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Social Work Practicum Manual 2013
Part I. General Information

1-1. 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 hour internship for three credits at pass/no credit in order to graduate with a baccalaureate degree in social work. The University Studies 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 University Studies requirement. Beyond University studies and major course requirements, students may need to complete additional credits to obtain the 120 semester credits required for a undergraduate degree. This allows for students to tailor their degree by selecting either a minor in another field or by selecting general elective courses of interest.

1-2. THE MISSION AND VISION OF THE SOCIAL WORK DEPARTMENT

Mission
The Department of Social Work at Winona State University aspires to teach students 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 need for social change. 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.

1-3. CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Winona State University’s Department of Social Work is a CSWE accredited program since 1984. In 2008, the Educational Policy and Accreditation Standards (EPAS) created by CSWE was developed and focuses on the following ten core competencies (Please note the competencies covered in this course are listed in bold font):

2.1.1 Identify as a professional social worker and conduct oneself accordingly.
2.1.2 Apply social work ethical principles to guide professional practice.
2.1.3 Apply critical thinking to inform and communicate professional judgments
2.1.4 Engage diversity and difference in practice
2.1.5 Advance human rights and social and economic justice
2.1.6 Engage in research-informed practice and practice-informed research

2.1.7 Apply knowledge of human behavior and the social environment

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

2.1.9 Respond to contexts that shape practice
2.1.10 (a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

SOCW350 Field Experience introduces students to the following CSWE Practice Behaviors (Field instruction is an experiential form of learning in which the social work student is helped):

1. To develop practice skills by applying classroom theory to real situations.
2. To determine which approaches apply in a given situation and how they should be implemented.
3. To clarify one’s own needs as a social work student.
4. To access practical information not available in courses or books.
5. To understand the organizational and community context of social work practice and develop skills in working in agencies.

6. To help students expand their awareness of professional roles and relationships in the organization, as well as the agency’s role in the community.
7. To help students extend self-awareness and achieve a sense of professional identity.
8. To learn cultural competency practice

II-1. Field Experience as an Admission Criterion

Completing the three-credit Field Experience (120 hours practical internship) in a human service agency is required prior to the beginning of the academic core courses in the Social Work Department. SW 350 Field Experience is one of the admission criteria for acceptance in the major.

For traditional students, this experience in a human service agency is often their first encounter with the array of possible tasks performed by social workers and of the different populations they serve. As such, this experience can also be very helpful in assisting a student to decide whether or not to major in Social Work.

SW 350 Field Experience is completed over a 16-week semester, with the student in placement approximately 8 hours weekly. Students enrolled in SW350 during the summer session complete the internship over a five week summer session at 24 hours per week. If special needs of a student, or of an agency, warrant considering a different course schedule, an alternative scheduling of the 120 hours is possible after this has been discussed between field education director, the course instructor, the agency field instructor and the student.

Please note that the agency, e.g. institution, where students complete their field experience and its target population have to be different from the agency and its target population served where the student will later perform the SW475 Senior Practicum requirements (480 hours).

Field Experience as an Elective

In addition to taking SOCW350 Field Experience as a requirement for admission to the Social Work Department, a second Field Experience may be taken as an elective. This provides the student with an increased exposure to the practice of social work. As students who need the course for admission to the program are given first priority, a limited number of students can be accepted each semester for a Field Experience elective.

Equivalency Credits for Field Experience

The Social Work Department does not accept equivalency or life experience work for the SOCW350 Field Experience. Students may, however, use their current employment to meet Field Experience hours if said employment meets the criteria for the course. See the Director of Field Education for more information.

II-2. Responsibilities of the Participants

Responsibilities of the Student

1. Completion of the Field Experience Application

   Students interested in entering Field Experience must review the field experience manual in its entirety and the handout outlining the steps for enrollment. The information handout can be secured from the field director’s office and a copy is located at the back of this manual. Students should contact the director of field education and/or course instructor only after they have carefully reviewed the manual and supplement materials. In other words, it is prudent that students come prepared for a meeting with the field director and/or course instructor. Students should be prepared for this session by reading this manual and completing the Field Experience Application found herein. Additionally, students must have a completed resume, criminal background check and degree audit report to be submitted with the field application.

   All students must submit a copy of a criminal background check. For students who reside in Minnesota this can be obtained from the Minnesota Bureau of Criminal Apprehension (BCA). This is completed online and is easily found via Google search – “Minnesota BCA” https://ech.state.mn.us/Common/BCAHome.aspx. 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. For students residing in Wisconsin please go to Wisconsin Circuit Courts also easily found in Google search “Wisconsin Circuit Courts”. Students who have residence in other states need to call the local law enforcement in their county to secure a criminal background check. Students who have a felony charge should consult with the Field Director, as some agencies may not accept the student for placement.

2. Contacting of Agencies

   Students may select from an array of agencies that work with the WSU Social Work Department. A number of agencies are listed at the end of this manual. The student should select three agencies of interest and enter the information on the first page of the field experience application. Once an application has been reviewed by the Director of Field Education or course instructor, the student is given permission to inquire about the possibility of a placement and arrange an interview appoint-
Registering for SOCW350
The student then submits the completed and signed Memo to the Director of Field Education or the Faculty Coordinator on the Rochester campus. Deadlines for completion of Field Experience Applications are the semester before entering placement.

Note. A completed Field Experience Application and signed Placement Memo must be turned into the office of the Director of Field Education or the Faculty Coordinator on the Rochester campus in order to receive permission to enroll in SOCW350. The course is available on a first come – first serve basis. Once the course section is full, students will no longer be considered and need to consult with the Director of Field Education regarding a future placement.

If the Field Experience course in Winona or Rochester is not full in a given semester, the Faculty Instructor of the course may decide to allow additional students to enroll in SW350 up to the first week of a semester. Students who wish to be considered for late enrollment should: (1) contact the Faculty Instructor of the course to ensure availability; (2) read the manual in its entirety; (3) complete the application, including a resume, criminal background check and degree audit report; (4) secure a placement and have a signed placement memo and; (5) bring all material in to the Faculty Instructor within the first week of the semester.

5. Use of the Orientation Form - Setting Up the Field Experience Plan
Together with the agency field instructor the student develops a plan covering the items on the Orientation Form and other learning activities, using the topics on the orientation form as a guideline. This plan needs to be in place at the end of the first 25 hours.

6. Writing Entries in the Journal* and the Field Experience Paper**
Students enrolled in SOCW350 must complete five journals. These journals are due by the deadlines provided by the faculty instructor of record and should reflect the student’s reaction toward and thoughts about his/her recent experience(s) at the agency. Please refer to information in the manual – The Journal. A final paper is due toward the end of the field experience at a predetermined date set by the faculty instructor of record.

7. Classroom Meetings
Students may be required to attend classroom meetings for this course. The faculty instructor on record can call these classroom meetings as he/she deems necessary. The faculty instructor will provide meeting dates, times, and locations two weeks in advance of the meeting. Students are expected to attend any meetings for this course unless excused by advance arrangements.

8. Completing the Student Field Experience Evaluation Form
Together, the agency field instructor and the student complete two Field Experience Evaluation forms. The form must contain the signatures of the agency field supervisor and the student. Copies should be provided for: the field supervisor, faculty instructor and student. A completed mid-term evaluation form should be submitted to the faculty instructor as outlined in his or her syllabus and the final evaluation by the date predetermined by the faculty instructor. Students applying into the Social Work major must retain copies of these evaluation forms for the application to the major. The faculty instructor of record and the field education director are not able to provide copies to students. A photocopy of the field experience evaluation should be delivered as part of the social work major application packet. For students applying into the major on the semester currently enrolled in SOCW350, a copy of the mid-term evaluation should be submitted with the social work major application packet. A copy of the final evaluation
should be turned into the Social Work Department by
the end of the semester.

Note. Copies of the evaluations are due in to the
SOCW350 course instructor for the purposes of course
grade. The course instructor does NOT send copies of
the evaluations to the Department office as part of the
application for the major as this is the sole responsibility
of the student. Photocopies of the evaluations sent to the
department for consideration in the major do not need
to have the signature of the course instructor BUT must
have the signature of the agency field supervisor and
student.

9. Completing the Field Experience Evaluation of the
Agency
The student must complete the Agency Evaluation
Form of his/her field experience at the agency. The
form must contain the signatures of the agency field in-
structor and the student. A copy of this form must be
submitted to the agency field instructor and to the facul-
ty instructor. It is recommended that the student discuss
this evaluation also with the agency field instructor. A
completed evaluation form should be submitted to the
faculty instructor at the date as predetermined by the
faculty instructor’s syllabus.

10. Visits to the Agency
When appropriate, the faculty instructor and/or the di-
rector of field education may contact the agency field in-
structor to schedule a site visit. This meeting may be
used to review student progress, share information be-
tween the agency and Social Work Department, and/or
discuss issues that have arisen regarding a student
placement. If an agency field instructor or student wis-
es a site visit, please contact the faculty instructor and a
meeting will be scheduled.

11. Incomplete or No Credit
Students must complete the required assignments for
this course in order to receive credit. All materials are
due when indicated in the course instructor’s syllabus
unless special arrangements have been made and agreed
upon between instructor and student. Students who
have not contacted the instructor to make special ar-
rangements and have not submitted written work when
indicated will receive no credit for this course. Only
those students who have made special arrangements
through, a written agreement with the faculty instructor
to continue with the course beyond the semester en-
rolled will be given an incomplete.

* The Journal
The purpose of keeping a journal is to assist the student
in processing significant incidents and experiences oc-
curring during the field experience. In increasing a
proper perspective, the student is better able to cast a
less judgmental and more objective look at what oc-
curred, his/her own involvement, thoughts, emotions,
behavioral reactions, values, beliefs and attitudes and
what role these may have played. The ultimate purpose
of regularly going through this process is to increase
awareness of self and a proper perspective, thus promot-
ing the student’s growth on the road to becoming a well-
functioning, professional practitioner.

Guidelines for Writing the Entries
When writing the entries it is crucial to focus exclusively
on the task of writing the entry and not allow any inter-
ference from the outside. The writing should be like re-
cording a photographic memory of what occurred. Ex-
amine this photographic memory picture with an open mind,
without judging. Only then is it possible to learn
and understand: what your own role was, your own
participation or lack thereof has been in an incident or
experience you are describing; what appeared to have
interfered with or contributed to what happened; appar-
ent inconsistencies between actions and principles or
emotions, etc. Although the journal is much like a diary,
the student needs to keep in mind that all work submit-
ted for academic consideration should be written profes-
ionally and error free. The following outline should be
used as a guide in writing the journal.

- Describe an event/situation that occurred at the agency.
  What happened? Who did what?
- What was your role in this event/situation? Describe
  your own behavior.
- What were your main feelings about the event/situa-
tion?
- What were your main thoughts about the event/situa-
tion?
- Were your thoughts and feelings consistent with what
  you hold to be your values and beliefs? Did you note in-
  consistencies?
- What did you learn about yourself?
- What did you learn about the role of a social worker?
- What, if anything, did you learn about changes needed
  in social structures, institutions, society, or the attitudes
  of people?
- How do you feel now about the situation/event?

** The Field Experience Paper
The field experience paper is an integration of your
work in the agency, which will include a description of
the agency, and the services it provides as well as your
personal reflections on the work of the agency. The pa-
per is generally 8 to 10 pages in length (double spaced).
The following outline should be used as a guide in writ-
ing this paper. The paper must be typed. Please note
that all reference materials (i.e., agency brochures, an-
ual reports, staff interviews) must be properly cited and
referred to in your paper using APA format.

- Mission/purpose of the agency.
- Organizational structure of the agency.
- Funding sources/other resources/fee for services.
• Population served and characteristics of people served.
• What services are provided? What needs are met? How does the agency work with this population?
• What is expected in terms of outcomes for the people served?
• How are outcomes for people and program effectiveness measured? How does the agency know it’s doing what it is supposed to be doing?
• What are the strengths and weaknesses of the agency? Are there gaps in the services provided?
• What suggestions for improvement or recommendations or changes in structure would you suggest?
• Discuss your work in the agency and your personal reflections on both the agency and your experiences.

Responsibilities of the Agency

1. Interviewing and Screening Students Applying for a Field Experience at the Agency.
The agency field supervisor interviews and screens student applicants to ensure the student is well matched to the agency.

2. Completing the Field Experience Placement Memo
At the closure of the application interview, the agency field supervisor completes and signs the Field Experience Placement Memo, which is to be submitted by the student to the Director of Field Education.

3. Setting up the Field Experience Plan and Use of the Orientation Form
The agency field supervisor and the student will develop a plan covering the items on the Orientation Form for appropriate learning objectives and learning activities by using topics on the evaluation form as a guide. This plan needs to be completed at the end of the first 25 hours.

4. Monitoring and Following the Progress of the Student’s Field Experience
The agency field supervisor monitors the quality of the field experience and identifies and discusses with the student problems as they occur. Depending on the nature and seriousness of such problems, the faculty instructor should be informed and, if so indicated, also be involved in the discussion. Please note: In case of unethical or unprofessional conduct on the part of the student, the agency field supervisor should immediately inform the faculty instructor and follow this up by a letter to the social work program. (Refer to policy pertaining to unsatisfactory progress, grounds for removal, etc.)

   Educational issues as well as administrative issues encountered in the supervision of students must be identified as early as possible. Whenever the agency field supervisor is uncertain about the gravity of their observations, consultation with the faculty instructor or the director of field education must be carried out promptly. Unethical or unprofessional conduct on the part of the student should be reported to the Social Work Department immediately.

5. Completing the Student Field Experience Evaluation Form
Together, the agency field supervisor and the student complete the Student Mid Term Field Experience Evaluation Form due as specified in the course instructor’s syllabus and the Student Final Evaluation Form due as specified in the course instructor’s syllabus. The forms should be properly signed and dated.

Responsibilities of the Director of Field Education

1. Preparing for the field experience course
The director of field education provides handout materials and meets with students to discuss preparation for entering SW350 Field Experience course. Responsibilities for reading the manual and supplemental materials for the course remains with the student. However, the director of field education is available to answer any questions students may have about the course.

2. Be Available for Student Consultation During the Course of the Field Experience
It is understood by the students and the agency field supervisors, that the director of field education, or the assigned faculty instructor should be contacted if any problems occur during the field experience. The director of field education and/or the assigned faculty instructor will be advised of the problem or concern and, if indicated, at times also be involved in the discussion. Either decision is at the discretion of the agency field supervisor, while taking into account the nature and seriousness of the situation. Communication between student, agency field supervisor and the director of field education or assigned faculty instructor is necessary in order to ensure an optimal learning opportunity for the student. (Refer to: Policy and rules pertaining to unsatisfactory progress, grounds for removal, etc.)

3. Visiting the Agency
As necessary, the director of field education or assigned faculty instructor will contact the agency field supervisor to schedule a site visit. This meeting may be used to review student progress, share information between the agency and Social Work Department, and/or discuss issues that have arisen regarding a student placement. If an agency field supervisor or student wishes a site visit, please contact the director of field education or the assigned faculty instructor and a meeting will be scheduled.

4. Orientation/Development of Agency Field Supervisors
Once a year, an orientation/development seminar is held for the agency field supervisors working with students in both field experience and practicum placements. The format consists of an opening session where all are together to explore for a short time immediate
and emerging issues surfacing in the field program. Concurrent work groups are then held where such topics as the art of field instruction, student learning contracts 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.

Obtaining Agency Field Supervisors’ Input in to the Social Work Department
The director of field education is an active member of the Social Work Department Advisory Board and meets with the board with the following purposes in mind: continuing improvement of the field education portion of the program and development of the field supervisors; and planning for the all-field supervisor gatherings. Besides feedback from a representative sample of the field supervisors about the practice course curricula, the site visits by director of field education and faculty instructors provide the best opportunities for the agency field supervisor for direct input into the Social Work Department. The visits are focused around learning objectives, mid-term and final evaluations, and are naturally suited for discussion of how to best relate program learning objectives to the needs and interests of the agencies.

Finally, the field director and faculty instructors spend a significant amount of time in the classroom, which enables faculty to utilize field issues in the classroom instruction. The regular Social Work Faculty Department meetings are the appropriate forum for discussion with and information to faculty not directly involved with the field.

II.3. POLICIES PERTAINING TO COMPLETION OF HOURS, GROUNDS FOR REMOVAL, AND UNSATISFACTORY PROGRESS

Completion of Hours and Absence from Field Placement
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 director of field education or assigned faculty instructor must be notified immediately. Failure to notify the course instructor or field director will result in a no credit for this course.

If a student is absent for a significant period of time due to unforeseen and excused reasons, there are several options: Extension of the placement so that the requirements can be completed. Reassignment to another agency setting if the first is not feasible. Withdrawal from the course and reapplication at a more appropriate time.

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. Unethical or unprofessional conduct. Students are expected to refer to and read the National Association of Social Workers Code of Ethics found at the end of this manual or online at: www.naswdc.org.
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.

The pertinent appropriate participants will preferably jointly make the final decision regarding removal from the field placement. The student may appeal following the guidelines for grievance procedure in the social work student handbook – Standards for Winona State University Social Work Department – Criteria for Evaluating Student Academic Performance.

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

Unsatisfactory Progress in Field Placement
When a student is not progressing at a satisfactory rate:
1. The agency field supervisor should discuss this openly and directly with the student.
2. Should the difficulty continue, the field supervisor should notify the director of field education or the faculty instructor immediately and a conference will be arranged.
3. In this conference, the student, the agency field supervisor and director of field or faculty instructor 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 director of field or faculty instructor will respond promptly by scheduling a meeting with all appropriate parties.

An agency considering discontinuing with a student should:
1. Have discussed the central issue(s) with the student.
2. Immediately inform the director of field education or the faculty instructor and a meeting should be scheduled among the participants (student, agency field supervisor, faculty field director/faculty instructor.)
3. If the situation continues to be unsatisfactory, the student will leave the agency in a time frame that is preferably agreeable to all parties.

4. The agency field supervisor should follow up on the termination process with a letter to the director of field education indicating the reasons for terminating the student from placement.

*Note.* Field agencies are not affiliated with Winona State University nor are they compensated in any way for the services they provide to our students. Agencies have the right to terminate a student from placement at will.

**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 supervisor.
2. If a positive resolution does not occur, the student should speak with the field director or faculty instructor about the situation and proposed move. The field director/faculty instructor, student and agency field supervisor 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 move the student to another placement, the field director/faculty instructor will discuss arrangements for an alternative placement site with the student. 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 field experience. 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 instructor, the director of field education, and the student.
III-1. UNIVERSITY GUIDELINES FOR REPORTING SEXUAL HARASSMENT

Policy
It is the policy of Winona State University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Winona State University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

Definition
Sexual harassment of employees and students at Winona State University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic evaluation.
2. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

Consensual Relationships
Consenting romantic and sexual relationships between faculty and student, or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise.

1. Professional/Client – Codes of ethics for most professional associations forbid professional-client sexual relationships. In the view of the University, the professor-student relationship is one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and future employment, etc., greatly diminish the student’s actual freedom of choice should sexual favors be included among the professor’s other, legitimate, demands. Therefore, faculty are warned against the possible costs of an apparently consenting relationship, in regard to the academic efforts of both faculty member and student.
2. Supervisor/Employee – A supervisor who enters into a sexual relationship with an employee where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to provide immunity on ground of mutual consent.

The administration and the Affirmative Action Officer involved with a charge of sexual harassment shall be expected, in general, to be unsympathetic to a defense based on consent when the facts establish that a professional faculty-student or supervisor-employee power differential existed within the relationship.

Complaint Procedures
- Persons who feel that they have been sexually harassed under the above definition and wish further information, or assistance in filing a complaint, should contact the Affirmative Action Officer.
- If the complaint involves the Affirmative Action Officer or a staff member in the Affirmative Action Office, persons may contact the Director of Human Resources or members of the Affirmative Action/Title IX Compliance Committee. (The current list of members is available from the office of Academic Affairs.)
- Complaints will be processed according to the System Discrimination/Sexual Harassment Grievance Procedure.

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 faculty field director 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 faculty field director 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 faculty field director 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 faculty field director. 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 individuals attending the meeting should have an opportunity to express their concerns.

Step 4. Outcome of the Hearing
The faculty field director 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 faculty field director 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.
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 code of ethics, the social worker views his/her obligation in as wide a context as the situation requires, takes all of the principles into consideration, and chooses a course of action consistent with the code's spirit and intent.

A copy of the NASW Code of Ethics follows and can also be found online at www.naswdoc.org.

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 implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

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.

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.

**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**

**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.

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

**1.03 Informed Consent**

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

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

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
(c) 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
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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 should refer clients to other professionals who 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 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 obliga-
tions 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.
(a) 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 institu-
tions 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.
Completion of SOCW350 is a requirement in order to enter the academic core courses in the Social Work Program. Field Experience is completed over a 15 week semester, with the student in placement for 8 hours per week.

Students should take note that the agency and its target population where the student completes SOCW350 cannot be used for the SOCW475 Senior Practicum. Students who choose to take a second field experience as an elective should work with an agency and population different from that chosen in first required course. Students who complete a second field experience as an elective and work with a different agency and population from first will have this requirement waived.

Students who seek permission to register in SOCW350 Field Experience should follow these steps to ensure acceptance. Registering for Field Experience takes time and planning and it is in the student’s best interests to initiate this process at least one month prior to registration.

**STEP 1**
Review the Field Experience Information Sheet.

**STEP 2**
Download the Field Experience Manual (PDF or Word) at http://www.winona.edu/socialwork/fieldexperiencepracticum.asp.

**STEP 3**
Complete the entire application found in the field experience manual and submit the application with a copy of your DARS, criminal background check, and current resume to the Director of Field Education in Winona – Minne Hall 228 or to the Rochester Social Work Faculty Coordinator in ST129. Applications may be left with departmental staff or assistants if the faculty member is not available. The Director of Field Education or Faculty Coordinator in Rochester will contact you via email after reviewing your application to let you know if the application is approved and which agency you may pursue a placement based on your choices for placement listed on the application. Possible placement sites are located herein—a more extensive list is available on the department website.

*Note. Please put the following information on your application: semester you plan to take field experience; if this is your first or second field experience; if you are taking the course in Winona or Rochester campus.*

**STEP 4**
After your application is reviewed by the field faculty – you will receive an email indicating which agency (of the three you selected on the application for field experience) you can contact. Contact the agency that you were approved for applying and inform the supervisor that you wish to complete 120 hours of work as a social work field experience intern from WSU. After an interview with the agency supervisor—and if an agreement is made between the agency and student – the student may make final steps at securing the placement.

*Note. There are many possibilities for a placement and if a student needs direction on selecting a site or wishes to discuss a possible placement that is not listed please make an appointment with the Director of Field Education in Winona –or the Rochester Social Work Faculty Coordinator.*

**STEP 5**
Secure a signed placement memo located in the field experience manual from the supervisor at the agency you have selected to complete your experience.

**STEP 6**
Turn in the placement memo to the Director of Field Education in Winona or the Rochester Field Coordinator. Placement memos may be left with departmental staff if the director of field education is not available. The student should keep copies of all submitted forms.

**STEP 7**
When a placement is approved, the Director of Field Education in Winona or the Rochester Social Work Faculty Coordinator in Rochester will contact the student on the steps necessary to enroll in the course. Students may enroll during their regularly scheduled enrollment period with the university.
Winona State University Department of Social Work

FIELD EXPERIENCE APPLICATION CHECKLIST

To ensure that credits are awarded for the 120 hours of Field Experience, students need to make sure that all completed forms and paperwork are completed by the deadlines indicated in this manual and by the assigned faculty instructor. Students are ultimately responsible for all paperwork to be completed. Please refer to the following checklists as a method of determining that all materials are completed by the due date.

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

- [ ] Completed Application
- [ ] Copy of Current Resume
- [ ] Student Copy of DARS to Field Instructor
- [ ] Criminal Background Check from state of residence and state of Minnesota (if different from residential address)
- [ ] Completed and Signed Placement Memo

**Field Experience Requirements Checklist**

The following forms are required **BEFORE THE END** of the semester or the student cannot receive credit for the work completed:

- [ ] Completed and Signed Orientation Checklist
- [ ] Completed and Signed (by supervisor and student) Student Mid Term Evaluation Form
- [ ] Completed and Signed (by supervisor and student) Student Final Evaluation Form
- [ ] Completed and Signed (by supervisor and student) Agency Evaluation Form
- [ ] Five Student Reflective Journal Papers
- [ ] Field Experience Paper – All Questions Addressed and Answered

STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS. Note. The Social Work Department destroys most records of students shortly after graduation and destroys all records of graduated students within seven years.
Winona State University Department of Social Work

FIELD EXPERIENCE APPLICATION

<table>
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<tr>
<th>Semester Applying:</th>
<th>Campus:</th>
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<tbody>
<tr>
<td>(Semester)</td>
<td>□ Winona</td>
<td>□ Rochester</td>
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<tr>
<th>Course Section:</th>
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<tbody>
<tr>
<td>(ID Number)</td>
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Note. Student applications that are not completed in the semester applying for SW350 are destroyed by the last day to add a course. Students who do not enter placement in the semester to which they applied will have to resubmit an application in its entirety for reconsideration in another semester.

Part I. Personal Information

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<th>Name</th>
<th>Student ID#</th>
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<td>(ADDRESS)</td>
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<td>(CITY)</td>
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<th>Home Phone</th>
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Part II. Educational Information

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<tr>
<th>Credits Completed</th>
<th>Cumulative GPA</th>
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<tr>
<th>Academic Advisor</th>
<th>Date</th>
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List the social work foundation courses completed at the time you plan to begin your field experience:

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Part III. Placement Information

List in order of preference three social service agencies in which you would be interested for your field experience. (Note. The Field Experience placement must be in a different agency and with a different population than your practicum placement.)

1. 
2. 
3. 

Academic semester in which you anticipate completing your field experience:

<table>
<thead>
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<th>(Semester)</th>
<th>(Year)</th>
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</table>
Part IV. Essay

Please complete the following questions but do not put “see resume” as a response:

1. Briefly describe your primary interests in the field of social work, and indicate types of populations you are interested in working with.

2. Briefly describe your prior involvement in working with people in a human service setting - volunteer or paid. Record the dates and duration of the experience(s), include a brief description of your job (or attach a resume containing this information).

Part V. Signature – Student

Signature of Student

Date
# Field Experience Placement Memo

**Semester Intending to Enroll**

(Semester)  (Year)

**Campus:**

☐ Winona  ☐ Rochester

**TO:** Faculty Field Instructor

**RE:** Student Name

**Student ID**

**FROM:** Agency Field Supervisor

**Agency**

**Address**

**Email Address**

**Telephone Number**

**SUBJECT:** Field Experience Placement

I have met with (student's name) ________________________________ and have discussed the possibility of this student completing a field experience at our agency. We also have discussed the student's interests specifically related to a field experience at this agency and thoughts about a placement plan that would be effective and beneficial for both the student and this agency, while meeting the requirements of this course.

This placement would begin __________________ semester on or about _____________ (date). On this basis of the above, I have accepted this student in placement.

**Signature of Agency Field Supervisor**

Date

**Signature of Student**

Date

**Signature of Faculty Field Instructor**

Date
WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

FIELD EXPERIENCE AGENCY ORIENTATION

FIELD SUPERVISORS: Please cover the following areas with the student who is beginning a placement in your agency. Check off each area as it is completed. The completed list should be attached to the Student Field Experience Evaluation.

STUDENT NAME ________________________________________________ DATE _______________________

FIELD SUPERVISOR ____________________________________________ 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.

__________________________ __________________________
Signature of Agency Field Supervisor Date

__________________________ __________________________
Signature of Student Date
WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

MIDTERM EVALUATION OF STUDENT FOR FIELD EXPERIENCE

STUDENT NAME ___________________________ DATE ___________________________

FIELD SUPERVISOR ______________________ AGENCY _________________________

Please rate the student’s performance using the following legend:
1 = clearly below expected level   2 = below expected level   3 = at expected level   4 = above expected level
U = unable to observe

1. Student’s use of supervision and consultation.
   Recognizes and uses role of learner.  1  2  3  4  U
   Listens and responds to constructive feedback.  1  2  3  4  U
   Asks pertinent questions of field instructor and implements guidelines and suggestions into own professional behavior.  1  2  3  4  U

2. Student’s Attitudes
   Shows genuine interest and concern for people.  1  2  3  4  U
   Has a constructive, positive attitude in relation to people and situations.  1  2  3  4  U

3. Student’s professional relationships at work and management of work.
   Assumes responsibility for a reasonable workload.  1  2  3  4  U
   Is prompt in arriving at placement and meetings.  1  2  3  4  U
   Follows through on work assignments, is organized in carrying out assigned tasks.  1  2  3  4  U
   Shows consistency in quality of work performance.  1  2  3  4  U

4. Other Professional Attributes.
   Possesses effective verbal communication skills.  1  2  3  4  U
   Demonstrates interest and initiative.  1  2  3  4  U
   Maintains personal appearances appropriate to work environment.  1  2  3  4  U

5. Additional comments or suggestions related to student’s potential for a career in social work:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. **Student Progress to date is:**

   Satisfactory_____ Unsatisfactory_____

   I need to speak to a Social Work Faculty Member about this student’s progress as soon as possible:

   Yes____ No_____

   Signature of Agency Field Supervisor ___________________________ Date __________

   Signature of Student ___________________________ Date __________
### Final Evaluation of Student for Field Experience

**Student Name: ___________________________**

**Date: ___________________________**

**Field Supervisor: ___________________________**

**Agency: ___________________________**

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

1 = clearly below expected level    2 = below expected level    3 = at expected level    4 = above expected level  
U = unable to observe

#### 1. Student's use of supervision and consultation.

- Recognizes and uses role of learner.
  
- Stays focused on the plan developed for the Field Experience.
  
- Listens and responds to constructive feedback.
  
- Asks pertinent questions of field instructor and implements guidelines and suggestions into own professional behavior.

#### 2. Student's Attitudes

- Shows genuine interest and concern for people.
  
- Practices personal reflection and self-correction to assure continual professional development.
  
- Recognizes and communicates understanding of the importance of difference in shaping life experiences.
  
- Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

#### 3. Student's professional relationships at work and management of work.

- Works cooperatively and coordinates own efforts with those of other professionals and non-professionals.
  
- Communicates consistently and professionally about work and interactions with clients.
  
- Assumes responsibility for a reasonable work load.
  
- Attends to professional roles and boundaries.
  
- Views self as learner and engage those with whom s/he works as informants.
  
- Is prompt in arriving at placement and meetings.
  
- Adheres to time commitments made with staff and clients.
  
- Follows through on work assignments, is organized in carrying out assigned tasks.
  
- Shows consistency in quality of work performance.
4. **Other Professional Attributes.**

Possesses effective written communication skills.  
Possesses effective verbal communication skills.  
Demonstrates initiative.  
Demonstrates professional demeanor in behavior, appearance, and communication.  
Follows through and is organized on assigned tasks.

5. **Additional comments or suggestions related to student's potential for a career in social work:**

6. **Recommended Grade for Field Experience:**

   PASS _____  FAIL _____

_________________________________________________________________

_________________________________________________________________

Signature of Agency Field Supervisor  Date

Signature of Student  Date
STUDENT EVALUATION OF THE AGENCY FOR FIELD EXPERIENCE

Student Name

Agency Name

Field Supervisor

Title

Agency

Address

(ADDRESS)

(CITY)

(STATE)

(ZIPCODE)

Agency Phone

Email Address

Placement Dates

(FROM)

(TO)

Faculty Instructor

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

1. How would you rate your field experience?
   - ☐ Excellent
   - ☐ Good
   - ☐ Satisfactory
   - ☐ Fair
   - ☐ Less than Desirable

2. Please elaborate on the above rating.

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

4. Was your agency field supervisor prepared for your arrival and helpful in assisting you to set up the Field Experience plan?

5. Was the field 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.

10. Was your agency field instructor available during the placement when necessary and responsive to any questions that you have raised? Please elaborate.

11. What were the greatest assets of this field experience?

12. What kinds of problems did you run into during your field experience?

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

14. General comments and suggestions.

____________________________________________  ______________________ 
Signature of Student                                      Date

____________________________________________  ______________________ 
Signature of Agency Field Supervisor                      Date