instructor and the student, the Faculty Field Liaison facilitates the discussion of the relevant issues and topics related to the student's Practicum.

6. Completing the Research Project

All students are required to follow Winona State University IRB guidelines for research. All students must successfully pass the IRB examination and have written approval to proceed with a research project from IRB prior to data collection. A number of students need considerable assistance in writing a clear research report that meets scientific criteria. It is understood by the students that they can request individual appointments if they experience problems, have questions, etc., as frequently as they feel they need help from the Director of Field Education/liaison and/or seminar instructor.

Note. Students who do not receive IRB approval but proceed with research (collection of data) will receive a zero for the research project. This will result in failing Seminar and Practicum.

Responsibilities of the Director of Field Education

1. Orientation/Development of Agency Field Instructors

Once a year, an orientation/development seminar is held for the Agency Field Instructors. The format consists of an opening session where all are together to explore for a short time immediate issues surfacing in the field program. Concurrent work groups are then held

where such topics as the art of field instruction, student learning agreements and evaluations, connecting students to agency and community resources, student research projects and their benefit to the instructor and the agency are addressed. Results from the group discussions are then briefly summarized and conclusions formulated.

2. Obtaining Agency Field Instructors' Input into the Social Work Department

Each semester the field faculty meet with the program advisory group to discuss the field education program and improvements of the department; development of the Field Instructors; planning for the all-field instructor gatherings and; the supervisor orientation/development seminar, the spring recognition and appreciation event. Besides feedback from a representative sample of the Field Instructors about the practice course curricula, the site visits by Faculty Field Liaison provide the best opportunities for the Agency Field Instructor to have direct input into the Social Work Department. The visits are focused around the learning agreement and the final evaluation, and are naturally suited for discussion of how to best relate program learning objectives to the needs and interests of the agencies.

Current Employment as Practicum

A student may use current agency as a practicum placement when the following conditions are met:

- The student discusses the interest to use current employment as a practicum site with the Practicum Preparation Instructor and the Director of Field Education.
- If the proposed site is approved by the Director of Field Education, the student may approach his or her agency supervisor to determine if the agency can accommodate a practicum student.
- The agency must provide the department with a copy of the student's current job responsibilities.
- The agency must provide the department with a new job description outlining the new responsibilities that

will be provided to the student during practicum. These responsibilities must show that the student will be practicing at a higher professional skill level than current position allows.

- The student's field instructor must be different than the student's employment supervisor.
- The field instructor must meet the general field instructor criteria.
- The student and agency must complete the Employment Based Field Agreement form (Appendix A).
- The student's field instructor must be different than the student's employment supervisor.
- The field instructor must meet the general field instructor criteria.
- The student and agency must complete the Employment Based Field Agreement form (Appendix A).

If an agency does not have a suitable social worker available for supervision in the field, the student can maintain social work supervision in the following ways. A student may find another individual at the agency, who is a CSWE-accredited, licensed eligible social worker and meets the field instructor guidelines, who will agree to meet with the student and supervise their work. Another option is for the student to find a CSWE-accredited, licensed eligible social worker who meets the Field Instructor guidelines and works at another agency in the area, who will agree to provide the social work supervision while the student completes their hours in the field. Finally, if the student cannot find anyone in their area to provide social work supervision the student can request a WSU social work faculty member to provide the student with their supervision

Equivalency Credits for Practicum

The Social Work Department does not accept equivalency or life experience work for the SW475 Practicum. Students may, however, use their current employment to meet Practicum hours if said employment meets the criteria as mentioned above. See the Director of Field Education for more information.

II-5. COMPLETION OF HOURS, GROUNDS FOR REMOVAL, AND UNSATISFACTORY PROGRESS

Completion of Hours and Absence from Field Placement

1. All students are expected to complete the requisite number of hours in the field. If this is not going to be accomplished within the agreed upon time frame, the Faculty Field Liaison must be notified immediately.
2. If a student is absent for a significant period of time, there are several options:
 - Extension of the time frame of the placement so that the requirements can be completed.
 - Replacement in another setting if the first is not feasible.

Grounds for Removal of a Student from Field Placement

The following are grounds to remove a student from the field:

1. Failure to maintain confidentiality in reference to a client as mandated by agency policy and/or the NASW Code of Ethics.
2. Failure to abide by the NASW Code of Ethics
3. Repeated tardiness at the agency and/or tardiness without notification.
4. Repeated absences from the agency and/or absence without notification.
5. Repeated change in scheduled field hours without prior approval.

6. Failure to follow the guidelines and standards of the Social Work Program (refer to the WSU Social Work Student Handbook – Student Standards for Professional Conduct).

The final decision regarding removal from the field placement will preferably be jointly made by the pertinent appropriate participants. The decision should be supported by the director of field education and the Faculty Field Liaison. The student may appeal following the guidelines for grievance procedure in the Social Work Student Handbook.

Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the issue(s). The director of field education requires full department review and approval. Approval for retaking Practicum and Seminar are not guaranteed to students who are under reconsideration.

Unsatisfactory Progress in Field Placement

When a student is not progressing at a satisfactory rate:

1. The Agency Field Instructor will discuss this openly and directly with the student.
2. Should the difficulty continue, the Agency Field Instructor needs to notify the Faculty Field Liaison immediately to arrange a conference.
3. In this conference, the student, the Agency Field Instructor, and Faculty Field Liaison will develop a plan for change.
4. If the agency wishes to explore whether a student should be removed or whether the situation is remediable, the Faculty Field Liaison will respond promptly by scheduling a meeting.
5. If deemed appropriate by any or all parties involved, the Director of Field Education should be consulted and involved in the discussion process.

An Agency Considering Discontinuing With a Student Should:

1. Have discussed the central issue(s) with the student.
2. Immediately inform the Faculty Field Liaison and a meeting should be scheduled among the participants (student, Agency Field Instructor, Faculty Field Liaison).
3. If the situation continues to be unsatisfactory, the student will leave the agency in a time frame which is preferably agreeable to all parties.

and/or the Faculty Field Liaison will have the responsibility to work with the student around these issues and together they may formulate certain conditions for a return to field.

Note. Students who are removed from an agency placement due to misconduct will not be allowed to retake Practicum and Seminar for a minimum period of one academic year. A reconsideration plan outlining the areas of concern along with goals and measurable objectives on how to resolve the concerns will need to be completed by the student along with regular progress reports. Students under reconsideration will submit the reconsideration plan and progress reports to the Director of Field Education and other appropriate department faculty. Repeating

Practicum

and

Seminar

Change of Field Placement Considered by the Student

The following are rules regarding the change of students from an agency or organization:

1. If at all feasible, the student should first explore the central issue(s) with the Agency Field Instructor.
2. If no positive resolution is occurring, the student must talk with the Faculty Field Liaison about the situation and proposed move. The Faculty Field Liaison, student and Agency Field Instructor will then meet to discuss the issues involved. Further attempts may be made to explore solutions that can be achieved within the agency.
3. If the decision is made to have another placement, the student and Faculty Field Liaison will discuss arrangements for an alternative placement site. This should be a thoughtful decision and should be done relatively promptly.

Note. A request to change placements will not be considered because a student has found a “better placement or opportunity.” Further, changing a placement agency will result in additional hours needed to successfully complete a placement. The student should not assume that he or she will be able to count any or all of the hours completed at the departing agency. The number of hours necessary to successfully complete a change of field placement will be discussed by the Faculty Field Liaison, the director of field education, and the student.

Part III. Sexual Harassment

III-1. GUIDELINES FOR REPORTING SEXUAL HARASSMENT

The Social Work Department has adopted the policy and procedure guidelines of The University of Minnesota for the reporting of sexual harassment in the university setting. Agencies which are under the Department of Public Welfare have adopted policies similar to the one put forth by DPW on October 15, 1980. Other agencies may have adopted their own policies which meet the guidelines of The Equal Employment Opportunity Commission and The State Commissioner of Human Rights.

However, The Social Work Department recognizes that, in many instances, these various policies and procedures may not apply to sexual harassment complaints of a student in an agency where he or she is an intern and not an employee of the agency. In addition, it is particularly important that there be guidelines that do pertain to complaints regarding sexual harassment of students, because of the “one-down position” students may experience in agencies.

Sexual harassment of students is destructive to the learning environment, demoralizing to the student, and can adversely affect the student’s performance in the agency. Sexual harassment of students may be overt or covert, verbal or physical, and may range from suggestive comments and sexist jokes to assault and rape. The policy and guidelines are aimed at preventing and alleviating offensive, hostile, unwelcome and unwanted attentions, which generate a psychologically harmful environment and inhibit optimum performance in the field.

The guidelines and policy for reporting are not intended to replace those already adopted by Winona State University or by the individual agencies. They are intended to supplement them, and, as a supplement, they are applicable at all agencies providing field experience and field practicums to social work students.

III-2. POLICY FOR SEXUAL HARASSMENT

Policy Statement

Agencies in which students from The Social Work Department are placed shall not tolerate any form of sexual harassment of students from any employee or representative of the agency.

Conduct Constituting Sexual Harassment

Conduct constitutes sexual harassment if: submission to the conduct is within an explicit or implicit term or condition of beginning or continuing the field experience or field practicum; or submission to or rejection of the conduct is used as a basis for evaluating the student’s performance; or the conduct has the purpose or effect of interfering with the student’s performance or creating an intimidating, hostile or offensive work environment.

III-3. STEPS TO FOLLOW SHOULD SEXUAL HARASSMENT OR DISCRIMINATION OCCUR

Step 1. Attempt to Resolve the Matter Through Informal Discussion

When a student has been the subject of sexual harassment or discrimination, the first step is a meeting with the perpetrator to reach a resolution. The student shall discuss his/her concern with the party involved. If, for any reason, the student feels unable to proceed on his/her own, the student will discuss his/her concern with his/her academic advisor or the faculty field coordinator and obtain faculty assistance and support in resolving the issue through discussion with the parties involved.

If this proves unsatisfactory, or if the student or Director of Field Education decides that the harassment act(s) is/are too serious to be dealt with through informal discussion, the student should proceed with the following steps:

Step 2. Reporting and Documenting

The student should notify the Director of Field Education or his/her academic advisor, and the Agency Field Instructor. If the sexual harassment complaint involves the student’s Agency Field Instructor, the student may instead notify the Agency Field Instructor’s supervisor. If the agency has a specifically designated individual or office to deal with these matters, that person or office should also be notified by the student. If the student, for any reason, chooses not to notify the agency personnel office, it would become the responsibility of The Social Work Department to do this.

The student will present to all of the appropriate parties mentioned above, a written statement regarding the nature of the complaint. This statement should be factual and specific, e.g., it should include date(s), time(s), and individual(s) involved. If the student has made prior attempts to deal with the situation, this should also be included in the

report. In addition to the factual and specific information, the student's subjective experience and perceptions are valid materials to be included in the report. Should the student not be able to provide factual and specific data, these personal experiences and perceptions alone would constitute a valid reason to initiate a report.

Step 3. The Hearing

Within ten working days of the student's reporting the violation, the Director of Field Education will chair a meeting with all relevant parties. Besides the student, this might include a support person for the student and parties who are able to provide relevant information and the Director of Field Education. Depending on agency or union regulations, this meeting might also include the student's Agency Field Instructor, that person's supervisor, the agency's designated individual for the reporting of violations. All indi-

viduals attending the meeting should have an opportunity to express their concerns.

Step 4. Outcome of the Hearing

The Director of Field Education will write a report of the meeting. The report should include the resolution if one was reached. A copy of this report will go into the student's file and the agency's file within The Social Work Department. The Director of Field Education will also send a copy of the report to the director of the agency.

Note. Following this grievance procedure in no way inhibits the student from pursuing other options such as bringing the matter to the attention of Winona State University's Affirmative Action Office or pursuing a resolution through legal channels.

Part IV. NASW Code of Ethics

Students, Field Instructors, and Faculty Field Liaisons are expected to be aware of, understand, and implement through their actions the NASW Code of Ethics.

The Code of Ethics for social workers embodies certain standards of behavior for the social workers in professional relationships with those served. In abiding by the

IV-1. 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 imple-

mentation, 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.

IV-2. PURPOSE OF THE NASW CODE OF ETHICS

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

IV-3. 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

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

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

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

Ethical 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.

IV-4. ETHICAL STANDARDS

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' pro-

fessional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally

sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all

factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot

be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

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

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that

their employing organizations' practices are consistent with the NASW Code of Ethics.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival

research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix A. CSWE Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise

of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect

to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

*Note*¹. These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the cur-

riculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional

design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

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

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers
- Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³

- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

Note ². National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. ³. International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic hu-

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

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

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

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

- Analyze, formulate, and advocate for policies that ad-

- vance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two in-

terrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Note⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content

(relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for select-

ing field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.6 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.7 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Note ⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession

Educational Policy 3.1—Diversity

are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and

procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional per-

formance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, cur-

riculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director has a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs.

The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient

office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituents aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix B. Practicum Forms

Note. Enclosed are the forms that students must complete before, during, and after practicum. In particular, the Learning Agreement and Evaluation form serves as a resource for student self-assessment and for supervision and planning, and the midterm and final evaluation form. It is based on the program competencies developed by the Council on Social Work Education and approved by the Winona State University Social Work Program faculty and on the practice behaviors suggested by the Council and revised by the faculty. The School is responsible for ensuring that students have the opportunity to acquire each competency and for assessing the extent to which the student has acquired the competency. The practice behaviors associated with each competency are ways in which the competency can be demonstrated. Please read the brief instructions below before beginning to complete the form.

STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS.

Note. The Social Work Department destroys most student records shortly after graduation and destroys all records of graduated students within seven years.

Winona State University Department of Social Work
Practicum Application Checklist

The following materials are required **BEFORE** a student is allowed to enroll in Practicum:

- Completed Application
- Copy of Current Resume
- Student Copy of DARS
- Copy of IRB Module Examination Results
- Criminal Background Check from state of residence and state of Minnesota (if different from residential address)
- Completed and Signed Placement Memo

Practicum Requirements Checklist

The following forms are required **DURING** the Practicum semester or the student cannot receive credit for the work completed:

- Completed and Signed Orientation Checklist
- Completed and Signed IRB Approval Form
- Completed, Approved, and Signed Learning Agreement
- Completed, Approved and Signed Timesheet
- Completed and Signed Student Evaluation Forms
- Completed and Signed (by all parties) Agency Evaluation Form
- Completed and Signed Final Practicum Course Self Assessment
- Completed and Signed (by Agency Field Instructor) Research Project

Winona State University Department of Social Work
PRACTICUM APPLICATION

Date: _____
(Semester) _____ (Year) _____

Campus: _____ Winona Rochester

Part I. Personal Information

Name _____ Warrior ID# _____

Address _____
(ADDRESS)
(CITY) _____ (STATE) _____ (ZIPCODE)

Home Phone _____ Work Phone _____

Cell Phone _____ Email Address _____

Part II. Educational Information

Please attach copies of the following:

1. Current DARS from The Registrar's Office
2. Approval for Graduation from the Registrar's Office.
3. Current resume.
4. Current Criminal Background Check.
5. Notice of IRB Module Completion.

Expected Graduation Date _____ Credits Completed _____

Major GPA _____ Cumulative GPA _____

Academic Advisor _____

Part III. Placement Information

List in order of preference three social service agencies in which you would be interested for your placement.

1. _____
2. _____
3. _____

Academic semester in which you anticipate completing your practicum experience:

_____ (Semester) _____ (Year)

Part IV. Essay

Please complete an essay with answering the following questions:

1. Highlight and discuss social work related experiences since your graduation from high school. Record the dates and duration of the experience(s), including a brief description of your jobs or tasks.
2. Mention and elaborate on any three of your personal qualities which you believe are assets of a professional social worker.
3. In the context of professional social work:
 - a) Which skills or skill areas do you consider your strongest qualities?
 - b) Which skills or skill areas do you feel are most in need of development/improvement?

Part V. Signature – Student

Signature of Student

Date

I have filed for graduation and been approved by the Registrar: Yes No

Note. This signature indicates that I had read the Practicum Manual and is prepared to enter Practicum.

Part VI. Signature – Academic Advisor

This student has completed the required social work courses and is ready for Practicum: Yes No

Explain:

Signature of Academic Advisor

Date

Note. This signature indicates that the student had read the Practicum Manual and is prepared to enter Practicum.

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM PLACEMENT MEMO

TO: WSU Social Work Director of Field Education

RE: Student Name _____

Warrior ID _____

FROM: Agency Field Instructor _____

Agency _____

Address _____

Email Address _____

Telephone Number _____

Direct Supervisor
(if different) _____

In the case that the Agency Field Instructor is not a BSW or MSW - indicate who is providing social work supervision here.

Telephone Number _____

SUBJECT: Practicum Placement

I have met with (student's name) _____ and have discussed the possibility of this student completing a Practicum at our agency. The student and I have discussed his/her interests and thoughts about a placement plan that would be effective and beneficial for both the student and this agency, and that would meet the requirements of the aforementioned course.

I understand that this placement would begin _____ semester on or about _____ (date), during which time the student will be in practicum placement _____ hours per week.

Primary placement focus: _____

On this basis of the above, I have accepted this student in placement. Yes No

Signature of Agency Field Instructor _____
Date

Signature of Student _____
Date

Signature of Director of Field Education _____
Date

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM AGENCY ORIENTATION

FIELD INSTRUCTORS: Please cover the following areas with the student who is beginning a placement in your agency. Check off each area as it is completed.

STUDENT NAME _____ DATE _____

FIELD INSTRUCTOR _____ AGENCY _____

- 1. STRUCTURE OF AGENCY
 - Flow Chart of Organization
- 2. TOUR OF THE WORKING ENVIRONMENT
 - Agency Offices
 - Parking
 - Restrooms
 - Break Areas
 - Office Supplies
 - Clerical Assistance
- 3. POLICIES AND PROCEDURES
 - Paperwork expectations of students
 - Required reading or contact with other staff to familiarize self with procedures (agency manuals, list of acronyms, interviews with the other workers, etc.)
 - Course of action student should take in case of sexual harassment (please refer to section on reporting sexual harassment in this manual)
 - Student's work hours
 - Expectations re: promptness, dress code, etc.
 - Regularly scheduled internal meetings
 - Use of personal car
- 4. CLIENT ISSUES
 - Professional boundaries with clients
 - Data Privacy
 - Personal Safety
- 5. PROFESSIONAL NETWORK

Identify other agencies with which the student will interact. Assign the task of meeting with several outside contacts for consultation about their relationship with home agency.
- 6. LEGAL AND ETHICAL RESPONSIBILITIES
 - Laws/Rules relevant to placement (i.e., Rule 25, Rule 185)
 - Ethics
 - Abuse Reporting Guidelines
 - Duty to Warn

Signature of Agency Field Instructor _____ Date _____

Signature of Student _____ Date _____

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM INITIAL ASSESSMENT OF STUDENT
(100 HOURS)

STUDENT NAME _____ DATE _____

FIELD INSTRUCTOR _____ AGENCY _____

This form is to be completed by the agency field instructor and returned to the Faculty Field Liaison after the first 80 hours of placement. The quality of professional social work practice depends to the greatest degree on the personal knowledge, skill, and attitudes that are embodied in the individual: social workers are themselves instruments of the profession. Each student comes with unique attributes, which s/he will identify and develop with the instruction and guidance of an experienced and qualified social worker during the course of the Practicum experience. The field work instructor's initial assessment of the student's unique professional attributes will result in a profile which can identify particular areas for the student's focus, guide the instructor in providing learning experiences and serve as a baseline for the evaluation of the student's growth. An initial assessment can signal the need for attention and assistance from the Faculty Field Liaison. Indicate on a 5-point scale your current assessment of the student's attributes and capacities with respect to agency/student roles, personal/professional communication, personal attitudes and values for transcultural generalist practice, and for work with disenfranchised groups.

Please rate the student's performance using the following legend:

1 = unacceptable 2 = below expectations 3 = acceptable 4 = at expected level 5 = above expectations

1. Agency/Student Roles (Student indicates motivation and capacity to:)

Accept the responsibility and show initiative for the professional use of self. 1 2 3 4 5

Engage purposefully and appropriately with the field instructor as mentor, guide, and evaluator; use of supervision time. 1 2 3 4 5

Work within the agency mandate, organization, and processes. 1 2 3 4 5

Manage time; be accountable, efficient and dependable. 1 2 3 4 5

Relate effectively with colleagues and other professionals; engage collaboratively. 1 2 3 4 5

Manifest personal values, attitudes, behaviors that are consistent with the Social Work Code of Ethics. 1 2 3 4 5

Separate and manage personal life and issues from client situations. 1 2 3 4 5

2. Personal/Professional Communication

Verbal communication reflects critical thinking, capacity to observe, comprehend and respond appropriately. 1 2 3 4 5

Written communication is well organized, succinct, effective and completed on time. 1 2 3 4 5

Intra and inter professional communication employs appropriate professionalism. 1 2 3 4 5

Self-discloses appropriately as a basis for self-development. 1 2 3 4 5

3. Personal Attitudes and Values for Transcultural Practice

Concern for and commitment to serve high-risk and vulnerable people.	1	2	3	4	5
Respect for differences and awareness of the sources and effects of oppression on individual development and family life.	1	2	3	4	5
Working toward freedom from bias; cultural, racial, gender, socio-economic, sexual orientation.	1	2	3	4	5
Flexibility and adaptability with respect to approaches, relationships and modalities for transcultural work with high-risk groups.	1	2	3	4	5

4. Additional comments or suggestions

I would like to discuss my early observations and supervision plans with the Faculty Field Liaison.

Yes _____

No _____

As soon as possible _____

Signature of Agency Field Instructor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY SOCIAL WORK
LEARNING AGREEMENT AND EVALUATION FORM

PART I. BASIC INFORMATION

Student Name	Date	- - - (MM-DD-YYYY)
Agency	Address	
Field Instructor	Phone	- - -
	Email	
Faculty Field Liaison		

PART II. SUMMARY OF LEARNING ACTIVITIES

(STUDENT) I, _____, am responsible to become oriented with my field placement, review the agency's mission, goals, programs, populations served, and more, and meet with my field instructor to discuss the range of activities available to myself. Below is the summary of the learning activities as agreed with my field instructor, under each of the following scopes: (1) Experience with individuals and families, (2) Experience with groups, (3) Community activities, (4) Policy activities, (5) Research activities, (6) Professional development, and (7) Other major learning activities.

Scope	Activities (Maximum 1,000 character per each scope)
Experience with individuals and families	
Experience with groups	
Community activities	
Policy activities	
Research activities	
Professional development activities	
Other major learning activities	

PART III. RATING SCALES

(FIELD INSTRUCTOR) I, _____, am responsible to read the below information about the rating scales carefully, evaluate each practice behavior of the student by using the numerical system in far right columns, and provide any additional feedback in the space provided after each section.

Scale	Level	Description	Definition
4	Mastered Performance	Student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered = "Highly skilled and competent"
3	Superior Performance	Student shows superior competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior = "Having outstanding skills and competency"
2	Competent Performance	Student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent = "Required skills and competency at the beginning level"
1	Inadequate Performance	Student shows beginning application of the knowledge, values, and skills related to the performance of the practice behavior.	Inadequate = "Failure to reach an expected standard"
0	Lacking Performance	Student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.	Lacking = "Missing, not present, or inability to demonstrate the practice behavior"
NA	No Observation	Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observation = "An opportunity to see, notice, and watch carefully"

Note. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PART IV. PRACTICE BEHAVIORS AND PLANNED ACTIVITIES

COMPETENCY IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONE'S SELF ACCORDINGLY.
2.1.1

Practice Behaviors	Activities	Midterm	Final
Advocate for client access to the services of social work.			
Practice personal reflection and self-correction to assure continual professional development.			
Attend to professional roles and boundaries.			
Demonstrate professional demeanor in behavior, appearance, and communication.			
Engage in career-long learning.			
Use supervision and consultation.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

**COMPETENCY
2.1.2**
APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

Practice Behaviors	Activities	Midterm	Final
Recognize and manage personal values in a way that allows professional values to guide practice.			
Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSWE.*			
Tolerate ambiguity in resolving ethical conflicts.			
Apply strategies of ethical reasoning to arrive at principled decisions.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum. * The International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY **APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.**

2.1.3

Practice Behaviors	Activities	Midterm	Final
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.			
Analyze models of assessment, prevention, intervention, and evaluation.			
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

**COMPETENCY
2.1.4**
ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

Practice Behaviors	Activities	Midterm	Final
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.			
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.			
Recognize and communicate their understanding of the importance of difference in shaping life experiences.			
View themselves as learners and engage those with whom they work as informants.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

**COMPETENCY
2.1.5**
ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

Practice Behaviors	Activities	Midterm	Final
Understand the forms and mechanisms of oppression and discrimination.			
Advocate for human rights and social and economic justice.			
Engage in practices that advance social and economic justice.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY
 2.1.6

ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

Practice Behaviors	Activities	Midterm	Final
Use practice experience to inform scientific inquiry.			
Use research evidence to inform practice.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

**COMPETENCY
2.1.7**
APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.

Practice Behaviors	Activities	Midterm	Final
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.			
Critique and apply knowledge to understand person and environment.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING
2.1.8 AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

Practice Behaviors	Activities	Midterm	Final
Analyze, formulate, and advocate for policies that advance social well-being.			
Collaborate with colleagues and clients for effective policy action.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

**COMPETENCY
2.1.9**
RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

Practice Behaviors	Activities	Midterm	Final
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.			
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.
Instructor Comments
Student Comments

COMPETENCY 2.1.10 ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES. (a) Engagement & (b) Assessment

Practice Behaviors	Activities	Midterm	Final
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.			
Use empathy and other interpersonal skills.			
Develop a mutually agreed-on focus of work and desired outcomes.			
Collect, organize, and interpret client data.			
Assess client strengths and limitations.			
Develop mutually agreed-on intervention goals and objectives.			
Select appropriate intervention strategies.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

COMPETENCY 2.1.10 ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES. (c) Intervention & (d) Evaluation

Practice Behaviors	Activities	Midterm	Final
Initiate actions to achieve organizational goals.			
Implement prevention interventions that enhance client capacities.			
Help clients resolve problems.			
Negotiate, mediate, and advocate for clients.			
Facilitate transitions and endings.			
Critically analyze, monitor, and evaluate interventions.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

PART V. PERSONAL/PROFESSIONAL GROWTH AND PLANNED ACTIVITIES

(STUDENT) I, _____, understand that Personal and Professional Growth is an important part of my field experience. This section includes AT LEAST TWO AREAS of Personal and Professional Growth that I would like to strengthen during my field experience. This section may also include agency specific requirements.

Practice Behaviors	Activities	Midterm	Final
Area 1.			
Area 2.			
Area 3.			
Area 4.			

Note. 4=Mastered, 3=Superior, 2=Competent, 1=Inadequate, 0=Lacking Performance, NA=No Observation. A student who has even a single "1" (inadequate performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

PART VI. SIGNATURE

Learning Agreement Student _____ Date - - - (MM-DD-YY)

Field Instructor _____ Date - - - (MM-DD-YY)

Faculty Field
Liaison _____ Date - - - (MM-DD-YY)

Midterm Evaluation Student _____ Date - - - (MM-DD-YY)

Field Instructor _____ Date - - - (MM-DD-YY)

Faculty Field
Liaison _____ Date - - - (MM-DD-YY)

Final Evaluation Student _____ Date - - - (MM-DD-YY)

Field Instructor _____ Date - - - (MM-DD-YY)

Has the student completed the
necessary 480 hours for practi-
cum? Yes
 No

Does the student pass the practi-
cum? Pass
 Fail

Faculty Field
Liaison _____ Date - - - (MM-DD-YY)

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM EVALUATION OF THE AGENCY

Student Name _____ Agency Name _____

Field Instructor _____ Title _____

Agency Address _____
(ADDRESS)
(CITY) _____ (STATE) _____ (ZIPCODE)

Agency Phone _____ Email Address _____

Placement Dates (FROM) _____ (TO) _____

Faculty Liaison _____

Note. It is strongly recommended that you discuss this evaluation with your Agency Field Instructor.

1. How would you rate your Practicum experience?

Excellent Good Satisfactory Fair Less than Desirable

2. Please elaborate on the above rating.

3. What were your expectations for this experience? Were they met? Please elaborate.

4. Was your Agency Field Instructor prepared for your arrival and helpful in assisting you to develop your Learning Agreement and choosing a topic/subject for your research project?

5. Was the Practicum placement in accord with the plan that was set up? Please elaborate on your answer and illustrate with examples.

6. How would you categorize your duties? Check all that apply.

Administrative Clerical Direct client contact Community Other
 Other _____ (Please specify)

7. As a student and learner, were you given an adequate level of responsibility? Please elaborate on your answer and illustrate with examples.

8. Did you feel that your duties were a vital part of the agency's function?

Yes _____ No _____ Explain your answer.

9. Describe skills learned and used, knowledge of clients or community gained, etc. Was there an opportunity to put information obtained in your courses into practice? Please elaborate.

10. Was your Agency Field Instructor available during the placement when necessary, and responsive to any questions that you raised? Please elaborate.

11. What, in your opinion, were the greatest assets of this Practicum experience?

12. Which problems did you run into during your Practicum experience?

13. What improvement(s) do you suggest for this Practicum placement?

14. General comments and suggestions.

Signature of Student

Date

Signature of Agency Field Instructor

Date

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM EVALUATION OF COURSE AND FACULTY FIELD LIAISON

Student Name _____ Semester, Year _____

1. Were the course objectives listed in the syllabus adequately covered?

2. What about this experience was most helpful for you?

3. What role did your Faculty Field Liaison play in during your practicum and was (s)he available to answer your questions? (Please address research support, site visits, support with any issues/difficulties at your placement, overall availability/accessibility, etc.)

4. How can you apply what you have learned in your future career?

5. What are the strengths of your internship experience?

6. What suggestions do you have for improvement?

7. What suggestions can you offer your Faculty Field Liaison for ensuring student success in placement?

8. Additional Comments

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT

Some students may meet their field placement requirements at their place of employment. This form will serve as an agreement between the Winona State Social Work Program and the Employing Agency regarding an employment-based field placement.

Employing Agency _____

Agency Address _____
(ADDRESS)

_____ (CITY) _____ (STATE) _____ (ZIPCODE)

This student is currently an employee at this agency and will remain on employee status during his/her student placement. The following conditions are approved by the agency and the WSU as the means necessary to protect the educational integrity of the field placement. This agreement is prepared for:

Student Name _____ Semester, Year _____

1. The designated field instructor must be approved by the WSU Social Work Program. He/she must be a BSW with at least two years experience. The field instructor may not be the direct work supervisor of the student.

Name of current supervisor _____ Phone _____

Name of proposed field instructor _____ Phone _____

2. Field placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must be as varied as possible and must differ substantially from their employee role.
3. The agency and student must prepare a plan of the proposed placement for review by the director of field education. The written plan should be attached to this agreement. The written plan should note in specific fashion how the agency will meet the conditions of this agreement.
4. After approval of the plan, the suggested field instructor will prepare a learning objectives plan for the proposed placement. This outline will be shared with the Faculty Field Liaison at the beginning of the placement for review and possible modification. This plan must follow the general field education guidelines as described in the Field Manual.
5. During the months of placement, the field instructor will meet with the Faculty Field Liaison and student for the purpose of coordinating learning plans and to review the progress of the student.

Signature Director of Field Education _____ Date _____

Authorized signature for agency _____ Date _____

WINONA STATE UNIVERSITY SOCIAL WORK
PRACTICUM TIME SHEET LOG

STUDENT NAME _____ WARRIOR ID _____

AGENCY NAME _____ SEMESTER _____

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
1						
2						
3						
4						
5						
6						
7						
8						

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
9						
10						
11						
12						
13						
14						
15						
16						

Signature of Student

Date

Signature of Agency Field Instructor

Date

**WINONA STATE UNIVERSITY SOCIAL WORK
POSSIBLE AGENCY SITES**

WINONA

Family and Children Center
Hiawatha Valley Mental Health
Occupational Rehabilitation Center
Winona County DHS
Winona Health
Women's Resource Center

WISCONSIN

Buffalo County DHS, Alma
Catholic Charities, Lacrosse
Family and Children's Center, Lacrosse
Gunderson Lutheran, Lacrosse
Independent Living Resources, Lacrosse
Jackson County DHS, Black River Falls
Lacrosse County DHS
Trempealeau County DHS, Whitehall
Trempealeau County Health Care Center, Whitehall

ROCHESTER

Child Care Resource and Referral
Family Services Rochester
IMAA
Olmsted County DHS
Olmsted Medical Center
Salvation Army

MINNESOTA (Other)

Fairview Medical Center, Red Wing
Harbor Shelter, Stillwater
Houston County DHS, Caledonia
Phalen Lake Elementary, St. Paul
Ramsey County DHS, St. Paul
St. Elizabeth's Medical, Wabasha
Wabasha DHS, Wabasha
Youth Services Bureau, Forest Lake