

Pacific University Social Work Program Practicum Manual

Updated January 2018





Pacific University Social Work Program

Practicum Manual

**For Field Instructors
&
Practicum Students**

**Social Work Program Web site:
<http://www.pacificu.edu/as/socialwork>**

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INTRODUCTION

Welcome to Field Education in the Social Work Program at Pacific University! Field education represents a unique partnership between the university, community agencies, and professional social workers who serve as field instructors. We are extremely grateful for the organizations who agree to take on the important responsibility of supervising our students during their senior practicum experience. Students will find the upcoming year an exciting opportunity for learning and final preparation for entering the world of professional social work practice. This manual is designed to provide an overview of the Senior Practicum experience. The information shared in this manual will serve to enhance the linkage and partnership between the university, social work program, and professional community.

CONTACT INFORMATION

The Director of Field Education, Don Schweitzer, is primarily responsible for the oversight of all field work, including the Senior Year Practicum. Students and field instructors are encouraged to contact him directly with any questions or concerns.

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THE MISSION OF SOCIAL WORK

The Association of Baccalaureate Social Work Program Directors (BPD) embraces the definition of the mission of the social work profession put forth by the National Association of Social Workers (NASW).¹

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.” The mission of the social work profession is rooted in a set of core values that includes

- *Service*
- *Social justice*
- *Dignity and worth of the person*
- *Importance of human relationships*
- *Integrity*
- *Competence*

THE PRACTICE OF SOCIAL WORK²

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

The Association of Social Work Boards (ASWB) provides the following as the practice area for the Baccalaureate Social Work (BSW);

The practice of Baccalaureate Social Work means the application of social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups,

¹ The Association of Baccalaureate Social Work Program Directors, *The Mission of Social Work*
<http://www.bpdonline.org/Content/NavigationMenu/ResourceCenter/Definitions/default.htm>

² Council on Social Work Education, 2001, *Educational Policies and Accreditation Standards 4.5*

*organizations and communities. Baccalaureate Social Work is basic generalist practice that includes assessment, planning, intervention, evaluation, case management, information and referral, counseling, supervision, consultation, education, advocacy, community organization, and the development, implementation, and administration of policies, programs and activities.*³

GENERALIST PRACTICE

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice.⁴

FIELD EDUCATION⁵

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of specific practice behaviors.

³ See *Association of Social Work Boards Model Social Work Practice Act* at http://www.aswb.org/pdfs/Model_law.pdf

⁴ The Association of Baccalaureate Social Work Program Directors, *Definition of Generalist Practice* <http://www.bpdonline.org/Content/NavigationMenu/ResourceCenter/Definitions/default.htm>

⁵ Council on Social Work Education, 2001, *Educational Policies and Accreditation Standards* 4.7

PACIFIC UNIVERSITY SOCIAL WORK PROGRAM MISSION, GOALS AND OBJECTIVES

Statement of Mission

The mission of the Social Work Program at Pacific University is to provide students with the knowledge, values, and skills necessary for culturally sensitive generalist social work practice. The BSW curriculum is designed to prepare students to utilize the planned change process to provide services that advance the well-being of people; promote social and economic justice; and enhance the social functioning of individuals, families, groups, organizations, and communities (see Figure 1). It is our desire to provide students with both academic and field based experiences that allow the student to integrate theoretical and applied knowledge in order to engage in the change process at the micro and macro levels of practice. These experiences take place in the context of the broad liberal arts foundation. The small class sizes at Pacific allow for individual attention from professors, and our geographic location provides opportunities to explore social work in both rural and urban settings.

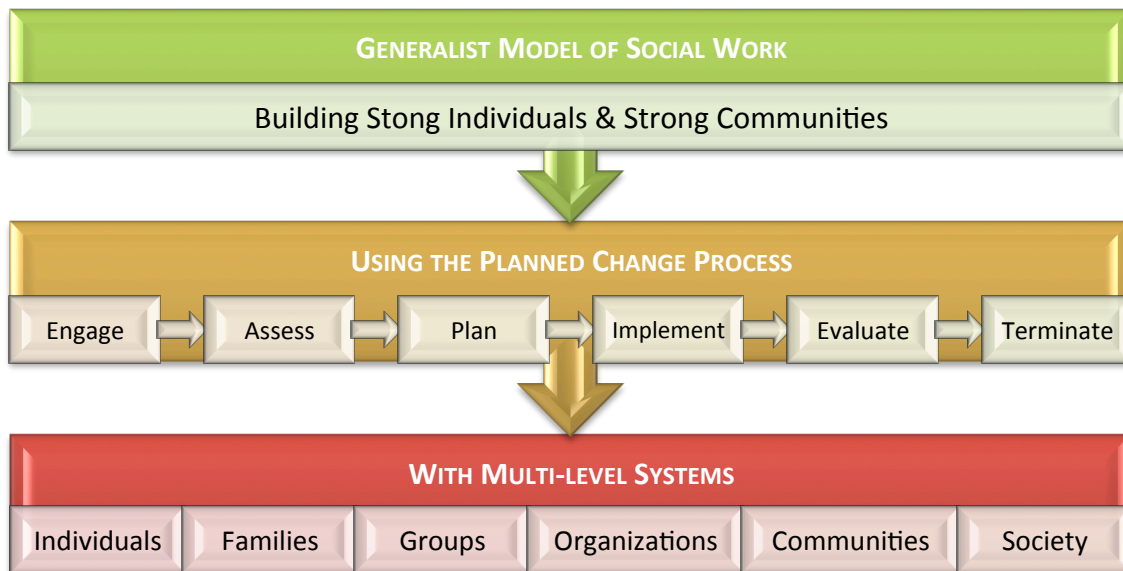


Figure 1: Generalist Model of Social Work

Educational Policy 2.1—Core Competencies

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

Competency 1— Demonstrate Ethical and Professional Behavior

Practice Behaviors

- Makes 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
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Uses technology ethically and appropriately to facilitate practice outcomes
- Uses supervision and consultation to guide professional judgment and behavior

Competency 2— Engage Diversity and Difference in Practice

Practice Behaviors

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences
- Applies 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

Practice Behaviors

- Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels Analyze models of assessment, prevention, intervention, and evaluation.
- Engages in practices that advance social, economic, and environmental justice

⁶ Council on Social Work Education (CSWE), (2008), Educational Policy and Accreditation Standards, Retrieve from this [link](#)

Competency 4— Engage in Practice-informed Research and Research-informed Practice

Practice Behaviors

- Uses practice experience and theory to inform scientific inquiry and research
- Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency 5—Engage in Policy Practice

Practice Behaviors

- Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services Advocate for human rights and social and economic justice.
- Assesses how social welfare and economic policies impact the delivery of and access to social services
- Applies 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

Practice Behaviors

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

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

Practice Behaviors

- Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- 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
- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Selects 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

Practice Behaviors

- Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

- Facilitates effective transitions and endings that advance mutually agreed-on goals

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

Practice Behaviors

- Selects and uses appropriate methods for evaluation of outcomes
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

SOCIAL WORK COURSEWORK

Social work courses are designed to build upon the liberal arts core and upper division liberal arts electives offered by the University (see Figure 2 below). Social work students are advised to complete as much of their core as possible before progressing through the social work major classes. The courses in the Core help prepare students for later courses in the social work major. For example, the writing course helps students with writing skills that are needed to be successful in the majority of social work classes, which are writing intensive. The math requirement helps them prepare for Social Statistics. Courses in comparative cultures, the social sciences, and the humanities provide them with crucial theoretical knowledge and critical thinking skills. Students are encouraged to take Spanish to meet their foreign language requirement since this will be very useful for them as a social worker working in the United States and our local community.

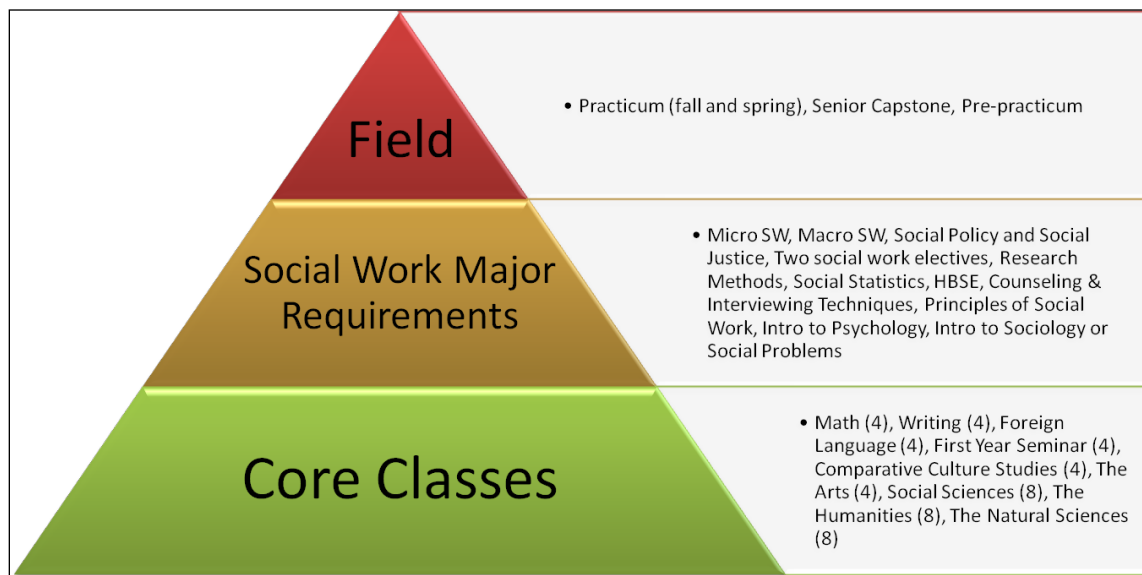


Figure 2: Coursework of the social work student at Pacific

INTEGRATING THEORY & PRACTICE

Integrating theory and practice refers to the process of connecting social work knowledge, values, and skills learned in the classroom to the practice experience students encounter in field. By the end of their field placement, students should be able to understand how to effectively interact with individuals, families, groups, organizations, communities and society using social work skills and draw upon theory to guide their actions.

For this to occur, students must be given the opportunity to understand what skills were needed during the interaction, the knowledge that informed the action, and the social work values that influenced the interaction. Field instructors must provide this learning opportunity and students must be encouraged to critically analyze their actions.

Field Instructors are not expected to be experts on all theories and models of social work practice. Yet, they are expected to challenge students to bring practice models they have learned in the classroom into their weekly supervision and to try and apply these to their fieldwork experience. The Field Director can also provide you with resources pertaining to integrating theory and practice.

The first step in facilitating these connections is to create a learning opportunity for the student. The goal is for students to recognize what social work knowledge, values and skills are used in every day work in the agency. Field instructors must work to identify these concepts in order to promote integration. Below is a list of social work knowledge, values, and skills⁷:

Social Work Skills

1. Engaging
2. Assessing
3. Planning
4. Implementing
5. Evaluating
6. Terminating

Social Work Knowledge

1. Diversity
2. Populations-at-risk
3. Social and economic justice
4. Human behavior and the social environment
5. Social welfare and policy
6. Social work practice and interventions
7. Research/evaluation

⁷ Dettlaff, A.J. (2003). *From Mission to Evaluation: A Field Instructor Training Program*. Alexandria, VA. Council on Social Work Education.

Social Work Values

1. Service
2. Social justice
3. Dignity and worth of a person
4. Importance of human relationships
5. Integrity
6. Competence

OVERVIEW OF THE FIELD PRACTICUM

The social work practicum is an educationally directed field based learning opportunity which takes place in an approved social work agency. Students complete a 440 hour practicum over two semesters under the supervision of a social worker in consultation with a social work faculty member providing students with the opportunity to learn through actual experience in a field setting. It has been well established that this type of experience is crucial to successful social work education. This intensive experience is designed to integrate theory, skills, values and ethics under the guidance of both a field instructor and a university based faculty liaison. It is a special kind of learning that enhances and “gives life” to classroom learning.


The senior seminar provides support for the student as
theory and practice become integrated.





The one-year sequence is an intensive field experience in human services and community agencies and designed to prepare students to become entry-level generalist social work practitioners. Students will gain skills and experiences in working with client systems on the micro, mezzo, and macro levels by using an eclectic knowledge base that is couched in systems, strengths, and planned change perspectives as well as the value base of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global issues, community, and client issues.

Students will be expected to spend 16 hours each week for the entire fall and spring semesters in a specified human services agency for a total of 440 hours. Students must attend a weekly process seminar, which is scheduled throughout the academic year and focuses on the integration of theory and practice. Students will be provided with the opportunity to analyze and share internship experiences, increase knowledge of various practice problems and settings, and work on refining generalist social work skills. Topic coverage depends in part upon student identified interests and needs.

SENIOR PRACTICUM: A DIFFERENT EXPERIENCE

Senior practicum is very different from the field work students complete in various community agencies during the following courses: Principles of Social Work (40 hours); Micro Social Work Practice (40 hours), and Macro Social Work Practice (40 hours). It is designed to provide an intensive experience with the opportunity for generalist practice. Generalist means that over the time you are in the agency setting, you will have the opportunity to work with individuals, groups, families, organizations, communities using many different intervention approaches and requiring a variety of different skills.


**Generalist means you will have the opportunity to work with
individuals, groups, families, organizations, & communities
using a variety of approaches and skills.**


Senior practicum is an experiential learning opportunity that involves social work students working in a human service agency setting under the supervision of a social work professional. Each student will have a field instructor whose role is to plan the learning experience and evaluate the growth and performance of the student.

Practicum Requirements

Senior practicum students are prepared for the practicum experience by taking a variety of courses from the core social work curriculum as well as liberal arts courses. These course requirements provide students with a strong liberal arts foundation as well as the opportunity to become exposed to multiple disciplines. Prior to undertaking this intensive practicum experience, students will complete major requirements with a 2.75 GPA or higher in the core content areas including:

- Principles of Social Work Practice (SOCWK 201)
- Micro Social Work Practice (SOCWK 300)
- Macro Social Work Practice (SOCWK 301)
- Social Work Research Methods (SOCWK 310)
- Social Statistics (SOC 301)
- Human Behavior in the Social Environment (SOCWK 320)
- Social Welfare Policy (SOCWK 351)
- Counseling and Interviewing Techniques (SOCWK: 325)
- Pre-Practicum Seminar (SOCWK 480)

In addition, students will meet the College of Arts and Sciences requirements in the core content areas, including cross-cultural studies.

In preparation for the practicum, each student will be required to complete a 1 credit pre-practicum seminar in the spring semester prior to his or her practicum. This seminar is designed to assist students in evaluating their readiness for practicum and then support them in successfully securing a field practicum. At the completion of the pre-practicum seminar, students will have a draft learning contract and will be prepared to register for the practicum to begin in the fall.

The 440-hour practicum will take place during the course of the fall and spring semesters of the senior year. Students are expected to work with their practicum site to set their own schedule and to be in the agency 16 hours a week. In addition to the practicum hours, students are required to attend a weekly seminar with other practicum students and a social work faculty member. This seminar is intended to provide support for the student as theory and practice become integrated. This is done through discussions, readings, and assignments. Each student will also complete a Capstone Project which will be carried out at the practicum field site. Students will work with their field instructor and social work faculty to develop a project appropriate for this important assignment. The course outlines for the Social Work Practicum course can be found in the appendix.

The Senior Capstone Project

Almost all seniors at Pacific University must complete a Senior Capstone Project. For social work students, this means that they will work with their field site to develop a project that meets the goals of this assignment. The project gets conceptualized at the beginning of the Fall semester. Implementation begins and is finished early in the Spring semester. Students are expected to develop an intervention with population they are working with (the intervention does not have to actually be carried out, it can be a proposal). However, some students may still elect to evaluate a current program component for their practicum site or develop a research project. This proposal takes place in close consultation with the faculty field supervisor and the site supervisor. Students then make a professional presentation at the end of the semester at the university (before graduation) to an audience of faculty and their peers and other invited guests, including those at their practicum site.



The Senior Capstone entails working with your placement to complete a project that has value to them as well as the profession of social work.



PRACTICUM ROLES AND RESPONSIBILITIES

STUDENT

1. ***Demonstrate readiness*** for the senior field practicum by satisfying all prerequisites, including satisfactory attendance and grades in required courses, and satisfactory field evaluations in social work classes requiring field work.
2. Maintain ***practice that is consistent with the NASW Code of Ethics***. Clients' identities and circumstances are to be treated with strict confidentiality.
3. Comply with the ***policies and practices of the agency*** including completing criminal background checks if requested.
4. ***Interact in a professional manner*** with the field instructor, agency staff, client systems and community resources.
5. ***Integrate theory, knowledge, values and skills*** from previous curriculum content into applied practice.
6. ***Complete all assigned tasks*** for both the agency and the practicum seminar in accordance with agreed upon dates.
7. Arrange and prepare for ***weekly scheduled field instructor supervision*** and complete weekly entries in the Supervision Worksheet.
8. ***Maintain regular attendance*** in accordance with the agreed upon weekly schedule at the practicum site and notify the practicum site immediately of any necessary changes to the scheduled hours and dates of attendance. Students must contact their supervisor if they cannot be at the agency on an assigned field day.
9. Schedule and ***attend a minimum of two site visits*** between the student, field instructor and the Director of Field Education.
10. Utilize the Director of Field Education or other social work faculty if any difficulties arise that cannot be resolved directly with the field instructor as soon as possible so that the ***problem can be resolved in a timely manner***.
11. ***Complete an evaluation*** of the practicum experience.
12. ***Monitor ongoing achievement of learning objectives*** outlined in the educational contract and revise as necessary.
13. ***Complete a senior Capstone project*** that is linked to the senior year practicum experience.

FIELD INSTRUCTOR

1. ***Participate in orientation/training workshops*** coordinated by the Director of Field Education.

2. ***Develop the educational contract*** in conjunction with the student at the beginning of each semester.
3. ***Provide a variety of quality learning opportunities*** that are consistent with the student's learning contract and generalist social work practice (work with individuals, families, groups, organizations, and communities). Ensure that student assignments progress from the simple to more complex over the course of the year.
4. ***Provide the student the opportunity*** to work with people of different races, ages, cultures, gender, and ethnic origins.
5. Complete, in a timely manner, ***student evaluations***, that are provided by the Director of Field Education each semester.
6. Willingness to ***use oneself*** as a role model for ethical, competent social work practice
7. Attend weekly ***field instructor supervisory meetings with the student*** of at least one hour duration.
8. Ensure ***open communication*** with the student and Director of Field Education, bringing any concerns to the attention of both the student and Director of Field Education as soon as possible so they can be addressed in a timely manner.
9. ***Meet with the faculty liaison*** at least two times per academic year and more often, if needed.
10. ***Orient the student to the agency*** and to any procedures to reduce risk and enhance safety while engaged in agency activities.
11. ***Assist student*** with the development and implementation of the senior year Capstone project.

DIRECTOR OF FIELD EDUCATION

1. *Administer* the agency selection, student placement and practicum process.
2. Provide/coordinate *orientation and training for field instructors*.
3. *Maintain files* of current and potential field sites which include a description of the agency, credentials of field instructors, student evaluations of the agency, and contact information.
4. *Visit agencies a minimum of twice each year* with additional site visits available as needed. Telephone contact or communication via email with field instructors may also be utilized, in addition to site visits.
5. Be *available to students and field instructors* to address any problems that may arise during the practicum experience.
6. *Provide student evaluation forms* for field instructors and ensure the timely return of those evaluations.
7. *Review with field instructors'* student progress or concerns.
8. The social work program *reserves the right to withdraw students from placements* if student or agency does not meet the goals and objectives of the program and/or standards of accreditation, or if a student commits an act that is determined to be in violation of university standards or the NASW Code of Ethics.
9. The Director of Field Education will *keep agencies informed* of curricular changes and field instruction objectives.
10. *Work with agencies* in the community to develop micro and macro practicum sites for social work students at Pacific University.

POLICIES AND PROCEDURES

AGENCY SELECTION CRITERIA

The Pacific University Social Work Program wishes to ensure that all students have the opportunity to complete a successful practicum. Therefore, all agencies approved as practicum sites must adhere to the following requirements:

1. The agency must be a social service provider that functions within the parameters of the NASW Code of Ethics.
2. The student's Field Instructor must have either a master's or bachelor's degree from a CSWE accredited social work program. If this is not possible, the social work program will find one of the following individuals with the appropriate credentials to provide the required supervision: social work faculty; adjunct faculty; a social worker in the community who knows the agency well; a retired social worker in the community; or a social worker on the advisory board.
3. The Field Instructor must have at least two years of experience in social work or a closely allied profession, and possess a thorough knowledge of the agency's mission, policies, programs, and procedures, as well as the network of community services of which the agency is a part.
4. The agency needs to be committed to undergraduate social work education as evidenced by providing:
 - a. Sufficient staff time to meet weekly with students to provide quality field instruction.
 - b. Opportunities for students to engage in multiple learning experiences with individuals, families, groups, organizations, and communities that are consistent with beginning level generalist social work practice.
 - c. Reasonable resources to support student learning that include the allocation of work space, adequate supplies to support student learning, and access to information regarding agency policies and procedures. Agencies are encouraged to provide stipends and mileage reimbursement to students when possible.
 - d. Willingness to engage in ongoing dialog with the Director Field Education to ensure high quality instruction of practicum students.

PLACEMENT PROCESS

The process of placing a student in a practicum site occurs during the Pre-Practicum Seminar (SOCWK 480), which is taken the semester prior to beginning Social Work Practicum (SOCWK 481). In the Pre-Practicum Seminar, students assess their academic and professional goals, explore their learning style, research potential practicum sites, and participate in interviews with potential field instructors. After receiving approval to advance to practicum, students contact their identified potential practicum sites and request an interview with the person at the agency who would most likely be their field instructor. Students are supported by the Director of Field

Education in finding a practicum site in which they can receive an entry-level generalist social work experience consistent with their own interests and goals.

FIELD INSTRUCTOR ORIENTATION

For field instructors who have not supervised a Pacific social work student in the past two years, an orientation session will be provided by the Director of Field Education prior to the student's initiation of practicum work. This orientation will review the expectations, policies, and procedures of the social work practicum. This may take place individually or in a group format at the discretion of the Director of Field Education.

Field instructors who have recently supervised a Pacific social work student will have an opportunity to review the policies, procedures and learning goals of the Social Work Practicum Program, as well as be updated on Practicum Program changes, at each new student's initial site visit and at the annual Field Instructor Training (see below).

FIELD INSTRUCTOR TRAINING

Each August, Pacific University's Social Work Program sponsors a Field Instructor Training for current, past, and potential field instructors. These trainings are offered jointly with other undergraduate social work programs in the Portland metropolitan area. Recent field instructor trainings have covered topics such as incorporating ethics and ethical decision making into supervision, using learning contracts to support professional development, strength-based supervision, professional resilience and self-care, components of optimal supervisory relationships, and utilizing the student evaluation process to facilitate learning.

The Director of Field Education will arrange for the provision of ongoing Field Instructor Training. This is done to ensure ongoing communication between the program and the Field Instructors regarding current issues in field supervision and instruction. The field practicum is closely linked to the social work program's goals and objectives. Each student's field assignment is expected to include practice opportunities that will develop the following core skills and abilities:

- Development of interpersonal skills
- Assessment skills
- Developing a plan of action
- Social policy & social justice
- Intervention & problem-solving skills
- Research & evaluation
- Writing skills
- Technology skills
- Leadership skills, and
- Teamwork

CONTINUING DIALOG WITH FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS

The Director of Field Education is readily available to field instructors for consultation. In addition to regular site visits, field instructors are contacted via phone or e-mail at the mid-point of each semester. If there are concerns about a practicum placement, the Director of Field Education will consult with the student and field instructor, in order to make a plan for addressing those concerns.

APPROPRIATE PRACTICUM EXPERIENCES

The following should provide a guide for determining generalist student activities within the field practicum:

- Ongoing cases/work with individuals & families
- Group work
- Community work
- Administration
- Research
- Written communication
- Program development
- Ethics and values
- Social Justice
- Policy work and advocacy

DEVELOPING THE EDUCATIONAL CONTRACT

Students must complete the Educational Contract with guidance from their Field Instructor (and, if applicable, the task supervisor) by the **fourth week of placement**. This contract receives final approval from the Director of Field Education.

The Educational Contract should be revisited and revised throughout the practicum. It is expected that as student learning progresses, learning activities will be modified and added. By the end of the school year, students should partake in learning activities that help them meet all 9 competencies and their respective practice behaviors. Learning activities may be ongoing or time-specific. Student acquisition of competencies and practice behaviors will be assessed and measured as part of their mid-terms and final evaluations.

Why is the *Educational Contract* important?

- It is the “road map” which outlines, specifically, what the student will learn in the field practicum.
- It helps the student keep in mind their commitment and helps them to focus and plan their time at the agency.
- It is a contract between the student and the agency and informs the agency of what the student wishes to accomplish.
- It is a communication tool which minimizes the possibility of misunderstandings and provides accountability for the student and the agency; this contract should be revisited periodically through the practicum experience.
- It is a safeguard to ensure the integrity of the practicum as an educational experience.


The Educational Contract is a roadmap that outlines,
specifically, what the student will learn in the field practicum.


Steps in developing the *Educational Contract*;

- The student should familiarize themselves with the agency and the services and programs offered in this setting.
- Review practicum syllabus and practicum manual to better understand the Social Work Program's expectations of the student while they are in Practicum.
- Think through very carefully what you (the student) would like to learn and experience in this setting; take your time with this!
- The student should think through the questions: Where do I want to be at the end of Practicum? What new knowledge and skills do I want to have?
- Create a draft of your educational contract.
- Practicum activities are specific activities that move the student toward developing skills under each competency and practice behavior⁸
- Estimated date of completion should be identified on each practicum activity listed
- Review the draft with Practicum Instructor in class
- Revise and finalize the *Educational Contract* based on feedback and comments
- Review the *Educational Contract* with your Field Instructor
- Revise contract as needed based on this meeting
- **After it has been finalized, the *Educational Contract* must be signed and dated by student, the Field Instructor, and the Director of Field.**

FIELD SUPERVISION

Weekly supervision is a critical component of the social work educational process. Each week you and the student will meet with their Field Instructor and complete a *Supervision Worksheet*. This worksheet is designed to help guide and record the supervision process. The student is expected to bring the worksheet to each meeting prepared with questions and *Learning Objectives* from their *Educational Contract*. These worksheets are then turned in to the Director of Field Education.

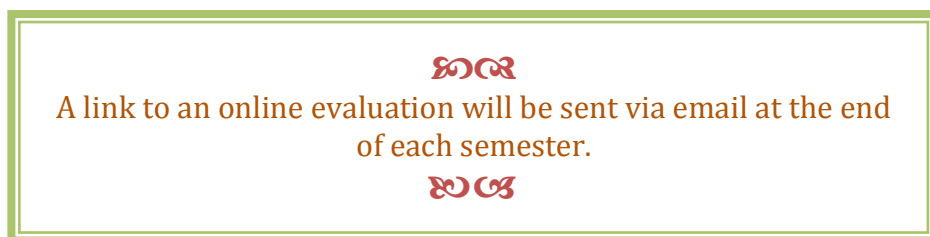
⁸ See Educational Contract at the end of this manual

EVALUATION OF THE PRACTICUM

The Field Instructor (and task supervisor if applicable) completes evaluations of the practicum experience. Mid-term (the end of the Fall Semester) and Final Evaluations (the end of the Spring Semester) are used for the professional assessment of field practicum sites.

Evaluation of the Student

Each organization supervising a social work practicum student can provide essential information to enhance the student's professional growth and encourage further development during the experience. Additionally, we ask that Field Instructors and the student complete the evaluation together.



For both the Mid-term and Final Evaluation, Field Instructors will be rating the student on their progress toward meeting the *Practice Behaviors* as described from the CSWE.

Additionally, Practicum Seminar (SOCWK 481) is graded based on an academic letter grade system (A-F). Expectations and standards for Practicum Seminar grading are included in the course syllabus.

1. Students are required to satisfactorily meet all expectations as described in the Practicum Seminar syllabus and Practicum Manual, in order to obtain a passing grade.
2. When assigning Social Work Practicum grades, Practicum Seminar instructor(s) will take into consideration both feedback from the Evaluation of Student, the extent to which the goals on each student's Learning Agreement are met, and assignments associated with the Practicum class. The ultimate determination of each student's grade is made by the Practicum Seminar Instructor.

If, in the course of a student's experience at an agency, the Director of Field Education determines it is not a suitable place for the student to complete his/her practicum, the Director of Field Education will assist the student in finding an alternative site.

STUDENT GRIEVANCE AND APPEALS

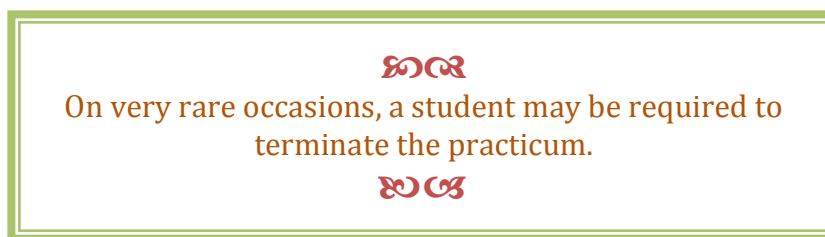
If a student is dissatisfied with his/her field placement, this should be indicated to the field instructor and to the Director of Field Education. Consideration will be given to the concerns presented, and if there is an appropriate justification, a new placement will be sought. This decision would involve and result from a mutual assessment by the agency, the student, and the Director of Field Work. The student will be notified in writing of the decision to terminate the placement and will begin the process to obtain a new practicum. If the student disagrees with the decision not to terminate the field placement, the student may

file an appeal in writing to the Director of Field Work. A meeting will then be arranged with the Director of Field Work, the student and the Chair of the Department of Sociology, Anthropology and Social Work to discuss the appeal.

PRACTICUM TERMINATION PROCESS

All graduates of the Social Work Program must complete both (1) required field experiences in relevant courses (Principles of Social Work; Micro Social Work Practice; and Macro Social Work Practice), and (2) the senior year practicum successfully. The Social Work Program will not accept waivers or substitutions for the practicum experience.

When students have successfully completed the practicum, they will notify the Director of Field Education and confirm that their Field Instructor has completed the final student evaluation. The Director will notify the student in writing that the practicum has successfully been completed.



On very rare occasions, a student is deemed to be unprepared to complete a practicum or field experience. A student may be required to terminate a field placement or practicum if:⁹

1. The student's performance in the classroom and/or practicum demonstrates that the student shows little likelihood of succeeding, either in completing the degree or in professional practice. This may be a matter of academics or skills.
2. The student's attitudes or values are incompatible with the practice of professional social work.
3. The student persists in conduct in the field that endangers clients, the agency, the University, other students, or the student him/herself.
4. The student commits a serious violation of the NASW Code of Ethics.
5. The student is consistently unable to form productive working relationships with clients, field instructors, or other students.
6. The student's personal problems preclude effective social work practice.
7. The student engages in serious academic dishonesty put for by the Academic Integrity Guidelines in the University Student Handbook.

In such instances, the Director of Field Education will meet with the student and inform him/her of the areas of concern. The student may then be placed on Warning status.

Students who are **removed from a Senior Year Practicum placement** must follow these steps:

⁹ See the Social Work Program Manual for College and Social Work Program Academic requirements

1. Meet with the Director of Field Education to determine if the problems that led to removal from the field can be resolved. If the problems do not appear amenable to satisfactory resolution, the student will be terminated from the Social Work Program and major (please see below).
2. If the problems leading to removal from the Practicum appear amenable to resolution, the student and the Director of Field Education will develop a written plan, including timeline, to address the problems. This plan must be in writing and signed by both the student and Field Director. This written plan will be kept on file with the Field Director.
3. Based upon the established timeline for readmission to the field and the student's progress in meeting that timeline, an evaluation of the student's potential completion/graduation date will be made. The student and the Director of Field Education will make this determination in agreement with the Social Work Program Director.
4. The student will meet with the Director of Field Education at regular, specified intervals to assess progress toward resolution.
5. The student must obtain a written re-admission to the field from the Director of Field Education before returning to a practicum placement.

Students who are unable to resolve issues to the satisfaction of the Director of Field Education will be terminated from the Social Work Program. Students may appeal the decision of the Director of Field Education through the appeals process outlined in the Social Work Program Manual.

CRIMINAL BACKGROUND CHECKS AND OTHER REQUIREMENTS

Some agencies serving as field sites require students to undergo a criminal background check, fingerprinting, a child welfare check, as well as other additional requirements (e.g., immunizations; driver's license). Students desiring to complete a practicum in these organizations must comply with agency requirements for special screening. Although most agencies cover all or at least some portion of the costs for these special requirements, students may have to undergo all required screenings at their own expense if not covered by the agency. This should be considered when interviewing with and considering prospective field sites.



Students should be aware that some crimes on a criminal background check will preclude them from being placed in certain settings that serve vulnerable populations.



Students should be aware that some crimes on a criminal background check will preclude them from being placed in various practicum sites which serve vulnerable populations such as children, disabled individuals, or older adults. A criminal history may also preclude them from working in these same fields after graduation. The results of the criminal background check will be evaluated on a case-by-case basis regarding suitability of the student for social work practice. If a student commits a crime during their practicum year, this will also be evaluated and could result in their termination from practicum (see practicum termination process on pages 15-16).

RELEASE OF INFORMATION

All students will be required to sign a release of information form giving permission to Pacific University's Social Work Program to release information to agencies about students in the social work program.

DRUGS AND ALCOHOL

Those in need of assistance in dealing with such problems are encouraged to seek the confidential services of the university's Counseling Center, the Student Health Center, or other treatment provider. A positive drug test, or abuse of alcohol and/or drugs, may be grounds for termination of students in senior practicum.

SEXUAL HARASSMENT

Pacific University and the Social Work Program have a policy that seeks to guarantee students a learning environment free from sexual harassment. Sexual harassment is unacceptable conduct and will not be condoned in any form at Pacific University or at a field site.

Harassment is clearly inconsistent with the nature of an academic community and is a violation of state and federal law. Harassment on the part of students is a violation of the Student Code of Conduct. Cases of harassment on the part of faculty, administrators, or staff will be handled under appropriate personnel policies. If you are uncertain about whether harassment has occurred, please contact the Dean of Students office for advice. The right to confidentiality of all members of the community will be respected, insofar as practical, given the need for a thorough and complete investigation. This policy explicitly prohibits retaliation against individuals for bringing a harassment complaint to the attention of the University.

If a student feels that that s/he has been the victim of sexual harassment, the following individuals are designated by this policy to receive both verbal and written complaints of harassment on behalf of the University: the Vice President of Academic Affairs, the Dean of Students, and the Director of Human Resources. In the event that all of the above persons are of the same gender, a senior faculty or staff member of the opposite gender will be designated by the President to insure that persons have the option of reporting to either a man or a woman. Students should also report any incidents of sexual harassment to the Director of Field Education and/or the Instructor of their practicum course.

INSURANCE COVERAGE

Professional liability is provided for all students of the university while acting within the course and scope of their academic studies. This includes related field work and field practicum's as coordinated or required by their academic program. For Liability and insurance purposes, students are strongly advised not to transport clients in their own vehicles. Some agencies may provide the use an agency vehicle.



SAFETY/RISK

There is potential risk involved in many aspects of the service delivery process, and students are encouraged to adopt safe practices in the exercise of their practicum activities. Agency staff are requested to orient students to agency guidelines and procedures for risk reduction and safety. All personal safety incidents must be reported to the Director of Field Education.

NON-DISCRIMINATION POLICY

It is the policy of Pacific University not to discriminate on the basis of sex, disability, race, color, national origin, sexual orientation or age, in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights act of 1964, the Age Discrimination in Employment Act, the Americans With Disabilities Act of 1990 and their implementing regulations.

Students are expected to adhere to the university non-discrimination policy and to the Social Work Code of Ethics in regard to non-discrimination.

AMERICANS WITH DISABILITIES ACT

Services and accommodations are available to students covered under the American with Disabilities Act. If you have documented challenges that will impede your learning in any way, please contact our LSS office in Clark Hall (ext.2717; lss@pacificu.edu). LSS staff will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

Students must provide this documentation to the Director of Field Education prior to the placement process. Students will then discuss accommodations necessary in the field with the Director of Field

Education and the Field Instructor in the agency to determine if such accommodations are available in the agency setting.

CONFIDENTIALITY

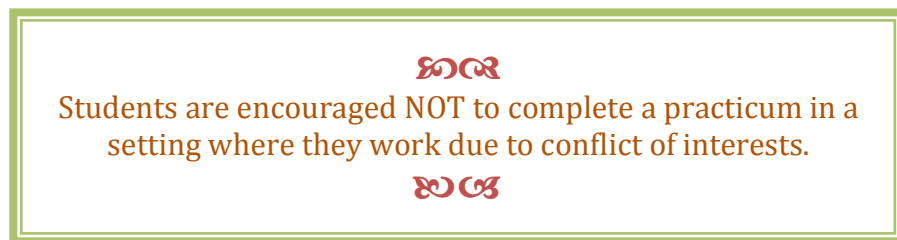
Students are expected to abide by the confidentiality guidelines in the NASW Code of Ethics and comply with the policies and practices of the agency. Clients' identities and circumstances are to be treated with strict confidentiality.

EMPLOYMENT

Many students in the program are employed either part-time or full-time. Students are expected to negotiate with their employers to meet the requirements of the practicum experience (16 hours a week). Students must have a minimum of 2 field days available for senior practicum, though a minimum of 3 days is recommended. Students are expected to give top priority to their agency placements during those days.

Students are encouraged **not** to complete a practicum in a setting where they work since this can be considered a potential conflict of interest. Most practicum placements take place at agencies/settings that are separate from a student's employment setting.

However, if a student is employed at an agency and wants to complete his/her field placement at the same agency, an exception can be made if (a) the student and the agency demonstrate that the duties and experiences associated with the field placement are substantively different than the student's paid duties at the same agency, and (b) the placement meets the Social Work Practicum Program's educational objectives. This will be decided on a case-by-case basis.



The Social Work Practicum at Pacific University follows the Council on Social Work Education's requirements regarding placements at employment sites. According to the Council (Interpretive Guideline 6.4):

"If the student is also employed in the agency where the field practicum takes place, the availability of release time for course and field instruction should be ensured. Student assignments and fieldwork supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution of the program's established requirements in class and field practicum and that field instruction is educationally focused rather than solely centered on agency services."

Proposal for Practicum Placement in Agency of Employment

Students and their Field Instructors should clearly demonstrate that the field practicum component differs from students' employment by documenting the distinctions between the two, including separate supervision, responsibilities, and appropriate learning experiences. Students must submit the following documents to the Practicum Director before the placement will be approved:

1. Job descriptions for both the paid position and the practicum position along with the names and contact information for both the employment supervisor and the Practicum Field Instructor.
2. A resume of the Field Instructor.
3. A separate letter that addresses the following questions and that is signed by both the student and the Field Instructor:
 - a. The proposed days and hours for field education;
 - b. The proposed days and hours for employment;
 - c. A description of the student's current job responsibilities. Please describe the human service and/or other major tasks.
 - d. A description of the areas of educational focus that are new for this learning experience and how they meet the educational objectives of the Practicum Program (as outlined in the Practicum Manual). Include at least 5 assignments/specific areas of study that are new and separate from the student's current work load.
 - e. A description of how supervision will take place for field education and how it is separate from employment supervision.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: Service

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

Value: Social Justice

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

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own

needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

Value: Integrity

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

Value: Competence

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

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

Ethical Standards

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics.

Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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



Pacific University
SOCIAL WORK PROGRAM
RELEASE OF INFORMATION FORM

I authorize faculty of the Social Work Program at Pacific University to consult with field/practicum agencies and field instructors in the development of a field or practicum placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records, and other related information in the development of a field/practicum placement, and hereby consent to the release of such information.

Student's Signature

Date



**Pacific University
SOCIAL WORK PROGRAM
SENIOR PLACEMENT AGREEMENT**

STUDENT:

Name _____

Address _____ Telephone _____

AGENCY:

Name _____

Address _____

Field Instructor _____ Telephone _____

SOCIAL WORK PROGRAM:

Director of Field Education: Michelle Pliske, MSW LCSW RPT-S Telephone: 503-915-3737

It is acknowledged that, at the conclusion of the placement interview, an agency has the right to accept or reject the applicant, based on their consideration of agency circumstances and requirements. Upon the Agency's acceptance of the practicum student, the following stipulations are agreed to by all participants.

AGREEMENT TERMS

Students are required to complete a two semester 440-hour minimum practicum (a minimum of 220 hours per semester or to the end of each semester, whichever is last).

Agency Field Instructor Responsibilities:

The Agency Field Instructor will provide appropriate experiences and instruction to the practicum student. The Agency Field Instructor also agrees to provide adequate resources to allow maximum learning for the practicum student as per the roles and responsibilities identified and included in the Pacific University Social Work Program Practicum Manual. Additional Field Instructor responsibilities include;

12. To the best of their ability, ***participate in orientation/training workshops*** coordinated by the Director of Field Education.
13. ***Develop the educational contract*** in conjunction with the student at the beginning of each semester.
14. ***Provide a variety of quality learning opportunities*** that are consistent with the student's learning contract and generalist social work practice (work with individuals, families, groups, organizations, and communities). Ensure that student assignments progress from the simple to more complex over the course of the year.
15. ***Provide the student the opportunity*** to work with people of different races, ages, cultures, gender, and ethnic origins.
16. Complete, in a timely manner, ***student evaluations***, that are provided by the Director of Field Education each semester.
17. Willingness to ***use oneself*** as a role model for ethical, competent social work practice.
18. Attend weekly ***field instructor supervisory meetings with the student*** of at least one hour duration.
19. Ensure ***open communication*** with the student and Director of Field Education, bringing any concerns to the attention of both the student and Director of Field Education as soon as possible so they can be addressed in a timely manner.
20. ***Meet with the faculty liaison*** at least two times per academic year and more often, if needed.
21. ***Orient the student to the agency*** and to any procedures to reduce risk and enhance safety while engaged in agency activities.
22. ***Assist student*** with the development and implementation of the senior year Capstone project.

Director of Field Education Responsibilities:

Per the roles and responsibilities identified and included in the Pacific University Social Work Program Practicum Manual, the Director of Field Education will:

11. **Administer** the agency selection, student placement and practicum process.
12. Provide/coordinate **orientation and training for field instructors**.
13. **Maintain files** of current and potential field sites which include a description of the agency, credentials of field instructors, student evaluations of the agency, and contact information.
14. **Visit agencies a minimum of twice each year** with additional site visits available as needed. Telephone contact or communication via email with field instructors may also be utilized, in addition to site visits.
15. Be **available to students and field instructors** to address any problems that may arise during the practicum experience.
16. **Provide student evaluation forms** for field instructors and ensure the timely return of those evaluations.
17. **Review with field instructors'** student progress or concerns.
18. The social work program **reserves the right to withdraw students from placements** if student or agency does not meet the goals and objectives of the program and/or standards of accreditation, or if a student commits an act that is determined to be in violation of university standards or the NASW Code of Ethics.
19. The Director of Field Education will **keep agencies informed** of curricular changes and field instruction objectives.

Student Responsibilities:

Per the roles and responsibilities identified and included in the Pacific University Social Work Program Practicum Manual, the student shall:

14. **Demonstrate readiness** for the senior field practicum by satisfying all prerequisites, including satisfactory attendance and grades in required courses, and satisfactory field evaluations in social work classes requiring field work.
15. Maintain **practice that is consistent with the NASW Code of Ethics**. Clients' identities and circumstances are to be treated with strict confidentiality.
16. Comply with the **policies and practices of the agency** including completing criminal background checks if requested.
17. **Interact in a professional manner** with the field instructor, agency staff, client systems and community resources.
18. **Integrate theory, knowledge, values and skills** from previous curriculum content into applied practice.
19. **Complete all assigned tasks** for both the agency and the practicum seminar in accordance with agreed upon dates.
20. Arrange and prepare for **weekly scheduled field instructor supervision** and complete weekly entries in the Supervision Worksheet.
21. **Maintain regular attendance** in accordance with the agreed upon weekly schedule at the practicum site and notify the practicum site immediately of any necessary changes to the scheduled hours and dates of attendance. Students must contact their supervisor if they cannot be at the agency on an assigned field day.
22. Schedule and **attend a minimum of two site visits** between the student, field instructor and the Director of Field Education.
23. Utilize the Director of Field Education or other social work faculty if any difficulties arise that cannot be resolved directly with the field instructor as soon as possible so that the **problem can be resolved in a timely manner**.
24. **Complete an evaluation** of the practicum experience.
25. **Monitor ongoing achievement of learning objectives** outlined in the educational contract and revise as necessary.
26. **Complete a senior Capstone project** that is linked to the senior year practicum experience.

The undersigned parties hereby agree to all stipulations of the Placement Agreement/Contract:

Student _____ Date _____

Agency Field
Instructor _____ Date _____

Director of Field Education _____ Date _____



Pacific University SOCIAL WORK PROGRAM

OFFICIAL AGREEMENT FOR SOCIAL WORK STUDENTS ENTERING SENIOR PRACTICUM

I, _____, understand that participation in Senior Year Practicum requires adherence to certain professional standards. I agree that while participating in Practicum:

1. I will adhere to the Codes of Ethics of the National Association of Social Workers.
2. I will follow all laws of the State of Oregon.
3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
4. I will adhere to Pacific University's Student Code of Conduct.
5. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I have to miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.
6. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them in on the due date.
7. I will comply with the Social Work Program's policy regarding transporting clients. I understand that I cannot transport agency clients in my vehicle at any time.
8. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.
9. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting.
10. I will negotiate an educational contract with my Field Instructor and submit it in writing to the Seminar Instructor.
11. I will comply with all policies, procedures, expectations, and consequences set forth in the "Pacific University Social Work Program Practicum Manual."
13. I understand that I must maintain a Cumulative Grade Point Average of 2.0 and a Social Work Grade Point Average of 2.75 throughout my enrollment in the field program. I must also complete all required courses for the major with a grade of C- or better.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and the Social Work Program. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat Field Education or other consequences. Refusal to sign this agreement will preclude participation in Field Education.

Student

Date

Director of Field Education

Date

Pacific University
SOCIAL WORK PROGRAM
SOCWK 481: FIELD PRACTICUM LEARNING CONTRACT

Instructions

*Students must complete the Learning Contract with guidance from their Field Instructor (and, if applicable, your task supervisor) by the **fourth week of placement**. This contract receives final approval from the Director of Field Education.*

The Learning Contract should be revisited and revised throughout the practicum. It is expected that as student learning progresses, learning activities will be modified and added. By the end of the school year, students should partake in learning activities that help them meet all 9 competencies and their respective practice behaviors. Learning activities may be ongoing or time-specific. Student acquisition of competencies and practice behaviors will be assessed and measured as part of their mid-terms and final evaluations.

Make 3 copies: one for your personal file, one for your field or task instructor's files, and one for your professor.

Competency 1: Demonstrate Ethical and Professional Behavior

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Makes 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		
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication		
Uses technology ethically and appropriately to facilitate practice outcomes		

Uses supervision and consultation to guide professional judgment and behavior		
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Competency 2—Engage Diversity and Difference in Practice

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences		
Applies 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

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels		
Engages in practices that advance social, economic, and environmental justice		

Competency 4—Engage in Practice-informed Research and Research-informed Practice

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Uses practice experience and theory to inform scientific inquiry and research		
Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
Uses and translates research evidence to inform and improve practice, policy, and service delivery		

Competency 5—Engage in Policy Practice

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
Assesses how social welfare and economic policies impact the delivery of and access to social services		
Applies 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

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies		

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

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies		
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		
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and		

preferences of clients and constituencies		
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Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies		
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies		
Facilitates effective transitions and endings that advance mutually agreed-on goals		

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

<u>Practice Behavior</u>	<u>Related Activities/Learning Tasks</u>	<u>Estimated Date of Completion</u>
Selects and uses appropriate methods for evaluation of outcomes		
Applies knowledge of human behavior and the social environment, person-in-environment, and other		

multidisciplinary theoretical frameworks in the evaluation of outcomes		
Critically analyzes, monitors, and evaluates intervention and program processes and outcomes		
Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		

Student Signature

Date

Field Instructor Signature

Date

Supplemental Supervisor Signature (as needed)

Date

Faculty Liaison (Practicum Seminar Instructor) Signature

Date