



Pacific University MSW Practicum Manual For Field Instructors and Students



**PACIFIC
UNIVERSITY**
— 1849 —
SOCIAL WORK PROGRAM

[Pacific University MSW Program](#)

Table of Contents

Section I: Program Overview

MSW Program Faculty & Staff	1
Welcome	2
Pacific University Origins, Mission & Vision	3
MSW Program Mission	3
MSW Program Goals	4
Field Education Overview	5
Field Education Course Descriptions	6
Schedule for Practicum Placements	6
Foundation Year CSWE Learning Competencies & Practice Behaviors	6-10
Health and Wellness Concentration Learning Competencies & Practice Behaviors	10-13
Latino Families and Cultures Concentration Learning Competencies & Practice Behaviors	13-16

Section II: Roles & Responsibilities

Terms	17
Agency Role & Responsibilities	17
Field Instructor Role & Responsibilities	18
Task Instructor Role & Responsibilities	18-19
Director of Field Education Role & Responsibilities	19
Faculty Liaison Role & Responsibilities	19-20
Student Role & Responsibilities	20

Section III: Field Education Processes & Procedures

Field Instructor Orientation & Training	21
Placement Arrangement	21
The Learning Contract	21-22
Developing the Learning Contract	22
Examples of Appropriate Practicum Experiences	22
Field Supervision	23
Evaluation of Student Progress	23
Site Visits	23
Evaluation of the Site	23

Section IV: Field Education Policies

[Field Instructor Qualifications](#)..... 24

[Policy of Unsuccessful Placement](#)..... 24

[Using Place of Employment for Practicum](#) 24-25

[Dual Relationships](#)..... 25

[Confidentiality](#)..... 25

[Release of Information](#) 25

[Felony Convictions](#) 26

[Criminal Background Checks & Other Requirements](#) 26

[Oregon Health Authority Requirements for Students](#)..... 26-27

[Impaired Practice](#) 27

[Addressing Challenges in the Field](#) 27-29

[Termination from the Practicum](#) 29

[Appeals Process](#) 29

[Sexual Harassment](#)..... 30

[Insurance Coverage](#)..... 30

[Transportation Policy](#)..... 30

[Safety/Risk](#) 30

[Non-Discrimination Policy](#)..... 31

[Americans with Disabilities Act](#)..... 31

[NASW Code of Ethics](#) 31-50

Section V: Resources

[Resources for Students](#) 51

Section VI: Forms

[Student Practicum Placement Application](#) 52

[Agency Application](#) 52

[Field Instructor Application](#)..... 52

[Learning Contract \(Foundation Year\)](#)..... 52

[Mid/Final Evaluation \(Foundation Year\)](#)..... 52

[Learning Contract \(2nd Year, Latino Families and Cultures\)](#) 52

[Mid/Final Evaluation \(2nd Year, Latino Families and Cultures\)](#) 52

[Learning Contract \(2nd Year, Health and Wellness\)](#) 52

[Mid/Final Evaluation \(2nd Year, Health and Wellness\)](#)..... 52

Schedule of Classes	52
Field Calendar	52

Program Overview

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Welcome

Welcome to Field Education in the MSW 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 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, Rachel Jensen, is primarily responsible for the oversight of the field program. Students and field instructors are encouraged to contact her directly with any questions or concerns. Additionally, Don Schweitzer, the MSW Program Director, may be contacted if students or field instructors are unable to contact the Director of Field Education.

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Pacific University

Origins

Pacific University began as a school for orphans from the Oregon Trail in 1848 and in 1849 was chartered as a college founded by Congregationalists and modeled after the best schools of New England. Over time, the university has grown into a unique combination of undergraduate and graduate programs in liberal arts and sciences, education, business and health.

Today, Pacific's focus on teaching and learning in a close nurturing environment leads to genuine transformation in students' lives. Distinguished by its inquiry-based curricula and interdisciplinary collaboration, Pacific offers students exceptional opportunities for experiential learning, leadership and civic engagement.

Mission

A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.

Vision 2020

Pacific University will embrace discovery as an essential characteristic of teaching, learning, scholarship, practice and creative expression. We will achieve excellence and distinction by investing in exceptional people. We will embrace a rich diversity of ideas, peoples and cultures. We will incorporate sustainability into all of our endeavors. The culture of Pacific fosters warm and supportive relationships that enable the university to provide an extraordinary educational experience. Students, faculty and staff are drawn to Pacific by its welcoming environment, emphasis on public service, and development of graduates who contribute as gifted leaders of the global community.

Approved by the Board of Trustees May 18, 2012

MSW Program Mission Statement

Pacific's MSW program offers an advanced practice degree based on the purpose of the social work profession—to promote human and community wellbeing. Motivated by a quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, we embrace a person-in-environment construct, a global perspective, a respect for human diversity, and knowledge based on scientific inquiry.

The small class sizes at Pacific allow for individualized instruction and mentoring from professors, and our geographic location provides opportunities to explore social work practice in both rural and urban settings.

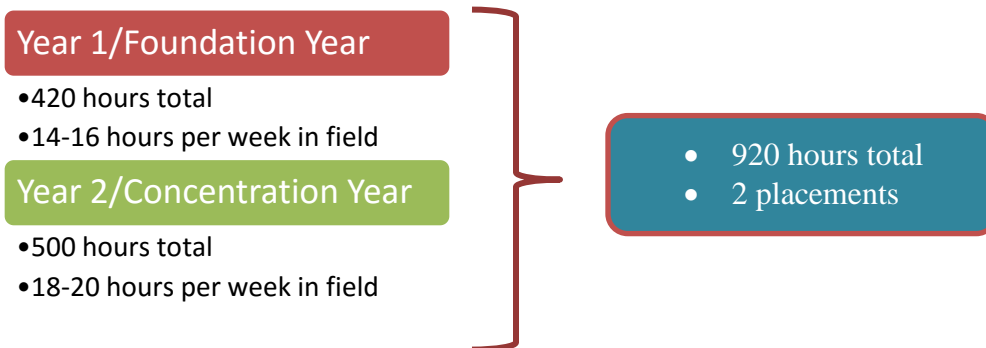
The MSW program at Pacific is grounded in the social work professions' values and ethical principles of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. We seek to produce culturally competent, highly trained, advanced social work practitioners who have special preparation to work with immigrant and native Latino peoples, and other communities of color, and to become leaders in the fields of health and wellness.

MSW Program Goals

1. Prepare social workers to enter practice, at an advanced level, under professional supervision in the fields of Health & Wellness and Latino Families and Cultures.
2. Prepare social workers with cultural competence skills to practice with diverse populations, including special preparation for work with recently arrived Latino individuals and families through attainment of Spanish language skills and in-depth cultural knowledge.
3. Provide MSW students with rigorous academic and field based experiences that allow students to integrate theoretical and applied knowledge at the micro, mezzo, and macro levels of practice across practice settings.
4. Prepare social workers to intervene effectively in a variety of complex human and social problem areas and to evaluate the effectiveness of interventions.
5. Prepare social workers to understand current social policies impacting clients and acquire the skills necessary to advocate for desired changes within organizations, and at all levels of government, in order to advance human rights and social and economic justice.
6. Prepare social workers to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work (NASW) and to practice within the values of the social work profession.
7. Facilitate the entry of nontraditional students into the social work profession by offering the MSW degree program in formats that can allow nontraditional students, particularly employed persons and persons from marginalized groups, the opportunity to work toward the MSW degree.
8. Collaborate with individuals and organizations to develop new social work knowledge and provide service and leadership to the local community.
9. Strengthen the social service delivery system of the Pacific Northwest by producing highly trained MSW graduates to serve in leadership positions in practice, policy, and/or research.
10. Prepare MSW graduates to compete successfully for admission to doctoral programs in Social Work and/or related fields.

Field Education Overview

Field Education is the heart of Pacific University's MSW Program. After students are accepted into the MSW program, placements at approved social service organizations are established. This intensive experience is designed to promote the application of social work values and ethics, theory, and skills to practice. During both the foundation and concentration years of the program, students serve their practicums under the supervision of an MSW Field Instructor and the administration of the MSW Field Director. Each practicum involves a year-long experience at one agency. From September to May of their first year, students participate in a 2-semester long practicum consisting of 14-16 hours per week, totaling 420 hours. During their second year, students participate in another 2-semester long practicum consisting of 18-20 hour per week, totaling 500 hours. Over the entire course of the MSW program, students participate in a total of 920 practicum hours.



Foundation year placements orient students to the social work profession. Students begin to acquire the skills and knowledge to practice social work with individuals, families, groups, and communities. Field faculty determine student placement for foundation year students with consideration of student strengths, interests, and agency availability and needs.

Concentration year placements continue to enhance the student's social work skills and expertise, essentially building on foundation year learning. In addition to this, students develop skills and knowledge in one of two specific concentrations: Latino Families and Cultures or Health and Wellness. Placements are designed to complement these tracks. Students have greater input into placement requests during their concentration year. However, placement is contingent on many factors including placement availability, suitability, and fit between students and the site. Therefore, no specific placement is guaranteed.

In addition to the time dedicated to practicum placements, students attend a weekly seminar class. Seminar is an interactive setting where students integrate classroom knowledge with practice and critically analyze and reflect on their practicum experiences and professional development.

Field Education Course Descriptions

SocWk 541 and 542: Social Work Foundation Field Practicum I and II: The foundation practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (Foundation Practicum I and II) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

SocWk 643 and 644: Social Work Advanced Field Practicum III and IV: Building on Foundation Field Instruction I and II, the advanced field practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters (Advanced Practicum III and IV) in the field under the guidance of a University appointed field instructor and the Director of Field Education. This service/learning experience is supported by a regularly scheduled process seminar, which facilitates the integration of social work theory and practice.

Schedule for Practicum Placements

The MSW practicum affords students the opportunity to gain hands-on experience in the field engaging, assessing, intervening and evaluating individuals, families, groups, and/or communities. From September to May of their first year, students participate in a two-semester long practicum consisting of 14-16 hours per week, totaling 420 hours. During their second year, students participate in another two-semester long practicum consisting of 18-20 hour per week, totaling 500 hours. **Practicum hours may not conflict with classroom time.**

Foundation Year CSWE Competencies and Practice Behaviors

Competencies and practice behaviors as outlined by the Council on Social Work Education (CSWE) are central outcomes of the practicum experience. Learning activities and tasks carried out by students at their field placement should be linked to required competencies and their respective practice behaviors. The following are required competencies and practice behaviors to be achieved during the foundation year of the MSW practicum:

Competency 1—Identify as a professional social worker and conduct oneself accordingly.

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

Practice Behaviors:

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

Competency 2—Apply social work ethical principles to guide professional practice.

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

Practice Behaviors:

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, IFSW/IASW Ethics Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

Competency 3—Apply critical thinking to inform and communicate professional judgments.

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

Practice Behaviors:

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

Competency 4—Engage diversity and difference in practice.

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

Practice Behaviors:

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

Competency 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social

justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:

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

Competency 6—Engage in research-informed practice and practice-informed research.

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

Practice Behaviors:

- Use practice experiences to inform scientific inquiry
- Use research evidence to inform practice

Competency 7—Apply knowledge of human behavior and the social environment.

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

Practice Behaviors:

- Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand persons and environment

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Practice Behaviors:

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with clients and colleagues for effective policy action

Competency 9—Respond to contexts that shape practice.

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

Practice Behaviors:

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

Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Competency 10(a)—Engagement

Practice Behaviors:

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

Competency 10(b)—Assessment

Practice Behaviors:

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

Competency 10(c)—Intervention

Practice Behaviors:

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

Competency 10(d)—Evaluation

Practice Behaviors:

- Critically analyze, monitor, and evaluate interventions

Health and Wellness Concentration Learning Competencies & Practice Behaviors

The following are required competencies and practice behaviors for students who have chosen the concentration of Health and Wellness as their area of focus. They are to be achieved during the concentration year of the MSW practicum:

Competency 1—Identify as a professional social worker and conduct oneself accordingly.

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

Practice Behaviors:

- Engage in self-care methods, fostering insight and resiliency, effectively managing the effects of personal stress, trauma, and retraumatization.
- Demonstrate initiative in seeking out guidance, instruction, and constructive criticism from Field Instructor in order to identify professional strengths and limitations and to refine knowledge and skills to work effectively with client systems within health and wellness fields of practice.

Competency 2—Apply social work ethical principles to guide professional practice.

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

Practice Behaviors:

- Apply ethical decision-making skills to issues specific to health and wellness fields of practice.

Competency 3—Apply critical thinking to inform and communicate professional judgments.

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

Practice Behaviors:

- Evaluate the strengths and weaknesses of multiple theoretical perspectives, including current areas of debate within health and wellness fields of practice.
- Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

Competency 4—Engage diversity and difference in practice.

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

Practice Behaviors:

- Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.
- Work effectively with diverse populations, and identify and use practitioner/client differences from a strengths perspective.
- Recognize the complexity of diversity, which includes the intersectionality of multiple factors (age, socioeconomic status, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation).

Competency 5—Advance human rights and social and economic justice.

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

Practice Behaviors:

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Competency 6—Engage in research-informed practice and practice-informed research.

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

Practice Behaviors:

- Evaluate the current research literature related to models of assessment, prevention, intervention, and evaluation focused on population of interest.

Competency 7—Apply knowledge of human behavior and the social environment.

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

Practice Behaviors:

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Practice Behaviors:

- Communicate to stakeholders (e.g., program administrators; legislators) the implication of policies and policy change in the lives of clients.
- Teach skills to promote self-advocacy and empowerment within the context of practice and culture.

Competency 9—Respond to contexts that shape practice.

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

Practice Behaviors:

- Understand the larger environmental context impacting the ability of service delivery systems to meet the health and wellness needs of clients and communities, including current trends.

Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Competency 10(a)—Engagement**Practice Behaviors:**

- Develop a culturally responsive therapeutic relationship.
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Competency 10(b)—Assessment**Practice Behaviors:**

- Use multidimensional bio-psycho-social-spiritual assessment tools
- Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- Select and modify appropriate intervention strategies based on continuous clinical assessment; and use differential and multiaxial diagnoses (if applicable).

Competency 10(c)—Intervention

Practice Behaviors:

- Critically evaluate, select, and apply best practices and evidence-based interventions in clinical assessment and intervention with clients.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- Collaborate with other professionals to coordinate treatment interventions.

Competency 10(d)—Evaluation

Practice Behaviors:

- Use research methodology to evaluate clinical practice effectiveness and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Latino Families and Cultures Concentration Learning Competencies & Practice Behaviors

The following are required competencies and practice behaviors for students who have chosen the concentration of Latino Families and Cultures as their area of focus. They are to be achieved during the concentration year of the MSW practicum:

Competency 1—Identify as a professional social worker and conduct oneself accordingly.

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

Practice Behaviors:

- Engage in self-care methods, fostering insight and resiliency, effectively managing the effects of personal stress, trauma, and retraumatization.
- Demonstrate a professional demeanor that reflects awareness of and respect for Latino populations and their cultures from a strengths perspective.
- Demonstrate initiative in seeking out guidance, instruction, and constructive criticism from Field Instructor in order to identify professional strengths and limitations and to refine and enhance knowledge and skills to work effectively Latino individuals, families, and communities.

Competency 2—Apply social work ethical principles to guide professional practice.

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

Practice Behaviors:

- Recognize and manage appropriate professional boundaries when working with Latino clients and communities, being mindful of power differentials.
- Apply ethical decision making skills when working with Latino populations who are experiencing a range of challenges at the micro and macro level.

Competency 3—Apply critical thinking to inform and communicate professional judgments.

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

Practice Behaviors:

- Communicate effectively, both verbally and in writing, with colleagues and with Latino clients and communities.

Competency 4—Engage diversity and difference in practice.

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

Practice Behaviors:

- Recognize the extent to which the dominant culture's structures and values may oppress, marginalize, or alienate Latino populations.
- Identify unique strengths of Latino populations in confronting challenges of daily living at the micro and macro levels.
- Recognize the complexity of diversity of Latino cultures, which includes the intersectionality of multiple factors (age, socioeconomic status, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, country of origin, religion, sex, and sexual orientation).

Competency 5—Advance human rights and social and economic justice.

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

Practice Behaviors:

- Engage in practices, on multiple levels, in order to promote the human rights and social, economic, and environmental justice of Latino populations and eliminate discrimination and bigotry against Latino peoples.

Competency 6—Engage in research-informed practice and practice-informed research.

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

Practice Behaviors:

- Critically evaluate the current research literature related to dominant models of assessment, prevention, intervention, and evaluation with Latino populations, including current controversies/areas of debate.

Competency 7—Apply knowledge of human behavior and the social environment.

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

Practice Behaviors:

- Apply human behavior and social environment theories to critically appraise the impact of the social environment (including economic, cultural, and global factors) on the overall well-being of Latino individuals, their families, and their communities.

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Practice Behaviors:

- Seek ways to advocate for improved policies at all levels (i.e., organizational; local; state; national) that impact Latino populations.
- Teach skills to promote self-advocacy and empowerment within the context of practice and culture.

Competency 9—Respond to contexts that shape practice.

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

Practice Behaviors:

- Understand the larger context surrounding impacting the ability of service delivery systems to meet the needs of Latino clients and communities, including current trends.

Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Competency 10(a)—Engagement

Practice Behaviors:

- Develop a culturally responsive working alliance with clients and/or communities.
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of goals and expected outcomes.

Competency 10(b)—Assessment

Practice Behaviors:

- Use multidimensional bio-psycho-social-spiritual assessment tools at the micro level and/or community assessment tools at the macro level (as applicable)
- Assess client strengths and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- Select and modify appropriate intervention strategies based on continuous assessment.

Competency 10(c)—Intervention

Practice Behaviors:

- Identify unique issues related to loss, stressors, trauma, and transitions over the life cycle in designing interventions for Latino peoples.
- Critically evaluate, select, and apply best practices and evidence-based interventions.
- Collaborate with other professionals to coordinate treatment interventions.

Competency 10(d)—Evaluation

Practice Behaviors:

- Contribute to the theoretical knowledge base of the social work profession through practice-based research with goal of developing best practice interventions, collaborating with colleagues and Latino client systems when possible.

Field Education Roles & Responsibilities

Terms

Field Instructor: A field instructor has an MSW degree from a CSWE accredited school of social work. In addition they have 2 years of post-MSW social work practice experience. Field instructors may be on-site or off-site to the agency, and provide students with at least 1 hour of supervision per week. Some field instructors also provide students day to day supervision at their field agency.

Task Instructor: Task instructors provide students day to day supervision at their field agency and work closely with the field instructor to ensure that students are attaining social work competencies.

Agency Role and Responsibilities

The Director of Field Education for the MSW program is responsible for administering the agency selection, student placement and practicum process. Sites are assessed by the Director of Field Education and approved based on suitability as designated by program requirements and criteria.

Sites must complete and submit an Agency Profile Form in order to begin the approval process. Once approved, the Director of Field Education will meet with the designated Field Instructor(s) to get them oriented to the MSW practicum program.

All agencies approved as a practicum site 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 hold a Master's degree in social work from a CSWE-accredited program and have a minimum of two years post-MSW experience in order to meet the standards placed by the Council on Social Work Education.
3. The agency must have a current Agency Profile Form on file with the Director of Field Education.
4. The agency needs to be committed to graduate social work education as evidenced by providing:
 - a. Allotting sufficient staff time to meet weekly with students to provide quality field instruction including time to orient, supervise, and provide evaluation.
 - b. Allotting sufficient time for Field Instructors to meet with the Director of Field Education or the Faculty Liaison. Such visits are at a minimum of twice each semester with additional site visits available as needed. Telephone contact or communication via email may also be utilized, in addition to site visits.
 - c. Providing opportunities for students to engage in multiple learning experiences with individuals, families, groups, organizations, and communities that are consistent with advanced level generalist social work practice. Opportunities for the student to develop the following core competencies outlined in the Field Education Contract.
 - d. Providing 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.
 - e. Supporting staff to attend the training and orientations offered by Pacific University to help orient the Field Instructor to the expectations of the MSW program, supervision guidelines, and other important aspects of field education.
 - f. Willingness to engage in ongoing dialog with the Director Field Education to ensure high quality instruction of practicum students.
5. The agency is committed to the mission and goals of Pacific University's MSW program.

Field Instructor (MSW Supervisor) Role and Responsibilities

The Field Instructor plays a central role to student learning and acquisition of social work competencies. The Field Instructor facilitates student understanding and application of social work values, skills, and ethics. The Field Instructor's role, responsibilities, and selection criteria are outlined below.

1. Participate in orientation/training workshops coordinated by the Director of Field Education.
2. Familiarize oneself to the policy and procedures of the field education program.
3. Develop the Field Education Contract in conjunction with the student at the beginning of each semester.
4. Provide a variety of quality learning opportunities that are consistent with the student's Field Education 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.
5. Provide the student the opportunity to work with people of different races, ages, cultures, gender, and ethnic origins.
6. Complete, in a timely manner, student evaluations, that are provided by the Director of Field Education or Faculty Liaison each semester.
7. Willingness to use oneself as a role model for ethical, competent social work practice.
8. **Attend weekly supervisory meetings with the student of at least one hour duration.**
9. Ensure open communication with the student and Director of Field Education or Faculty Liaison, bringing any concerns to the attention of both the student and Director of Field Education or Faculty Liaison as soon as possible so they can be addressed in a timely manner.
10. Meet with the Director of Field Education or Faculty Liaison at least two times per academic year and more often, if needed.
11. Orient the student to the agency and to any procedures to reduce risk and enhance safety while engaged in agency activities.
12. The Field Instructor is committed to graduate social work education and meets the criteria set out by the Council on Social Work Education as evidenced by:
 - a. Ensuring that they are approved by their agency/organization to engage in MSW practicum supervision.
 - b. Respecting the student on a professional level as a learner and extending to the student appropriate staff privileges.
 - c. Demonstrating commitment to serve in this role throughout the entire duration of the student's practicum (which is at minimum, one academic year).
 - d. Holding an MSW degree from a CSWE accredited program.
 - e. Having at least 2 years of post MSW professional experience.

Task Instructor Role and Responsibilities

Some agencies assign a Task Instructor to oversee the daily tasks and activities of the student. It is important to know that the student must still receive weekly supervision from an individual who has an MSW and 2 years post MSW professional social work experience. The responsibilities of the Task Instructor include:

1. Participation in arranging the internship experience and assisting, as needed, with orienting the student to the agency.
2. Familiarizing oneself to the policy and procedures of the field education program.
3. Providing direct supervision in relation to the daily tasks and activities of the student.
4. Providing constructive feedback to the student as it relates to their performance.
5. Reviewing and signing the Learning Contract in conjunction with the student and Field Instructor at the beginning of each semester, making revisions as needed.
6. Providing 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.

7. Providing the student the opportunity to work with people of different races, ages, cultures, gender, and ethnic origins.
8. Working with the Field Instructor to complete student evaluations which are provided by the Director of Field Education or Faculty Liaison each semester.
9. Communicating with the student and Director of Field Education or Faculty Liaison, bringing any concerns to the attention of both the student and Director of Field Education or Faculty Liaison as soon as possible so they can be addressed in a timely manner.
10. Orienting the student to the agency and to any procedures to reduce risk and enhance safety while engaged in agency activities.

Director of Field Education Role and Responsibilities

The Director of Field Education oversees and manages the MSW practicum program. The director coordinates with agencies, students, Field Instructors, and faculty to facilitate optimal and enriching practicum experiences for participating students, agencies, and Field Instructors. The director's responsibilities are outlined below.

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 up to two times over the course of the practicum and be available as needed for additional site visits. Telephone contact or communication via email with Field Instructors may also be utilized, in addition to site visits.
5. Be available to agencies, students, Field Instructors, and Faculty Liaisons 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. Keep agencies informed of curricular changes, field instruction objectives, and the status of accreditation.
9. Work with agencies in the community to develop micro and macro practicum sites for social work students at Pacific University.
10. Continuously monitor the quality of field instruction for our MSW program.

Faculty Liaison Role and Responsibilities

The Faculty Liaison facilitates optimal communication among the school, student, and agency. This individual provides mentoring to the student and support to the Director of Field Education. The Faculty Liaison's responsibilities include the following:

1. Familiarize oneself with the policies and procedures of the field education program.
2. Work with the Field Instructor and the student in the development of the field experience and the student's learning objectives.
3. Visit agencies two times over the course of the practicum and be available as needed for additional site visits.
4. Assist the Field Director in planning and facilitating the orientation for the Field Instructors and interns.
5. Provide Field Instructors support and guidance in facilitating student learning.
6. Plan and facilitate their assigned section of SW 541, SW 542, SW 643 and/or SW 644 field seminars and assign student's a final grade in each course.
7. Provide students on-going feedback about their assignments.
8. Provide students guidance in resolving any problems arising in the field placement or seminar.
9. Inform the Field Director of any problems or concerns arising in the field placement.
10. Monitor student's awareness and use of the NASW Code of Ethics in his/her practice in the agency and in seminar with particular attention to confidentiality.

11. Attend regular meetings with the Field Director.

Student Role and Responsibilities

MSW students are committed to their personal learning and development of advanced generalist social worker competencies. They conduct themselves in a highly professional manner and demonstrate their commitment to the profession, the client, the agency, and the university. Student responsibilities are outlined below.

1. Read this field education manual.
2. Upon admission to the program, work directly with the Director of Field Education to obtain a practicum placement.
3. Complete any and all required paperwork or other processes such as orientation, immunization, criminal background check or OHA requirements at the deadline provided by the Director of Field Education and/or the practicum site.
4. Maintain practice that is consistent with the NASW Code of Ethics and comply with the policies and practices of the agency.
5. Clients' identities and circumstances are to be treated with strict confidentiality. Acquire an understanding of agency policies. Comply with the policies and practices of the agency including completing criminal background checks if requested.
6. Complete a total of 920 hours total of practicum hours, over the course of two years, following the practicum schedule. Advanced standing and concentration year students complete a total of 500 practicum hours over the course of one year.
7. Interact in a professional manner with the Field Instructor, agency staff, client systems and community resources.
8. Attend and actively participate in all courses and seminars affiliated with the MSW program.
9. Integrate theory, knowledge, values and skills from previous curriculum content into applied practice.
10. Complete all assigned tasks for both the agency and the practicum seminar in accordance with agreed upon dates.
11. Arrange and prepare for weekly scheduled Field Instructor supervision and complete weekly entries in the Supervision Worksheet.
12. 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.
13. Attend a minimum of two site visits between the student, Field Instructor and the Director of Field Education.
14. Utilize the Director of Field Education or the Faculty Liaison 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.
15. Complete an evaluation of the practicum experience.
16. Monitor ongoing achievement of learning objectives outlined in the Field Education Contract and revise as necessary.
17. Proactively seek out supervision in an appropriate manner.

Field Education Processes & Procedures

Field Instructor Orientation & Training

Prior to student placement, Field and Task instructors are offered an orientation and training on topics related to Pacific University's MSW program and field education. Attendees will be offered CEU's for their participation in the orientation and training.

Placement Arrangement

All placements are arranged through the Director of Field Education only. Students are not permitted to establish their own placement experiences.

All field placements require final approval from the Director of Field Education. The Director of Field Education will make efforts to connect students to practicum opportunities that are challenging and enriching. Placement is contingent on many factors including placement availability, suitability, and fit between students and the site.

The process for placing students begins upon their acceptance into the MSW program. Students must complete and submit a field placement application along with a current resume by the required due date. The application includes a self-evaluation process in order to determine student strengths, areas for improvement, goals, and professional interests.

Subsequent to submitting application materials, the student interviews for placement at a practicum site. This interview process is meant to facilitate an informed decision making process for the student, Field Instructor, and agency. Upon notice and permission from the Director of Field Education, students are responsible for contacting agencies directly to arrange an interview and are required to bring a copy of their resume to the interview meeting.

After interviewing with the potential Field Instructor at the practicum site, students report back to the Field Director their interview experience. In addition, Field Instructors report back to the Field Director with feedback regarding whether or not they want to proceed with the placement. When there is agreement between the student, the Field Instructor, and the Director of Field Education regarding placement, the Field Director will notify the student and Field Instructor that it is appropriate to move forward with a placement.

Students are then required to arrange hours and complete any orientation, required paperwork or additional processes such as immunization, criminal background check or Oregon Health Authority requirements. Students must complete these processes at the deadline provided by the Director of Field Education and/or their practicum site. Inability to meet established deadlines may result in a loss of placement, academic probation, or dismissal from the program. Once the students begin their practicum, they complete the learning contract by the date specified in the course syllabus.

The Learning Contract

Each student, along with their Field Instructor is required to develop a Learning Contract. The Learning Contract is approved by the Director of Field Education.

Why is the Learning Contract important?

- It is the "road map" which outlines, specifically, what the student will learn in the field practicum.
- It helps students 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 may be revisited periodically through the practicum experience.
- It is a safeguard to ensure the integrity of the practicum as an educational experience in that delineated learning tasks and overall outcomes align with CSWE competencies and Practice Behavior.
- It specifically describes the tasks the student will participate in that ultimately lead to the acquisition and development of skills, knowledge, and values of an advanced social worker

Developing the Learning Contract

Students should familiarize themselves with the agency and the services and programs offered in this setting.

Students and Field Instructors should review competencies and practice behaviors that students are expected to have achieved throughout their practicum experience.

Students should review practicum syllabi 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. Consider skills, goals, professional and personal development.

The student should think through the following questions: Where do I want to be at the end of Practicum? What new knowledge and skills do I want to have? What skills do I already have that I want to further develop?

Complete your Learning Contract with your Field Instructor.

Learning activities move the student toward understanding and acquiring social work competencies and practice behaviors. Learning activities and tasks carried out by students at their field placement are linked to the required competencies and practice behaviors outlined in the Learning Contract. Site specific needs as well as student personal learning goals should be taken into consideration.

As a student gains skills and expertise, appropriate modifications should be made to the contract in order to ensure that student learning continues. Thus, the Learning Contract is monitored and revisited by the Field Instructor, the Director of Field Education, and the student throughout the student's practicum experience.

Examples of Appropriate Practicum Experiences

Because MSW students are working toward becoming advanced practitioners, it is important that they have the opportunity to participate in various activities that meet their learning goals and programmatic core competencies. The following activities act as a guide in determining advanced level activities within the field practicum:

- | | | |
|---------------------------------------|---|------------------------|
| • Conduct Home Visits | • Conduct Interviews and Assessments | • Research |
| • Outreach, Prevention, and Education | • Ongoing Case Work with Individuals and Families | • Policy Work/Advocacy |
| • Group Work | • Community Work | • Administration |
| • Program Development | • Learning and application of interventions | |

Field Supervision

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

Evaluation of Student Progress

Each Field Instructor supervising a social work practicum student can provide essential information to enhance the student's professional growth and encourage further development during the experience. For both the mid-year and final evaluation, Field Instructors will be rating the student on their progress toward meeting competencies and practice behaviors outlined in the Learning Contract. Field Instructors and the students should discuss, review, and complete the mid-year and final evaluations together. Field Instructors are encouraged to perceive the student as a beginning level social work learner when conducting evaluations.

Site Visits

Site visits are conducted at each student's practicum site at least twice during his/her practicum placement. This includes a site visit in the first semester and another in the second semester. Every site visit includes the student, the field instructor, and the Director of Social Work Field Education.

There are three primary goals for the initial site visit: (1) to establish rapport and communication between student, field instructor, and faculty liaison, (2) to share relevant information regarding the placement agency and Pacific's Social Work Practicum Program, and (3) to assist the student and field instructor in identifying potential learning goals and activities for the initial Learning Contract they will later co-create.

Key topics previously covered in the field instructor's orientation are also reviewed, including the student's learning style, the stages of practicum learning, and the importance and purpose of an hour of practicum supervision per week. During the second semester, the student, field instructor, and Field Director review the first half of the student's practicum experience, including stated goals, completed tasks, developing competencies, successes, and challenges. This is done primarily through review of the student's Learning Agreement and a Midterm Evaluation of Student Learning completed by the Field Instructor at the end of the first semester. Learning goals and activities for the last half of the student's practicum are then discussed. Documentation of hours, activities, and supervision is also gathered. Additional site visits are occasionally conducted as needed, particularly when a student is experiencing difficulties in their practicum.

Evaluation of the Site

Practicum students provide information that is essential to enhancing and shaping the MSW practicum placements. Students are asked to reflect carefully on the site's ability to fulfill practicum needs and to provide an evaluation on the site. Evaluations of the site will be used for program evaluation purposes.

Field Education Policies

Field Instructor Qualifications

The student's Field Instructor must hold a Master's degree in social work from a CSWE-accredited program and have a minimum of two years post-MSW experience in order to meet the standards placed by the Council on Social Work Education. If no one at the practicum site has these credentials, the social work program will find one of the following individuals with the appropriate credentials to provide the required weekly supervision: adjunct faculty; a social worker in the community who is familiar with the work of the agency; a retired social worker in the community; or a social worker on the MSW Program's Professional Advisory Board. Thus, the MSW student will have both a Task Supervisor and a Field Instructor. This is how the MSW program reinforces a social work perspective.

Policy on Unsuccessful Placement

Placement is contingent on many factors including placement availability, suitability, and fit between students and the site. The field education program will work with students and field sites in an effort to appropriately place students. However, there is no guarantee that a student will successfully complete the placement process. If a student is denied by two different placement sites and/or refuses to accept two different placement sites and/or cannot meet the requirements for successful placement (deadlines, required paperwork and processes, follow through, professionalism), the student will be required to meet with the Director of Field Education. The purpose of the meeting is to identify and discuss obstacles that may have resulted in an unsuccessful placement and further determine the student's readiness for field placement, a requirement of the MSW program. If it is determined that the student is not ready for field placement, the student may be advised for one of the following:

1. To drop the field course and, along with the assistance of the Director of Field Education, devise a re-entry plan. This plan will be written and signed by both the student, the Director of Field Education and the Program Director.
2. That social work is not an appropriate profession for the student. The student will be encouraged to do further career exploration and offered the services of career counseling and/or the student counseling center at the Forest Grove, Oregon campus. This option may involve Termination from the MSW program since having successful field placements is a requirement of maintaining good standing in the MSW Program. Please refer to the MSW Handbook (pages 33-35) for more information, including the Appeals Process.

Using Place of Employment for Practicum

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. Practicum hours cannot be counted as paid time nor can paid time be counted as practicum hours. **All field activities must be new learning**, (b) the placement meets the Social Work Practicum Program's educational objectives and site criteria and (c) the student's Field Instructor is not the student's employment supervisor. Approval of using one's place of employment for the practicum 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."

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 Director of Field Education 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 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 five 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.

Dual Relationships

Students may not serve a practicum in a setting where a friend or family member will be acting as the student's Field or Task Instructor.

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. Please carefully review the entire code which is included in this manual.

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.

Felony Convictions

Students with a felony conviction are required to notify the MSW Program Director and the Director of Field Education of such convictions. Students are asked to provide this information in their initial application to the program and in the field placement application. Students are expected to be transparent regarding felony convictions. Felony recency, the nature of the criminal infraction, and remedial actions will be given consideration. Failure to notify the MSW program director and Director of Field Education may result in dismissal from the program. A conviction does not necessarily mean that field placement will not be successful. However, such convictions may place limitations on the types of placements available to the student.

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, Oregon Health Authority requirements). Students desiring to complete a practicum in these organizations must comply with agency requirements for special screening. Although some agencies cover the costs for these special requirements, students may have to undergo all required screenings at their own expense if not covered by the agency.

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, the infraction will also be evaluated and could result in their termination from practicum and/or program.

Oregon Health Authority Requirements for Students

The Oregon Health Authority requires students serving their practicum in a clinical setting to obtain the following. In addition individual agencies may require the following as well as other information/processes from practicum students. Payment for fees associated with these requirements is incumbent on the student. **Students are expected to follow through with obtaining any required paperwork and undergo any processes in a manner that allows them to begin their practicum on time.** The Director of Field Education and/or the agency will work with the student to facilitate this process.

Criminal Background Check Including

- Including Social Security Number trace, state/national criminal background history, sex offender registry check, and OIG LEIE check

Urine Test for Prohibited Substances

10 Panel Urine Drug Screen including:

- Amphetamines
- Cocaine
- Methadone
- Propoxyphene
- Opiates

- Barbiturates
- Methaqualone
- Benzodiazepines
- Phencyclidine

Standards of Health

- Annual TB testing (if positive, appropriate follow-up documentation)
- Record of positive titer or two immunizations for rubella
- Records of positive titer or two immunizations for mumps
- Records of positive titer or one immunization for rubella
- Record of positive titer or record of two immunizations for varicella
- Record of one Tdap immunization
- Annual Influenza Immunization (seasonal)
- Record of positive titer or three Hepatitis B immunization for students with potential exposure to blood or other bodily fluids

Training

- HIPPA
- Blood Pathogen
- OSHA
- Cardiopulmonary Resuscitation Certification (BLS for Health Care Providers) AHA approved only

Certification

- Current Health Insurance
- Certificate of General and Professional Liability insurance for Students (Kept on file with Pacific University)

Impaired Practice

Students experiencing emotional or life challenges that may impair practice are encouraged to seek out appropriate assistance. Such challenges can be an opportunity for the student to take appropriate steps to protect clients, and to practice self-advocacy and self-care, which are important skills for ethical social work practice. If such challenges adversely impact the student's ability to practice social work in a competent and ethical manner, the student may be temporarily or permanently removed from the field practicum. A list of potential resources to assist is provided within this manual.

Addressing Challenges in the Field

Pacific University's MSW program will work with students to foster an optimal learning experience in their field placements. Challenges and concerns in the field must be addressed in a professional, ethical, and constructive manner. Student participation in this process is a part of their field education learning objectives and is intended to further their personal and professional growth. When challenges arise, efforts to seek feasible solutions or implementation of a

corrective action plan will occur, inclusive of student right to due process and appropriate protections to the clients and agency.

Student Concern about the Field Instructor or Agency

When concern is identified about the field instructor or agency, the student is encouraged to proceed with the following steps:

1. Inform the agency field instructor of the concern and explore resolutions directly. The student may consult with field education faculty or their advisor to rehearse their approach.
2. If the concern cannot be resolved directly with the agency field instructor, the student will contact their field seminar faculty for consult and potential arrangements of a face-to-face meeting among those involved (student, field instructor, field faculty, etc.). Teleconference may be used as well in an effort to more quickly address concerns. The purpose of this meeting will be to clarify concerns and outline solutions and an action plan so that the practicum can continue to move forward.
3. Should this be unsuccessful, the student, agency field instructor, and/or field faculty will inform the Director of Field Education and all parties will meet to discuss options for the student. This meeting may be used to further explore solutions or terminate the student placement from the agency. Termination will not occur unless the aforementioned problem solving process has been utilized or an egregious act has occurred.
4. If appropriate, efforts to identify and secure another field placement will be made. The field education program cannot guarantee that a second field option will be available.

The program reserves the right to withdraw students from placements if student or agency does not meet the goals and objectives of the MSW program and/or standards of accreditation, or if a student commits an act which is determined to be in violation of university standards, or the NASW Code of Ethics.

Field Instructor concern about the Student

When concern is identified about the student, the agency's field instructor is encouraged to proceed with the following steps:

1. The field instructor will address the concerns directly with the student and work to explore and implement solutions. Direct and constructive communication can work to alleviate concerns or tensions.
2. If the concern cannot be resolved directly with the student, the field instructor will contact and consult with the field education faculty for the placement. This may result in solutions or it may be decided that a face-to face meeting involving the student, field instructor, and faculty is necessary.
3. Should it be decided that a face-to face meeting is necessary, involved parties (the student, field instructor, field faculty, etc.) will meet to clarify concerns, outline solutions and develop a corrective action plan to which all parties agree so that the practicum can continue to move forward.
4. Should this last step be unsuccessful, the agency field instructor and/or field faculty will inform the Director of Field Education and all parties will meet to discuss options for the student. This meeting may be used to further explore solutions or terminate the student placement from the agency. Termination will not occur unless the aforementioned problem solving process has been utilized or an egregious act has occurred.

5. If appropriate, efforts to identify and secure another field placement will be made. The field education program cannot guarantee that a second field option will be available.

Termination from the Practicum

The program reserves the right to immediately withdraw students from placements if student or agency does not meet the goals and objectives of the MSW program and/or standards of accreditation, or if a student commits an act which is determined to be in violation of university standards, or the NASW Code of Ethics. On rare occasions, a student may be terminated from the practicum if:

1. The student's performance in the classroom and/or practicum demonstrates that the student shows little likelihood of succeeding, either in completing the MSW degree requirements or in professional practice. This may be a matter of academics or professional skills.
2. The student demonstrates attitudes or values that 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.
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 forth 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 that led to removal from their practicum.

Appeals Process

Students have the right to appeal Social Work Program decisions and restrictions. A student wishing to appeal a field or program termination decision should follow this procedure:

1. The first appeal must be made in writing (e-mail is not acceptable) to the office of the MSW Program Director. The office of the Director will consult with the social work faculty in reviewing the appeal. The Director will respond, in writing, to all appeals within 14 days.
2. If the student is not satisfied with the result of his/her appeal to the Director, the student may appeal in writing (e-mail is not acceptable) to the Associate Dean of the College of Social Sciences. The Associate Dean will respond to all appeals, in writing, within 14 days.
3. If the student is not satisfied with the result of his/her appeal to the Associate Dean of the College of Social Sciences, he/she may appeal in writing (e-mail is not acceptable) to the office of the Dean of the College of Arts and Sciences. The decision of the office of the Dean is final.

Note: This appeal process exists only for the appeal of Social Work Program decision making. Pacific University students have access to broader appeals processes for issues outside of Social Work or for issues within Social Work that are not related to program decision making

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 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 not permitted to transport clients in their own vehicles. Agencies may provide the use of an agency vehicle.

Transportation Policy

Students are not permitted to transport clients in privately owned vehicles as part of their field practicum responsibilities. Students who choose to violate this policy assume full liability and all related risks and may be held personally liable in the event of an accident in which the client(s) or third parties are injured. Students are not permitted to transport clients utilizing a University vehicle unless Pacific University provides written authorization and full auto insurance coverage for such activities. Pacific University does not provide such coverage for any privately owned vehicles.

Safety/Risk

There is potential risk involved in many aspects of the social 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 require accommodations, you must immediately contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at 503-352-2107 or email her at gehringe@pacificu.edu. She will meet with you, review the documentation of your disability and discuss the services Pacific offers and any accommodations you require 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.

NASW Code of Ethics

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 wellbeing 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 audio taping 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 whom 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, Supervisors 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 Supervisors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or Supervisors 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 Supervisors 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 Supervisors 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.
- (b) 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.

(c) 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.

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

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

4.02 Discrimination

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

6.04 Social and Political Action

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability. character, student records, and other related information in the development of a field/practicum placement, and hereby consent to the release of such information.

Resources

Resources for Students

This is a non-exhaustive list of affordable mental health resources in the Eugene-Springfield areas. Students in the Portland-metro area can access the student counseling center. Students who have medical insurance that includes mental health coverage are encouraged to contact their insurance company (or look online) to identify providers who are covered in Eugene. Pacific University student health insurance provides coverage for psychiatric or counseling services, after the deductible is met – see health insurance brochure for details on this benefit.

White Bird Clinic: 24 hour walk-in crisis services at 341 E. 12th Ave., Eugene or 24 hour phone crisis line 541-687-4000. Available 24 hours per day every day, in person or phone - they also have a medical clinic that is open weekdays, and have a relationship with Sacred Heart Hospital emergency department to assist with psychiatric hospitalization if needed. The White Bird clinic for ongoing counseling has a free intake, and a low cost sliding fee for ongoing counseling (sliding fee).

Community Health Centers 541-682-3550 RiverStone Clinic, Springfield. Low cost integrated services (meaning both counseling and medical services at the same clinic) based on income and ability to pay. Provide a holistic approach to health. For those students with families the Community Health Centers have several clinics that offer medical and mental health services to children and families.

Lane County Mental Health 541-682-3608 or 541-682-4085 (ask for a "screeener")

Forms

Please click on the form names to access their respective information.

Applications

[Student Practicum Placement Application](#)

[Agency Application](#) -- For agencies wanting to act as a site for student field placement

[MSW Field Instructor Application](#) —For individuals wanting to serve as a field instructor to MSW students.

First Year Forms

[Learning Contract \(Foundation Year\)](#)

[Mid-Year/Final Evaluation Form \(Foundation Year\)](#)

Latino Families and Cultures Concentration Forms

[Learning Contract \(Latino Families and Cultures\)](#)

[Mid-Year/Final Evaluation Form \(Latino Families and Cultures\)](#)

Health and Wellness Concentration Forms

[Learning Contract \(Health and Wellness Concentration\)](#)

[Mid-Year/Final Evaluation Form \(Health and Wellness Concentration\)](#)

Schedules and Calendars

[Schedule of Classes 2016-2017](#)

[Field Education Calendar 2016-2017](#)