Preparing students with the values, skills, and knowledge necessary to be generalist social work practitioners in today’s world.
# TABLE OF CONTENTS

## Part I. General Information
- Introduction 3
- The Mission and Vision of the Social Work Department 3
- The Role of Practicum in Social Work Education 3

## Part II. Practicum Policies and Procedures
- CSWE Mandated Requirements Practicum Guidelines and Outcome Indicators 5
- CSWE Criteria for Agency Selection and the Agency Field Instructor 5
- Overview of the Placement Process 6
  - Responsibilities of the Student: Preparing for Placement 6
  - Responsibilities of the Agency Field Instructor 8
  - Responsibilities of the Faculty Field Liaison 10
  - Responsibilities of the Director of Field Education 10
- Practicum at Place of Employment 11
- Placement at an Agency with No BSW or MSW on Staff 11
- Special Circumstances Practicum Placement 11
- Equivalency Credits for Practicum 11
- Completion of Hours 12
- Problem Resolution in Field Placement 12
- Grounds for Removal From Field Placement 12

## Part III. Sexual Harassment
- Guidelines for Reporting Sexual Harassment 14
- Policy for Sexual Harassment 14
- Steps to Follow should Sexual Harassment or Discrimination Occur 14

## Part IV. NASW Code of Ethics
- Preamble 16
- Purpose of the NASW Code of Ethics 16
- Ethical Principles 16

## Part V. Appendices
- A. 2015 CSWE Educational Policy and Accreditation Standards 32
- B. Practicum Forms Summary 44
  - Practicum Application Checklist 43
  - Practicum Application 44
  - Practicum Placement Memo 47
  - Practicum Agency Orientation – within first two weeks 48
  - Practicum Initial Assessment of Student – 100 Hours 49
  - Learning Agreement and Evaluation Form 51
  - Learning Agreement Supplement 64
  - Practicum Evaluation of Agency 71
  - Practicum Evaluation of Course and Faculty 73
  - Employment-based Field Placement Agreement 74
  - Practicum Time Sheet Log 75
  - Reference / Release of Information Form 77
  - Practicum Placement Special Circumstances Request Form 78
Part I. General Information

I-1. INTRODUCTION

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

All students must complete 120 semester hour credits in order to graduate with a baccalaureate degree. The General Education Program at Winona State University requires students to complete 46 semester hour credits in broad-based courses that build on student skills and knowledge. There are 64 required semester hour credits within the social work major and the majority are taken after completion of the general education requirement. There can be 6 to 9 hours taken in courses that meet both requirements. Beyond General Education and major course requirements, students may need to take additional credits to complete 120 semester hours for graduation. This allows students to tailor their degree by selecting either a minor in another field or by selecting general elective courses of interest.

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

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

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

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

The faculty are also 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 2015.

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

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

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

The practicum experience is considered by CSWE as the “signature pedagogy” of social work education (CSWE, 2012). The importance of practice experience and the special significance of the Field Instructor in the development of a professional social worker are confirmed time and again by the students who state how much they have learned in their work with the people whom they serve, and in their professional interaction with the Field Instructor and with other professionals.
Description and Purpose of the Practicum
The 12 credit Practicum (480 hours) is pre-arranged and completed the last academic semester of the senior year, in a human service agency, under the supervision of a social worker as an Agency Field Instructor. The Practicum can only be taken when all other course work necessary for graduation from Winona State University are completed including “incompletes.”

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

Typically, students work 32 hours/week for 15 weeks in the selected agency. (In rare circumstances, different schedules can be discussed between the Field Director or Rochester Field Coordinator and the Faculty Field Liaison, the Agency Field Instructor and the student.) One day a week – either Friday or Monday, depending on the semester - is reserved for SW480 Integrative Seminar, which is a required course.

Integrative Social Work Seminar
Concurrent with the Practicum, students are required to attend a three-credit course – SW480 Integrative Social Work Seminar. The purpose of this course is to facilitate and reinforce the ongoing process of integration of theory and practice in the student’s professional thinking and functioning. Attendance in Seminar is mandatory, and it is expected that students miss no class meetings.

The Capstone Research Project
In the course of the Practicum experience, students are expected to complete a research project related to an issue or topic in social work practice. The emphasis should be on social work practice and the project should be of benefit to both the agency and the student. This experience lays the groundwork for incorporating evaluation of practice into the student’s professional self, and provides further opportunity for linking social work theoretical concepts, practice endeavors, and practice results.

The Practicum experience and the completion of the research project together are considered the capstone of the student’s education and training for the baccalaureate degree in social work. Prior to the start of Practicum, it is expected that students consult with their Field Instructor and their Faculty Field Liaison about the type of capstone project they would like to pursue. At the discretion of their Field Instructor, students may count up to 50 practicum hours toward successful completion of the capstone research project. These 50 hours for research are not an entitlement but are appropriately discussed and negotiated with the Agency Field Instructor.
The Winona State Department of Social Work follows the practicum-related 2015 EPAS policies of the Council on Social Work Education and additional policies developed by the department. The following policies describe the structure, implementation and evaluation of the practicum component of the program.

II-1. CSWE MANDATED PRACTICUM REQUIREMENTS GUIDELINES AND OUTCOME INDICATORS

The field practicum is an integral part of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. Per requirements set forth by the Council on Social Work Education, field education at the baccalaureate level requires a minimum of 400 hours in field practicum. The Social Work Department requires 600 hours of practical work. This entails 120 hours of Field Experience (pre-major) and 480 hours of Practicum in entry-level social work practice prior to graduation. Field Instruction is an opportunity to apply practice with theoretical concepts and determine readiness to enter the profession of social work. The Winona State Social Work Department uses both the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards (EPAS) and the NASW Code of Ethics as criteria for assessing student competency during practicum. CSWE competencies will be evaluated through the Learning Agreement and adherence to the NASW Code of Ethics will be evaluated through multiple venues including, but not limited to, practicum supervision sessions and the field seminar course. Please see the full 2015 CSWE EPAS Competencies and Practice Behaviors in Appendix A. A summary of the program’s assessment can be found online at: http://www.winona.edu/socialwork/program.asp

II-2. CSWE CRITERIA FOR AGENCY SELECTION AND THE AGENCY FIELD INSTRUCTOR

**Agency Requirements**
All agencies must meet the following minimal requirements:
- A primary goal of the agency must be to address human needs. This can be included in law, social policy formulation, administration, community organization, evaluation, direct service delivery, etc.
- The agency must not engage in discriminatory practices in either hiring of personnel, acceptance of students, or of clientele. This would include discrimination of gender, sexual orientation, minority status, socioeconomic status, religious beliefs, or national origin.
- The agency must be committed to the educational goals of the department.
- The agency must support the placement and allow for sufficient release time for the Agency Field Instructor to give educational supervision to the student. Two visits by the Faculty Field Liaison are routinely scheduled during field practicum. If indicated, all parties can request additional visits.
- An agency accepting an undergraduate student must provide an Agency Field Instructor who is a licensed social worker and holds a baccalaureate or master’s degree from an accredited social work program. In a few educationally unique settings, the supervision can be arranged via a consultant or through the faculty at the department.
- The agency must be within 150 miles of the student’s home campus. Placements outside of the 150-mile radius require advance department approval, and students should consult with the Director of Field Education about the process for this approval. (See II-6 – Special Circumstances Practicum Placement Procedure).
- The agency must be willing to participate in the contract process, as per the University policy requiring affiliation agreements with all practicum placement sites.

**Note:** Sometimes students have expressed interest in completing an internship internationally. International practicums require a great deal of preparation and students should consult with the Field Director at least one year prior to the practicum. Students interested in study abroad should take note that all study abroad must first be approved by Winona State University’s President. Any study abroad plans are pending until this approval is received. The President reserves the right to veto any study abroad plans by faculty and students.

**Field Instructor Requirements**
The following criteria have been established for the selection of an agency based Field Instructor:
- For practicum placements in the state of Minnesota, the primary Agency Field Instructor of record must be licensed through the MN Board of Social Work, unless the Field Instructor is employed by a county, is employed by the State of
Minnesota and hired prior to July 1, 2016, or is employed by a tribal agency – and have a baccalaureate or master’s degree from an accredited social work program.

- For practicum placements outside of the state of Minnesota, The primary Agency Field Instructor of record must be a licensed-eligible social worker – in other words, the Field Instructor is not required to be licensed, but must be eligible for licensure - and have a baccalaureate or master’s degree from an accredited social work program.
- The Agency Field Instructor must agree with the learning goals of professional social work education and be committed to quality education for the student.
- The Agency Field Instructor is required to work closely with the department in the assignment of case material and is responsible for providing timely feedback to the department about the individual student through the Faculty Field Liaison.
- New Agency Field Instructors are expected to attend orientation sessions or be available for individual orientation by the Director of Field Education when attendance at the formal sessions would prove an undue hardship.
- The Agency Field Instructor will have sufficient background in social work experience (preferably at least six months at the agency and no less than two years post BSW or MSW experience).

II-3. OVERVIEW OF THE PLACEMENT PROCESS

The formal practicum placement process begins in the semester before the student intends to complete the practicum.

Responsibilities of the Student: Preparing for Placement

The following are the steps necessary that the student must do in order to prepare for placement:

1. Enroll in the Practicum Preparation Course

The placement process for students officially begins the semester before entering Practicum, when students enroll in SW400 Practicum Preparation. Students complete the application process while in SW400 and meet in class and individually with the Practicum Preparation Instructor in preparation for entering Practicum.

2. Complete the Criminal Background Check Process

Minnesota State law requires that any person who provides services that involve direct contact with patients and residents of a health care facility must complete and successfully pass a background study conducted by the State. Therefore, during the practicum preparation process, all students must fill out an online Minnesota Department of Human Services (DHS) Background Study form and be fingerprinted and photographed at a DHS-sanctioned fingerprinting site, if they have not already done so for Field Experience. Students will be provided with further information about how to complete this process. Students are then responsible for printing off a copy of the results from the DHS website, and submitting the results letter to the Social Work office on their campus. Students will be responsible for payment for the background check and fingerprinting process, which includes $20 to complete the online application, and $9.10 for the fingerprint fee. The department will advise students on a case-by-case basis regarding their criminal background and legal obligations.

Students need to be aware that the social work faculty can educate students in the classroom, but the faculty does not have control over field agencies' willingness to accept a student for placement. The Practicum is the final major requirement of the social work program. Hence, a student might be able to complete all the course work in the major and yet not complete the social work program if a Practicum placement cannot be secured due to a failed background study. Additionally, even upon successful completion of the social work major, the department makes no guarantee that a student with a criminal record will secure employment in social services and that any state entity will grant licensure or certification to a person with a criminal background.

3. Participate in Informational Interviews with Agencies

Students will be provided with a list of approved agencies that are within 150 miles of campus, and students are responsible for scheduling visits to at minimum 4-5 potential practicum sites. The purpose of these initial visits is to learn more about different agencies and the services provided. Students are encouraged to treat these visits as opportunities for professional networking, and will be guided in preparing for the visits through several modules in SOCW 400 Practicum Preparation. The Director of Field Education may consider agencies that have not had interns with the Social Work Department at Winona State University – after review and approval, however this process may take up to six months and hence may not be suitable for students looking for placement for the following semester. Students are expected to give first consideration of the approved
internships available. However, if a unique internship arises, consult with the Director of Field Education or Rochester Field Coordinator.

4. Participate in the Practicum Preparation Interview with Course Instructor

Following the completion of the 4-5 placement site visits, students then complete the Practicum Application materials and schedule an interview with the Practicum Preparation Instructor to discuss student readiness for Practicum, as well as students’ ranked placement preferences.

Once the Practicum Preparation Instructor has met with all students, the Instructor will compile the preferences and will determine where students will be assigned to interview. If it happens that there are more students interested in a placement than there are spots at that placement, the Instructor and/or Director of Field Instruction will consult with the students in question, and will make a decision about placement interviews.

5. Participate in the Placement Interview at the Agency

Once students have been given approval from the Practicum Preparation instructor, students are responsible for scheduling a formal interview with the agency. Students are responsible for keeping the Practicum Preparation Instructor apprised of the interview date and outcome. Depending on the agency, the decision to accept a student into placement may happen in the interview, or the decision may be made at a later date.

6. Complete the Practicum Placement Memo

Once students have interviewed and been accepted for placement at an agency, the students are responsible for securing a signed Practicum Placement Memo, and for returning the Memo to the Practicum Preparation instructor. Please note that the placement memo is a written agreement between the agency, Winona State University, and the student. Accepting a placement and signing the Placement Memo should not be taken lightly. Students who have signed a placement memo with an agency should not attempt to seek out or accept other internships. This is a serious breach of agreement by the student and shows a lack of professionalism.

7. Prepare for Placement at the Assigned Agency

Once students have secured a placement, students are responsible for providing their Field Instructors with information about their start and end dates, any other scheduling needs, their contact information, and any additional preparation the student may need to do in advance of their Practicum. Students are also responsible for communicating with their Field Instructor about the Capstone Research Project, and beginning the conversation about possible topics for their project that would be of benefit to the agency.

8. Complete a Draft Learning Agreement

While enrolled in SOCW400 Practicum Preparation, students will be guided in completing a first draft of their Learning Agreement, once they have secured a placement. The Learning Agreement form can be found in Appendix B.

The Practicum Semester: Beginning Placement

Students should plan to begin placement on the first day of the semester, except in special circumstances already pre-arranged with the agency. Students are encouraged to bring a copy of the Orientation Checklist (Appendix B) to their agency, where the student and the Agency Field Instructor together develop a plan covering the items on the Orientation Checklist. Once all items are competed, the student will turn in the completed Orientation Checklist to the Faculty Field Liaison. Students are responsible for providing their Field Instructor with the initial draft of their Learning Agreement, as well as initiating or continuing the dialog about their Capstone Research project with their Field Instructor.

1. Supervision Meetings with the Field Instructor

Students are required to meet a minimum of one hour per week with the Agency Field Instructor for supervision. Planning supervision meetings is a two-way process. This means that the student is expected to take an active role in the planning of these meetings, and is encouraged to bring an agenda and topics for discussion to supervision. Supervision meetings are also an excellent opportunity to review the Learning Agreement.
2. Complete the Initial Assessment of Student

After the first 100 hours of placement, the Agency Field Instructor completes the Practicum Initial Assessment of Student form (found in Appendix B.). This early evaluation should then be reviewed with the student and should serve as an opportunity to make any adjustments to the practicum experience. Students are responsible for submitting the completed and signed form to their Faculty Field Liaison.

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

At the completion of the Learning Agreement and around the first 200 hours, the student and the Field Instructor together evaluate the student’s progress thus far, using the Learning Agreement as the assessment tool. Students are responsible for scheduling the first meeting between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the learning agreement, the student’s performance thus far, the research project and any other issues pertaining to the Practicum that the participants deem useful. The Learning Agreement needs to be approved by all three participants, and should be signed by all parties at the mid-semester review.

4. Final Site Visit and Final Evaluation

Toward the end of the 480 hours, the Agency Field Instructor and the student together review the student’s Learning Agreement and evaluate the final 280 hours of Practicum experience of the student. At this point, it is incumbent on the student to schedule the final meeting between the Faculty Field Liaison, Agency Field Instructor, and student. The purpose of the final meeting is to review the final evaluation of the student’s practicum and progress on the goals of the Learning Agreement, as well as any other aspects of the Practicum experience that the above-mentioned parties deem appropriate. The Final Learning Agreement must be signed by the student, the Field Instructor and the Faculty Liaison. Students should retain a final copy of the signed Learning Agreement for their records.

5. Evaluation of the Agency

Students are asked to complete the Evaluation of Agency form (Appendix B) evaluating the agency, and ideally review their feedback with the Field Instructor. The completed and signed form should be turned in to the Faculty Field Liaison.

6. The Capstone Research Project

The research project and the research paper need to be completed before the student can receive a grade for the Integrative Social Work Seminar class. The student must receive approval from Winona State University’s Institutional Review Board (IRB) to complete research or the work will not be received or graded by the Social Work Department. A final copy of the research paper should be submitted to the Faculty Field Liaison for grading. The final grade of the research project will be calculated into the overall grade for the seminar course.

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

7. Final Program Assessment and Final Evaluation

Students will be asked to complete a final program assessment based on social work curriculum during the Seminar/Practicum semester. The final program assessment will be completed electronically, and students will be given detailed instructions on how and when to complete the program assessment.

Note: Students should retain a final signed copy of their Learning Agreement for future reference, as graduate school programs often require a copy in their application process.
Part II. Practicum Policies and Procedures

Responsibilities of the Agency Field Instructor

1. Meet with Potential Interns

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

2. Interview and Screen Students Applying for a Practicum Experience at the Agency

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

3. Orientation and the Learning Agreement

Once a student has been confirmed for practicum at an agency, the Agency Field Instructor is responsible for orienting the student to the agency, and assuring that there is a plan for covering the items on the Orientation form. The Agency Field Instructor and the student should work together to formulate the Learning Agreement, which should be finalized at the completion of the first 65 hours (first two weeks of placement). The Learning Agreement as a working document should be consistently and actively used. This means that along the way, progress of the learning activities should be checked, and items added or deleted if not feasible. The Learning Agreement is to serve as a guide for both the Agency Field Instructor and the student, and as a means to check and evaluate the student’s progress throughout the Practicum.

4. Selection of a Research Topic and Development of a Research Proposal

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

5. 100 Hour / Initial Assessment of Student

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

6. The First Site Visit by the Faculty Field Liaison

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

7. 200 Hour / Mid-Practicum Assessment

The Agency Field Instructor monitors the quality of the Practicum experience of the student, makes use of the Learning Agreement as a guide, and identifies and discusses with the student issues as they occur. Depending on the nature and seriousness of such issues, the Faculty Field Liaison should be informed and, if so indicated, be involved in the discussion and solutions of such problems. The Field Instructor and the student together evaluate the student’s performance at the completion of the first 200 hours. A copy of this evaluation is to be given promptly to the Faculty Field Liaison. If the situation warrants, the Agency Field Instructor can request that the Faculty Field Liaison and/or the Director of Field Education be more closely involved in this evaluation.

Note: In case of unethical conduct on the part of the student, the Agency Field Instructor should immediately inform the Faculty Field Liaison and follow this up with written documentation of concerns to the Director of Field Education.

8. Final Site Visit and Learning Agreement Evaluation

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

9. The Capstone Research Project

Within reasonable parameters, the Agency Field Instructor assists and guides the student in completing the research project. This may involve: making available resources of information, establishing contact with other professionals, suggesting attending and participating in special workshops, alerting the student to stay on track, etc. At the discretion of the Agency Field Instructor, the student may be allowed up to 50 hours of practicum time to work on the capstone research project. The parameters of these research hours should be discussed and approved by the Agency Field Instructor in advance of the request, and a written plan for using these research hours is then submitted to the Faculty Field Liaison. This time should not interfere with the agency’s delivery of service is at the discretion of the agency.

Responsibilities of the Faculty Field Liaison

1. Site Visits

The Faculty Field Liaison is responsible for participating in two site visits with the student and the Field Instructor. The first meeting is held around 200 hours, and the second meeting is held toward the end of the 480 hours. At least one visit should be completed face-to-face, with the other visit either face-to-face or video conference. The focus of the first meeting is to discuss the student’s Learning Agreement goals, the student’s performance thus far, progress on the research project, and any issue pertaining to the Practicum that the participants deem useful.

2. Serve as Consultant to Student and Field Instructor

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

3. Facilitate the Final Meeting

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

4. Supervise the Capstone Research Project

All students are required to follow Winona State University Institutional Review Board (IRB) guidelines for research. All students must successfully pass the IRB examination and have written approval to proceed with a research project from IRB prior to data collection. A number of students need considerable assistance in writing a clear research report that meets scientific criteria. Student should request individual appointments with their Faculty Field Liaison if they experience problems or have questions.

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

Responsibilities of the Director of Field Education

1. Place Students in Practicum Placement

The Director of Field Education is responsible for placing all students into a practicum placement that will best fit the learning style and unique needs of each student. The Director of Field Education makes every effort to meet the placement requests of students, but does have the ultimate and final authority for determining placements.

2. Orientation/Development of Agency Field Instructors

The Director of Field Education is responsible for ensuring that each Field Instructor is properly oriented to the role of Field Instruction.
3. Obtain Agency Field Instructors’ Input into the Social Work Department

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

II-4. PRACTICUM AT PLACE OF EMPLOYMENT

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

- The student has discussed the interest to use current employment as a practicum site with the Practicum Preparation Instructor and the Director of Field Education.
- The student’s Field Instructor must be different from the student’s employment supervisor, and must meet the general field instructor criteria.
- Field placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must be as varied as possible and must differ substantially from their employee role.
- The student and the agency complete the Employment Based Field Agreement Form (Appendix B), and also prepare a plan of the proposed placement for review by the Director of Field Education. The written plan should be attached to this agreement. The written plan should note in specific fashion how the agency will meet the conditions of this agreement, along with a copy of the student’s current job responsibilities and a copy of the proposed job description outlining the new responsibilities that will be provided to the student during practicum. These responsibilities must show that the student will be practicing at a higher professional skill level than current position allows.

II-5. PLACEMENT AT AN AGENCY WITH NO BSW OR MSW ON STAFF

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

II-6. SPECIAL CIRCUMSTANCES PRACTICUM PLACEMENT

Typically, students complete their placement at an agency that has been pre-approved and is within 150 miles of campus. The mile limit ensures that the student is within reasonable driving distance in order to participate in Integrative Seminar on campus, and aids in keeping travel costs down for the University, since Faculty Field Liaisons conduct in-person site visits. Occasionally, however, students may have the opportunity to complete their practicum beyond the 150-mile radius and with an agency that has not been pre-approved. In these instances, the student should meet with the Field Director well in advance of the semester the student will be taking Practicum Preparation to discuss the request. The student should then complete the Special Circumstances Practicum Placement Form (Appendix B) and return the document to the Field Director for consideration of the Social Work faculty at a faculty meeting. Faculty will consider the merits of the placement, potential for development of the required Affiliation Agreement, and the student’s circumstances and demonstrated capacity for success.
II-7. EQUIVALENCY CREDITS FOR PRACTICUM

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

II-8. COMPLETION OF HOURS

All students are expected to complete the requisite number of hours of 480 hours at their practicum site. If this is not going to be accomplished within the agreed upon time frame, the Faculty Field Liaison must be notified immediately. If a student is absent for a significant period of time, there are several options. The student may request an extension of the time frame of the placement so that the requirements can be completed. In extreme cases where this is not feasible, the student may be placed in an alternate setting. Students may not complete hours early, since seminar coursework and assignments are linked to their practicum placement. Students are encouraged to budget their hours to ensure that their time at their practicum coincides with the semester schedule.

II-8. PROBLEM RESOLUTION IN FIELD PLACEMENT

Since problem resolution is a cornerstone of the social work profession, ideally it is hoped that problems in field placement can be resolved by the student and the Agency Field Instructor with proactive intervention and open communication. It does happen occasionally, however, where situations require further attention. The student should inform their Faculty Field Liaison if any of the following situations arise:

1. Any concerns with the assigned Agency Field Instructor or Task Supervisor
2. Changes in assigned Agency Field Instructor
3. Concerns about frequency of supervision
4. Changes in task assignments that would impact the student’s learning plan

The Faculty Field Liaison will work with the student to strategize about the nature of the issue and discuss possible solutions. In most cases, the issues can be resolved when the Faculty Field Liaison is able to support the student to address the issue, or by acting as an advocate/mediator for the student, if problems continue.

Unsatisfactory Progress in Field Placement

When a student is not progressing at a satisfactory rate:

1. The Agency Field Instructor is encouraged to discuss concerns openly and directly with the student, along with documenting the requested changes and action plan needed.
2. Should the difficulty continue, the Agency Field Instructor should notify the Faculty Field Liaison immediately to arrange a conference.
3. In this conference, the student, the Agency Field Instructor, and Faculty Field Liaison will determine a timeline for completing the requested action plan, as well as a means for all to measure progress.
4. If deemed appropriate by any or all parties involved, the Director of Field Education should be consulted and involved in the discussion process.
5. It is important to document all efforts, action plans, and communications.

If an Agency is Considering Discontinuing with a Student

1. If efforts to remediate a situation are not successful, the Agency Field Instructor should document all concerns and have discussed the central issue(s) with the student.
2. Immediately inform the Faculty Field Liaison and a meeting should be scheduled among the participants - student, Agency Field Instructor, Faculty Field Liaison, and if necessary, the Director of Field Education.
3. If the situation continues to be unsatisfactory, the student will leave the agency in a time frame which is preferably agreeable to all parties.
Change of Field Placement at the Request of the Student
The WSU Social Work Department rarely moves students from a practicum placement and will take as many measures as possible to promote continuity of placement. The Faculty Field Liaison and the Director of Field Education will work with the student and the Agency Field Instructor to resolve any issues to the greatest degree if possible. Student requests to change placements will not be granted because a student has found a “better placement or opportunity.” If, however due to circumstances, a student is placed at another agency, the student should not assume that he or she will be able to count any or all of the hours completed at the departing agency. The number of hours necessary to successfully complete a change of field placement will be discussed by the Faculty Field Liaison, the Director of Field Education, and the student.

II-9. GROUNDS FOR REMOVAL FROM FIELD PLACEMENT

The following are grounds to remove a student from the field:
1. Failure to maintain confidentiality in reference to a client as mandated by agency policy and/or the NASW Code of Ethics.
2. Failure to abide by the NASW Code of Ethics.
3. Repeated tardiness at the agency and/or tardiness without notification.
4. Repeated absences from the agency and/or absence without notification.
5. Repeated change in scheduled field hours without prior approval.
6. Unsatisfactory progress in field placement, despite intervention.

The final decision regarding removal from the field placement will preferably be jointly made by the pertinent appropriate participants. The decision should be supported by the Director of Field Education and the Faculty Field Liaison. The student may appeal following the guidelines for grievance procedure in the Social Work Student Handbook. Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the issue(s). The Director of Field Education and/or the Faculty Field Liaison will have the responsibility to work with the student around these issues and together they may formulate certain conditions for a return to field. Approval for retaking Practicum and Seminar are not guaranteed to students who are under reconsideration.

Note: Students who are removed from an agency placement due to misconduct will not be allowed to retake Practicum and Seminar for a minimum period of one academic year. A reconsideration plan outlining the areas of concern along with goals and measurable objectives on how to resolve the concerns will need to be completed by the student along with regular progress reports. Students under reconsideration will submit the reconsideration plan and progress reports to the Director of Field Education and other appropriate department faculty.
III-1. GUIDELINES FOR REPORTING SEXUAL HARASSMENT

The Social Work Department has adopted the policy and procedure guidelines of The Minnesota State Colleges and Universities (MinnState) system for the reporting of sexual harassment in the university setting. Other agencies may have adopted their own policies which meet the guidelines of The Equal Employment Opportunity Commission and The State Commissioner of Human Rights. However, The Social Work Department recognizes that, in many instances, these various policies and procedures may not apply to sexual harassment complaints of a student in an agency where he or she is an intern and not an employee of the agency. In addition, it is particularly important that there be guidelines that do pertain to complaints regarding sexual harassment of students, because of the “one-down position” students may experience in agencies.

Sexual harassment of students is destructive to the learning environment, demoralizing to the student, and can adversely affect the student’s performance in the agency. Sexual harassment of students may be overt or covert, verbal or physical, and may range from suggestive comments and sexist jokes to assault and rape. The policy and guidelines are aimed at preventing and alleviating offensive, hostile, unwelcome and unwanted attention, 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
Discriminatory harassment means verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

As required by law, Minnesota State Colleges and Universities further defines sexual harassment as a form of sexual discrimination which is prohibited by state and federal law. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and 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 education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the college or university; or

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the college or university; or

3. Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

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

Step 1. Attempt to Resolve the Matter Through Informal Discussion
When a student has been the subject of sexual harassment or discrimination, the first step is a meeting with the perpetrator to reach a resolution. The student shall discuss his/her concern with the party involved. If, for any reason, the student feels unable to proceed on his/her own, the student will discuss his/her concern with his/her academic advisor or the faculty field coordinator and obtain faculty assistance and support in resolving the issue through discussion with the parties involved.

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

Step 2. Reporting and Documenting
The student should notify the Director of Field Education or his/her academic advisor, and the Agency Field Instructor. If the sexual harassment complaint involves the student’s Agency Field Instructor, the student may instead notify the Agency Field Instructor’s supervisor. If the agency has a specifically designated individual or office to deal with these matters, that person or office should also be notified by the student. If the student, for any reason, chooses not to notify the agency personnel office, it would become the responsibility of the Social Work Department to do this.

The student will present to all of the appropriate parties mentioned above, a written statement regarding the nature of the complaint. This statement should be factual and specific, e.g., it should include date(s), time(s), and individual(s) involved. If the student has made prior attempts to deal with the situation, this should also be included in the report. In addition to the factual and specific information, the student’s subjective experience and perceptions are valid materials to be included in the report. Should the student not be able to provide factual and specific data, these personal experiences and perceptions alone would constitute a valid reason to initiate a report.

Step 3. The Hearing
Within ten working days of the student’s reporting the violation, the Director of Field Education will chair a meeting with all relevant parties. Besides the student, this might include a support person for the student and parties who are able to provide relevant information and the Director of Field Education. Depending on agency or union regulations, this meeting might also include the student’s Agency Field Instructor, that person’s supervisor, the agency’s designated individual for the reporting of violations. All individuals attending the meeting should have an opportunity to express their concerns.

Step 4. Outcome of the Hearing
The Director of Field Education will write a report of the meeting. The report should include the resolution if one was reached. A copy of this report will go into the student’s file and the agency’s file within The Social Work Department. The Director of Field Education will also send a copy of the report to the director of the agency.

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

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this Code, technology-assisted social work services include any social work services that
involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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.
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.

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

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, immigration status, and mental or physical disability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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
Part IV. NASW Code of Ethics

(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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(s) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are required.

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

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

1.17 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical sability.

(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 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

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

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and contracts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Social Workers' Ethical Responsibilities as Professionals

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

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

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

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

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

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

6. Social Workers’ Ethical Responsibilities to the Broader Society

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

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

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

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social
workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.
Appendix A. CSWE Educational Policy and Accreditation Standards

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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context.

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

Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program outcomes. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program’s mission.
2. Explicit Curriculum

Educational Policy 2.1. – Competency-Based Education

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:
• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• use technology ethically and appropriately to facilitate practice outcomes; and
• use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

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

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

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

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

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

Competency 5: Engage in Policy Practice.

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

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

Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Explicit Curriculum

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students
for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice
B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0. B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0. M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialization. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice
M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, super-
Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished. M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.
Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the inter-sectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
3.1.4 The program describes its policies and procedures concerning the transfer of credits.
3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.
Student participation

3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.
3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.
3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred. M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.
3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.
3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.
B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.

M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director. 3.3.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient. 3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

**Educational Policy 3.4—Resources**

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

**Accreditation Standard 3.4—Resources**

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.
Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

• A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0. • Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
• An explanation of how the program determines the percentage of students achieving the benchmark.
• Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option. 4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings. 4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data. 4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
## Appendix B. Practicum Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Application Checklist</td>
<td>43</td>
</tr>
<tr>
<td>Practicum Application</td>
<td>44</td>
</tr>
<tr>
<td>Practicum Placement Memo</td>
<td>47</td>
</tr>
<tr>
<td>Practicum Agency Orientation – within first two weeks</td>
<td>48</td>
</tr>
<tr>
<td>Practicum Initial Assessment of Student – 100 Hours</td>
<td>49</td>
</tr>
<tr>
<td>Learning Agreement and Evaluation Form</td>
<td>51</td>
</tr>
<tr>
<td>Learning Agreement Supplement</td>
<td>64</td>
</tr>
<tr>
<td>Practicum Evaluation of Agency</td>
<td>71</td>
</tr>
<tr>
<td>Practicum Evaluation of Course and Faculty</td>
<td>73</td>
</tr>
<tr>
<td>Employment-based Field Placement Agreement</td>
<td>74</td>
</tr>
<tr>
<td>Practicum Time Sheet Log</td>
<td>75</td>
</tr>
<tr>
<td>Reference / Release of Information Request</td>
<td>77</td>
</tr>
<tr>
<td>Request for Special Circumstances Practicum Placement</td>
<td>78</td>
</tr>
</tbody>
</table>

STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS.

*Note.* The Social Work Department destroys most student records shortly after graduation and destroys all records of graduated students within seven years.
The following materials are required **BEFORE** a student is allowed to enroll in Practicum:

______ Completed Application  
______ Copy of Current Resume  
______ Student Copy of DARS  
______ Copy of IRB Module Examination Results  
______ Criminal Background Check from state of residence and state of Minnesota (if different from residential address)  
______ Completed and Signed Reference / Release of Information Request form  
______ Completed and Signed Placement Memo

**Practicum Requirements Checklist**

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

______ Completed and Signed Orientation Checklist  
______ Completed, Approved, and Signed Learning Agreement – initial, mid-term, and final  
______ Completed, Approved and Signed Timesheet  
______ Completed and Signed (by all parties) Agency Evaluation Form  
______ Completed Capstone Research Project
Winona State University Department of Social Work
BSW PRACTICUM APPLICATION

Practicum Sem/Yr:  (Semester)  (Year)

Campus:  ☐ Winona  ☐ Rochester

Part I. Personal Information

Name  ____________________________  Warrior ID#  ____________________________

Address  ________________________________________________

(ADDRESS)

(CITY)  (STATE)  (ZIPCODE)

Home Phone  ____________________________  Work Phone  ____________________________

Cell Phone  ____________________________  Email Address  ____________________________

Part II. Educational Information

Please attach copies of the following:

1. Current DARS from The Registrar’s Office
2. Current resume
3. Copies of thank you notes to Informational Interview sites
5. Completed Essay (see Part VI )

Expected Graduation Date  ____________________________  Credits Completed  ____________________________

Major GPA  ____________________________  Cumulative GPA  ____________________________

Academic Advisor  ____________________________

Part III. Field Experience Information

Where did you complete your Field Experience?

Agency  ________________________________________________

Primary Population/setting  ________________________________________________

Semester/Yr.  ________________________________________________

Part IV. Other Considerations

What city/town will you be residing in during your practicum?  ____________________________

In which city/town do you prefer to complete your practicum?  ____________________________

Do you have reliable transportation to complete your practicum?  ____________________________
Are there any personal responsibilities, disabilities, or other concerns you have that may impact your practicum? If yes, please describe.

☐ No  ☐ Yes

Is there anything in your history that may prevent you from passing a Criminal Background Investigation Check? If yes, please explain.

☐ No  ☐ Yes

Part V. Placement Information

List in order of preference 4-5 social service agencies in which you would be interested for your placement.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Agency</th>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic semester in which you anticipate completing your practicum experience:

(Semester)  (Year)
Part VI. Essay

Please complete an essay responding to the following questions:

1. **BRIEFLY highlight and discuss social work related experience.** Record the dates and duration of the experience(s), including a brief description of your jobs or tasks, and describe how they have contributed to your preparation for your practicum.

2. Identify and elaborate on any **three of your personal qualities** that you believe are assets of a professional social worker.

3. In the context of professional social work, which **skills or skill areas do you feel are most in need of development/improvement?**

4. Provide a summary of **why you believe you are ready for your BSW Practicum.** Please discuss any **potential barriers or challenges** you may face while in practicum, and how you plan to manage them.

Your essay also indicates your preparation for practicum by demonstrating your professional communication skills and attention to important details. Your essay should be 1-3 pages, double-spaced, using APA conventions, proper grammar and punctuation, and should include title page, introductory and conclusion statements.

Part VII. Signature

I, _____________________________________________ attest that the information contained in this application is accurate. I have read the Practicum Manual and agree to abide by all policies and procedures described in it.

Signature of Student ________________________________ Date ________________________________
TO: WSU Social Work Director of Field Education

RE: Student Name

FROM: Agency Field Instructor (licensed BSW or MSW who will be providing weekly social work supervision)

Field Instructor
Agency
Address
Email Address
Telephone Number

In the event that the student will also be working with a Task Supervisor at the agency, include that information as well.

Task Supervisor
Email Address
Telephone Number

SUBJECT: Practicum Placement

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

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

Primary placement focus: ________________________

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

Signature of Agency Field Instructor  Date

Signature of Student  Date

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

STUDENT NAME ___________________________ DATE ___________________________
FIELD INSTRUCTOR _________________________ AGENCY _________________________

Date Completed

STRUCTURE OF AGENCY
- Flow Chart of Organization

TOUR OF THE WORKING ENVIRONMENT
- Agency Offices
- Parking
- Restrooms
- Break Areas
- Office Supplies
- Clerical Assistance

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
- Use of technology / cell phones / social media policies

CLIENT ISSUES
- Professional boundaries with clients
- Data Privacy
- Personal Safety

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.

LEGAL AND ETHICAL RESPONSIBILITIES
- Laws/Rules relevant to placement (i.e., Rule 25, Rule 185, HIPAA, FERPA, IDEA)
- Ethics
- Abuse Reporting Guidelines
- Duty to Warn

Signature of Agency Field Instructor ___________________________ Date ___________________________

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

PRACTICUM INITIAL ASSESSMENT OF STUDENT
(100 HOURS)

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE</th>
<th>FIELD INSTRUCTOR</th>
<th>AGENCY</th>
</tr>
</thead>
</table>

This form is to be completed by the Agency Field Instructor and returned to the Faculty Field Liaison after the first 100 hours of placement. The quality of professional social work practice depends to the greatest degree on the personal knowledge, skill, and attitudes that are embodied in the individual: social workers are themselves instruments of the profession. Each student comes with unique attributes, which s/he will identify and develop with the instruction and guidance of an experienced and qualified social worker during the course of the Practicum experience. The Field Instructor’s initial assessment of the student’s unique professional attributes will result in a profile which can identify particular areas for the student’s focus, guide the instructor in providing learning experiences and serve as a baseline for the evaluation of the student’s growth. An initial assessment can signal the need for attention and assistance from the Faculty Field Liaison.

Please rate the student’s performance using the following scale of expectations:
1 = Not Applicable  2 = far below expectations  3 = meets expectations  4 = exceeds expectations  5 = far exceeds expectations

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept responsibility and show initiative for the professional use of self.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Engage purposefully and appropriately with the field instructor as mentor, guide, and evaluator; use of supervision time.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Work within the agency mandate, organization, and processes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Manage time; be accountable, efficient and dependable.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Relate effectively with colleagues and other professionals; engage collaboratively.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Manifest personal values, attitudes, behaviors that are consistent with the Social Work Code of Ethics.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Separate and manage personal life and issues from client situations.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

2. **Personal/Professional Communication**

<table>
<thead>
<tr>
<th>Communication type</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal communication reflects critical thinking, capacity to observe, comprehend and respond appropriately.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Written communication is well organized, succinct, effective and completed on time.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intra and inter professional communication employs appropriate professionalism.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Self-discloses appropriately as a basis for self-development.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

3. **Personal Attitudes and Values for Transcultural Practice**

<table>
<thead>
<tr>
<th>Value</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern for and commitment to serve high-risk and vulnerable people.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Respect for differences and awareness of the sources and effects of oppression on individual development and family life.

Working toward freedom from bias; cultural, racial, gender, socio-economic, sexual orientation.

Flexibility and adaptability with respect to approaches, relationships and modalities for transcultural work with high-risk groups.

4. **Additional comments or suggestions**

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

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

Yes____
No____
As soon as possible____

_________________________  ______________________
Signature of Agency Field Instructor          Date

_________________________  ______________________
Signature of Student          Date
Overview

This document serves as a learning agreement and an evaluation instrument. At the beginning of the semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design agency-based assignments. Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Agreement to assess student progress on the learning goals. At the end of the practicum, this form is used for the final evaluation of the student’s progress on their internship learning goals.

The Learning Agreement reflects the educational goals of Winona State University Social Work Program and the Core Competencies of CSWE, the Council on Social Work Education. The CSWE Core Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Practicum activities should provide students with opportunities to master Core Competencies and Practice Behaviors, and achieve the goals of the program.

PART I. BASIC INFORMATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Agency Address</td>
</tr>
<tr>
<td>Field Instructor</td>
<td>Field Instructor Phone</td>
</tr>
<tr>
<td></td>
<td>Field Instructor Email</td>
</tr>
<tr>
<td>Task Supervisor (if applicable)</td>
<td>Task Supervisor Phone</td>
</tr>
<tr>
<td></td>
<td>Task Supervisor Email</td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td>Faculty Field Liaison Phone</td>
</tr>
<tr>
<td></td>
<td>Email</td>
</tr>
</tbody>
</table>
## PART II. RATING SCALES

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mastered Performance</td>
<td>Student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior</td>
<td>Mastered: “somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>4</td>
<td>Superior Performance</td>
<td>Student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior</td>
<td>Superior: “surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>3</td>
<td>Competent Performance</td>
<td>Student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: “having enough skill or ability to do something well.” Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
</tr>
<tr>
<td>2</td>
<td>Inadequate Performance</td>
<td>Student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.</td>
<td>Inadequate: “failing to reach an expected or required level or standard.” Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Lacking Performance</td>
<td>Student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Lacking: “missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: “to see or notice something, especially while watching carefully.” There was no observation of the performance of the practice behavior.</td>
</tr>
</tbody>
</table>

*Note.* A student who has a 2 or 1 at the final evaluation does not pass practicum.
### COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professional demeanor in behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professional demeanor in appearance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professional demeanor in oral communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professional demeanor in written communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professional behavior on electronic communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses supervision and consultation to guide professional judgement and behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

<table>
<thead>
<tr>
<th>Instructor Comments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Comments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## COMPETENCY 2  ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <strong>micro level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <strong>mezzo level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <strong>macro level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student presents themselves as learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student engages clients and constituencies as experts of their own experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

### Instructor Comments

### Student Comments
### COMPETENCY 3
ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student applies their understanding of <strong>social justice</strong> to advocate for human rights at the individual and system levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies their understanding of <strong>economic justice</strong> to advocate for human rights at the individual and system levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies their understanding of <strong>environmental justice</strong> to advocate for human rights at the individual and system levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student engages in practices that advance <strong>social justice</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student engages in practices that advance <strong>economic justice</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student engages in practices that advance <strong>environmental justice</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum.

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

<table>
<thead>
<tr>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCY 4
**ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses theory to inform scientific inquiry and research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses practice experience to inform scientific inquiry and research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies critical thinking to engage in analysis of <strong>quantitative</strong> research methods and research findings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies critical thinking to engage in analysis of <strong>qualitative</strong> research methods and research findings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses and translates research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum*

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

**Instructor Comments**

**Student Comments**
### COMPETENCY 5  ENGAGE IN POLICY PRACTICE

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student <strong>identifies</strong> social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student <strong>assesses</strong> how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies critical thinking to <strong>analyze policies</strong> that advance human rights and social, economic, and environmental justice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies critical thinking to <strong>formulate policies</strong> that advance human rights and social, economic, and environmental justice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies critical thinking to <strong>advocate for policies</strong> that advance human rights and social, economic, and environmental justice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

<table>
<thead>
<tr>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCY 6

**ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

<table>
<thead>
<tr>
<th>Instructor Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Comments</td>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCY 7
ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student develops mutually agreed-on goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum.

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

**Instructor Comments**

**Student Comments**
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student negotiates, mediates, and advocates, with and behalf of diverse clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student facilitates effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum.

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

**Instructor Comments**

**Student Comments**
### COMPETENCY 9
**EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student selects and uses appropriate methods for evaluation of outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies evaluation findings to improve practice effectiveness at the <strong>micro level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies evaluation findings to improve practice effectiveness at the <strong>mezzo level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies evaluation findings to improve practice effectiveness at the <strong>macro level</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 5=Mastered performance, 4=Superior performance, 3=Competent performance, 2=Inadequate performance, 1=Lacking performance, N/O=Not observed. A student who has even a single 2 or 1 (inadequate or lacking performance) at the final evaluation does not pass practicum

**PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.**

Instructor Comments

Student Comments
## PART IV. PERSONAL/PROFESSIONAL GROWTH AND PLANNED ACTIVITIES

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

**Instructor Comments**

**Student Comments**
### PART V. SIGNATURE

<table>
<thead>
<tr>
<th>Learning Agreement</th>
<th>Student</th>
<th>Date - - (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Midterm Evaluation</th>
<th>Student</th>
<th>Date - - (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the final evaluation, Student must be rated on ALL activities. There can be NO blank or n/a ratings.

<table>
<thead>
<tr>
<th>Final Evaluation</th>
<th>Student</th>
<th>Date - - (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Has the student completed the necessary 480 hours for practicum?  
☐ Yes  
☐ No

Does the student pass the practicum?  
☐ Pass  
☐ Fail

<table>
<thead>
<tr>
<th>Faculty Field Liaison</th>
<th>Date - - (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Winona State University Social Work Program
Learning Agreement Supplement

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1.4 use technology ethically and appropriately to facilitate practice outcomes; and

1.5 use supervision and consultation to guide professional judgment and behavior.

Suggested learning activities:

- Review the code of ethics in supervision
- Read and routinely reference the NASW Code of Ethics and IFSW/IASSW Ethics of Social Work.
- Review in supervision ethically challenging cases you have observed or directly been involved in.
- Utilize field supervision to discuss personal biases that arise when working with clients.
- Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers.
- Research competing and complimentary codes of ethics in agency setting (education & social work or health & social work).
- Complete professional writing assignments such as letters, memos, process recordings, reports, grant applications, assessments, and receive feedback on them from field instructor.
- Gain competency in using agency computer systems for managing information searching for resources, research, and communication.
- Develop professional phone skills by staffing the intake desk, completing intake calls and making referrals.
- Prepare and deliver a presentation to colleagues.
• Interview agency social workers for understanding of their career paths.
• Participate in social work professional organizations, such as NASW.
• Use supervision and evaluation to plan for ongoing professional learning and growth
• Identify technology policies at your agency and uphold them.
• Understand privacy/confidentiality policies (HIPAA, FERPA, etc.) at the agency in relation to technology and social media.
• Develop a self-care plan and use it.

Competency 2 – Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the inter-sectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Suggested learning activities:

• Use supervision to identify and explore issues in cultural competency.
• Attend an agency cultural competency training.
• Research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them.
• Utilize journaling or other method of reflection to record personal beliefs or values regarding clients who may be different than me (age, gender, race, religion, orientation, cultural background, marital status, family structure, physical ability, etc.).
• Prepare a program that meets the needs of a specific cultural group.
• Work with at least two assigned diverse families, clients, groups, or communities served by the agency.
• Conduct a cultural competency assessment of the placement agency with reference to NASW Standards and Indicators for Cultural Competency.
• Interview colleagues/community members from diverse cultural backgrounds.
• Use supervision to discuss the effects of oppression on specific client groups.
• Use supervision to discuss the impact of social and economic issues that clients face.
• Identify client differences using a strengths perspective.
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

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

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3.2 engage in practices that advance social, economic, and environmental justice.

Suggested learning activities:

- Identify common economic barriers for agency population being served.
- Familiarize yourself with current political or community events that may impact clients.
- Identify common environmental barriers and discuss with field instructor.
- Attend an advocacy event such as Mental Health Day at the Capitol, etc.
- Familiarize yourself with relevant advocacy agencies and develop personal contacts with professionals in those organizations.
- Demonstrate critical thinking around economic forces that may be impacting clients.
- Contact a legislator about a current client population need.
- Identify relevant environmental or public health issues that may be impacting clients.
- Identify examples of environmental racism and discuss with field instructor.
- Attend a public hearing or organizational meeting focused on increasing equity for clients.
- Identify how the built environment issues or areas may be impacting clients.

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

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

4.1 use practice experience and theory to inform scientific inquiry and research;

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Suggested learning activities:

- Examine the agency’s methods for evaluating client progress (single-subject design) and discuss with your Field Instructor.
- Examine the method your agency uses to evaluate its programs and discuss with your Field Instructor.
- Critically analyze how your agency utilizes data to make practice and policy decisions.
- Integrate practice experience into your Capstone research project.
- Apply critical thinking to understand how your agency uses the professional literature to determine best practices and practice models used.
- Read professional journal articles relevant to your agency population.

**Competency 5: Engage in Policy Practice**

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

5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5.2 assess how social welfare and economic policies impact the delivery of and access to social services;

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Suggested learning activities:**

- Describe how agencies develop and change internal policies.
- Give examples of key Federal and State policies that impact the agency.
- Identify currently proposed legislation at the State or Federal level and analyze the impact of this potential policy on clients.
- Determine who participates in the formulation of agency policies.
- Participate in an agency effort involving the development or change of a policy at any level.
- Carry out an analysis of the impact to clients of a key agency policy and share analysis with Field Instructor and discuss in field seminar.
- Describe the agency’s organizational chart and mission statement.
- Meet with the agency director to discuss mission and functions of agency.
- Identify key funding streams that support the agency.
- Evaluate how key agency policies impact service provision and discuss with your Field Instructor.
- Track legislative initiatives relevant to your agency’s population.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement
with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Suggested learning activities:

- Identify theories (i.e. Maslow, Erickson, person-in-environment, strengths perspective, and others) and frameworks (i.e. power and control wheel, trauma infused care, Stages of Change) utilized at your agency and how are those used to develop a professional relationship with your clients.
- Demonstrate the use of empathy in developing rapport with clients.
- Demonstrate the use of your interpersonal skills to build relationships with clients.
- Utilize self-reflection through journals and supervision with your field instructor to examine your effectiveness in using empathy and interpersonal skills to engage clients.
- Visit places in the community that will increase understanding of clients’ social systems.

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

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

7.a collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.c develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.d select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Suggested learning activities:

- Observe client assessment and write/organize client data.
- Develop a written assessment of a client that includes client strengths and weaknesses.
• Do a family genogram and/or eco-map as a part of an assessment.
• Collect information from multiple sources such as client records and assessment interviews.
• Observe and conduct two client intakes.
• Develop plans with SMART goals, objectives, and strategies with the client or client system.
• Identify and apply human behavior theories as they apply to assessment in the agency.
• Explore different assessment tools and discuss with your Field Instructor.
• Examine the professional literature in selecting appropriate intervention methods.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

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

8.a critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.b apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies;
8.c use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.d negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
8.e facilitate effective transitions and endings that advance mutually agreed-on goals.

Suggested learning activities:

• Identify and apply human behavior theories as they apply to intervention in the agency.
• Facilitate referral process of client to another agency and/or services.
• Maintain communication and follow-up with client to determine outcomes.
• Observe, design, and facilitate individual, family, group, community and organizational interventions.
• Observe and facilitate a group.
• Identify and implement prevention interventions that enhance client capacities.
• Review client goals and objectives with client to monitor progress.
• Prepare clients for transitions/endings by reviewing progress.
• Create a community resource guide relevant to your client population.
• Work with an inter-professional team to determine appropriate intervention outcomes.
 Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

9.a select and use appropriate methods for evaluation of outcomes;

9.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.c critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Suggested learning activities:

- Identify and apply human behavior theories as they apply to evaluation in the agency.
- Review client files to determine progress toward agreed upon goals.
- Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor.
- Collect and interpret data for the agency or client and discuss findings with your Field Instructor and in your Capstone research project.
- Identify measures used by agency in evaluating client progress and discuss with your Field Instructor.
- Participate in a community assessment.
**STUDENT EVALUATION OF PRACTICUM AGENCY**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Agency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Instructor</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(ADDRESS)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(CITY)</th>
<th>(STATE)</th>
<th>(ZIPCODE)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement Dates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(FROM)</td>
<td>(TO)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Liaison</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

2. Please elaborate on the above rating.

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

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

5. How did your Practicum placement align 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 ________ (Please specify)

7. As a student and learner, were you given an adequate level of responsibility? Please elaborate on your answer and illustrate with examples.
8. Did you feel that your duties were a vital part of the agency’s function?
   Yes _____  No _____  Explain your answer.

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

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

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

12. What were any challenges you encountered during your Practicum experience?

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

14. General comments and suggestions.

   Signature of Student ___________________________  Date ___________________________

   Signature of Agency Field Instructor ___________________________  Date ___________________________
1. Were the course objectives listed in the syllabus adequately covered?

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

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

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

5. What are the strengths of your internship experience?

6. What suggestions do you have for improvement?

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

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

Employing Agency __________________________________________

Agency Address (ADDRESS) __________________________________________

(CITY) (STATE) (ZIPCODE) __________________________________________

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

Student Name ___________________________ Semester, Year ___________________________

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

   Name of current supervisor ___________________________ Phone ___________________________

   Name of proposed field instructor ___________________________ Phone ___________________________

2. Field placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must be as varied as possible and must differ substantially from their employee role.

3. The agency and student must prepare a plan of the proposed placement for review by the Director of Field Education. The written plan should be attached to this agreement. The written plan should note in specific fashion how the agency will meet the conditions of this agreement.

4. After approval of the plan, the suggested field instructor will prepare a learning objectives plan for the proposed placement. This outline will be shared with the Faculty Field Liaison at the beginning of the placement for review and possible modification. This plan must follow the general field education guidelines as described in the Field Manual.

5. During the months of placement, the field instructor will meet with the Faculty Field Liaison and student for the purpose of coordinating learning plans and to review the progress of the student.

Signature Director of Field Education ___________________________ Date ___________________________

Authorized signature for agency ___________________________ Date ___________________________
## PRACTICUM TIME SHEET LOG

**STUDENT NAME**  
______________________________  

**WARRIOR ID**  
______________________________  

**AGENCY NAME**  
______________________________  

**SEMESTER**  
______________________________  

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Hours</th>
<th>Activities Completed</th>
<th>CSWE Competencies</th>
<th>Total Hours to Date</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Hours</td>
<td>Activities Completed</td>
<td>CSWE Competencies</td>
<td>Total Hours to Date</td>
<td>Additional Comments</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>----------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Student

Date

Signature of Agency Field Instructor

Date
REFERENCE REQUEST 
AND
STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION
Winona State University
Social Work Department
(Valid for Two Years from Date of Signature)

I, (print name) ______________________________________________________ request WSU Social

Work Faculty/Staff _________________________________________________ to serve as a reference or release infor-

mation for me (Name of person providing reference/releasing information)

The purpose(s) of the reference(s)/release of information is (are) for: (check all that apply)

_____ placement in Field Practicum

_____ application for employment

_____ all forms of scholarship or honorary award(s)

_____ other (please specify) __________________________________________________________________________________

The information may be given in the following manner: (check all that apply)

_____ written _____ oral _____ electronic

I authorize the above named person to release information and provide an evaluation about any and all aspects of my

academic performance at Winona State University to the following: (check all that apply)

_____ all prospective practicum placement sites

_____ all prospective employers OR _____ specific employers (list on back)

(including release of my social or award(s) (list on back)

Under the Family Educational and Privacy Rights Act, 20 U.S.C. 1232(g), you may, but are not required to waive your

right of access to confidential references given for any of the purposes listed above on this form. If you waive your right

of access, the waiver remains valid indefinitely unless a termination date is specified as follows: (termination date)

__________________________________________________________

Signature and Date: _______________________________________________________________________________________

Local Address: __________________________________________________ __________________ __________________

City State Zip: __________________________________________________ __________________ __________________

Local Phone or Cell Number E-mail Address: __________________ __________________ __________________
REQUEST FOR SPECIAL CIRCUMSTANCES PRACTICUM PLACEMENT

Student Name: ___________________________ Date: ___________________________

Campus ☐ Winona ☐ Rochester Semester of Proposed Placement ___________

Proposed Placement Information

Agency Name: _______________________________________________________

Address: _______________________________________________________________________

Field Instructor: _______________________________________________________________________

Field Instructor Contact Information (phone and email): _____________________________

Distance from Winona State University Campus: _____________________________

Please outline below your request for a placement outside of the 150-mile radius. Please address your rationale for this request, how it will benefit you now and in the future, and how you propose to participate in Integrative Seminar.

Faculty Review Date: _______________________________________________________________________

Faculty Review Decision: _______________________________________________________________________