



**Dalton State College  
School of Health Professions  
Department of Allied Health and  
Social Work**

**BSW FIELD EDUCATION MANUAL**

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Elizabeth P. Hubbs, LCSW  
Director of Field Education, Assistant Professor of Social Work  
ehubbs@daltonstate.edu 706-272-4560

Tammy M. Rice, LCSW  
BSW Program Director  
Assistant Professor of Social Work  
trice@daltonstate.edu 706-272-4562

**Department of Allied Health and Social Work  
Social Work Faculty and Staff:**

Ms. Tammy M. Rice, LCSW, BSW Program Director and Assistant Professor  
(706)-272-4557

BA- Georgia Southern College, MSW - University of Georgia

Ms. Elizabeth P. Hubbs, LCSW, Director of Field Education and Assistant  
Professor (706)-272-4560

BA-University of Richmond, MSW-New York University

Ms. Azucena Rodriguez-Becerra, LCSW, P/T Instructor (706) 272-2685  
BSW-Dalton State College, MSW - Kennesaw State University

Ms. Jodie Pack, LMSW, Assistant Professor (706)-272-2648

BSW-Dalton State College, MSW-Valdosta State University

Ms. Wonjen Bagley, LCSW, Assistant Professor

BSW-University of South Florida, MSW-Florida State

Ms. Patricia Findley, Administrative Assistant (706) 272-2481

AAS-Dalton State College

FAX: (706) 272- 4563

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**DALTON STATE COLLEGE**  
**Bachelor of Social Work Program**

**MISSION STATEMENT**

The Dalton State College (DSC) Bachelor of Social Work (BSW) Program offers a social work degree based on the purpose of the social work profession, which is to promote human and community well-being. Guided by a person and environment construct, a global perspective, a respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is carried out through its quest for social and economic justice, the prevention of conditions which limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Grounded in values and ethical principles of social work, the DSC BSW program seeks to provide to the people of the Northwest Georgia region culturally-competent, well-trained, professional generalist social workers, who have special preparation to work with the Appalachian rural population and the immigrant and native Georgian Latino population, the largest at-risk populations of the region.

The DSC Bachelor of Social Work Program is built upon the values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry which are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

**BSW PROGRAM GOALS**

DSC BSW program will seek to:

1. Prepare generalist social workers to enter practice under professional supervision in the fields of social services, mental health, health care, child welfare, and substance abuse.
2. Prepare generalist social workers with cultural competence skills to practice with the largest diversity groups of the Northwest Georgia area: Appalachian, Hispanic/Latino, and African American individuals and families, including special preparation for work with recently-arrived Hispanic/Latino families through in-depth cultural knowledge.
3. Prepare generalist social workers to apply social work theories and interventions using the "person-in-environment" and "ecological, multilevel systems" perspectives across practice settings.
4. Prepare generalist social workers to intervene effectively in a variety of human and social problem areas and to evaluate the effectiveness of interventions.
5. Prepare generalist social workers with the skills necessary to enter the social welfare system as child welfare workers in such roles as entry level employees in the Department of Family and

Children Services (DFCS) of the State of Georgia to work with families troubled by the issues of child abuse and neglect in order to address the critical shortage of social workers in child welfare.

6. Prepare generalist social workers with the skills necessary to work at the level of case managers, with vulnerable populations, such as persons with chronic mental illness and disabilities.

7. Prepare generalist social workers to understand current social policies impacting clients and to advocate for desired changes at all levels of society and government.

8. Prepare generalist 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.

9. Prepare generalist social workers to compete successfully for admission to accredited Master of Social Work (MSW) programs in Georgia and throughout the United States if they desire more advanced professional preparation.

10. Facilitate the entry of nontraditional students into the social work profession.

11. Recruit faculty members who personify the highest ethical, academic, and professional practice standards to develop a culture of excellence for social work faculty, staff, and students.

12. Develop strong linkages and feedback processes with the social work practice community through an active Professional Advisory Board.

13. Strengthen the social service delivery system of the Northwest Georgia region by engaging agencies in the social work educational process of field instruction and by involving outstanding agency administrators in the Professional Advisory Board.

**COUNCIL ON SOCIAL WORK EDUCATION  
PROFESSIONAL COMPETENCIES  
EPAS 2015**

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

TR revised: August 2020  
CSWE 2015 Educational Policy and Accreditation Standards

## **INTRODUCTION TO STUDENTS AND FIELD/TASK INSTRUCTORS**

### **Introduction to Students**

Welcome to the BSW Program at Dalton State College. This manual will provide students, field instructors, and task instructors with pertinent information about the field segment of the BSW curriculum. It contains information on field placement policies, procedures, and information regarding the various processes of the field placement experience. The manual was designed to help students, faculty, and field/task instructors by providing necessary information for completion of BSW field education requirements. It also provides information for field instructors to help prepare them to serve as supervisors for the student's field experience. It is important that students read this manual thoroughly. It will be needed throughout the program.

Every effort is made to keep the contents of this manual as up to date as possible; however, policies related to the field practicum may change before a revision is completed. Therefore, it is extremely important that students maintain close contact with field instructors, course instructors, and the Director of Field Education in order to be made aware of any changes. *As a student it is your responsibility to be in contact with the significant people in the program to stay apprised of changes.*

### **Introduction to Field Instructors and Task Instructors**

Dalton State College Social Work program and the BSW faculty extend our great appreciation to our agency field instructors. Through your participation in our program, our students are provided with the opportunity to integrate their theoretical knowledge with educationally-directed field practice. This manual was designed with your specific role as field instructor in mind to help you with responsibilities in co-educating our students and to help you in providing them with the very best field placement experience. Without your commitment to our program, the BSW degree could not provide this important linkage of theory to practice realities. We are grateful to you for all you help us to do. Please feel free to contact faculty at any time.

You are an integral part of the DSC BSW Field Education Program, and we appreciate your time and energy. Your role is very important to the student's practicum success.



## **FREQUENTLY ASKED QUESTIONS ABOUT THE BSW FIELD EXPERIENCE**

### **1. What is the process to obtain a field placement?**

The Director of Field Education will meet with student groups at appropriate times to further discuss and share information about the placement process. This typically takes place early in the spring semester of the junior year. Field Practicums are assigned by the Director of Field Education in consultation with the BSW faculty members and the student. Students may not arrange their own field placements.

### **2. Can I ensure that I get my first choice for my internship?**

The Director of Field Education makes every effort to place students in their preferred agencies and/or area of interest. When making field placement decisions the Director of Field Education will take into consideration geographic considerations, host agency availability, host agency needs and requirements, and students' interests.

### **3. What if I don't have a car?**

Almost every placement requires driving to perform field assignments that involve outreach, home visits, and community resource work. Generally, students in the first semester of senior practicum will ride with the employee they are shadowing, but that is not a given. Within their senior practicum settings, students may be required to drive in order to meet learning objectives. Additionally, many placements are located outside the Dalton area, and require a student to be able to travel to and from the placement. Students should discuss any concerns regarding transportation with the Director of Field Education prior to the beginning of the junior year. *Note: Students are never allowed to transport clients.*

### **4. Can I have a placement in the town where I live?**

It may be possible for students to be placed near their homes, depending upon the availability of approved practicum sites. A premium is placed on the host agency geographic location in the assignment process.

### **5. Can I do field work at my current place of employment?**

It is *extremely* rare that a student will be able to complete a practicum at the current employment site. Students interested in a worksite practicum should discuss this possibility with the Director of Field Education as far in advance as possible. Typically, this is prior to the semester of a student's junior year. The student will then submit an application describing the agency and program where they work, their current position and duties, work schedule, and name and title of their supervisor. The request also includes a description of the proposed field work program, assignments, field instructor, and placement schedule. The request should be signed by the student and the current and proposed supervisors. Submitting this does *not guarantee* approval of the request. All requests are considered on an individual basis.

### **6. I need to work while enrolled in school. How much time should I reserve for field work each term? Can my placement be arranged for evening and/or weekend hours?**

The BSW senior practicum requires that students be in the field for a minimum of 20 hours per week, both fall and spring semesters, totaling a minimum of 280 field hours in the fall (14 weeks) and 300 in the spring (15 weeks). Students must be prepared to meet these requirements. Most

students work in the field during traditional workday hours 2 to 3 days a week depending on their class schedule. It is *extremely rare* for students to work practicum hours during evenings or weekends. The Director of Field Education will attempt to work with students to complement their work requirements, but in no way will the educational objectives of the practicum experience be compromised. In addition, the agency-based field instructor, or other designated personnel, must be on duty and available to the student during these non-traditional time frames. These conditions do not usually allow students to do any placement during evenings or weekends. These requirements apply for the entirety senior practicum.

### **7. What is the difference between an academic advisor, the Director of Field Education, a field seminar instructor, a field instructor and a task instructor?**

An *academic advisor* is a member of the Social Work faculty who advises students on academic matters, which typically include course planning and registration.

The *Director of Field Education* creates and assigns senior student practicum placements in agencies in the community and handles placement-related problems should they arise. The Director of Field Education is responsible for ensuring that students are receiving BSW/MSW supervision as required by the Council on Social Work Education. Additionally, the Director is the liaison between field agencies and Dalton State College.

The *Social Work Field Seminar Instructor* is the practicum seminar course professor (SOWK 4998, SOWK 4999) and monitors and grades the student's field work performance. The Field Seminar instructor may also serve as the social work supervisor for students if needed.

The *Field Instructor* is usually an agency staff member, and a BSW or MSW, who supervises the student a minimum of one hour each week and evaluates students in their day-to-day functioning at the agency from a social work perspective. In the event an agency does not have BSW or MSW staff to provide supervision, the Department of Social Work will secure the appropriate supervision for the student in cooperation with the agency staff. This "off-site" supervision is provided by qualified social workers who have experience in the supervision of BSW students, and the assessment of social work competencies.

A *Task Instructor* may be formally assigned to a student. This person oversees the details of a student's activities during time at the agency. The task instructor may be the individual responsible for the day-to-day activities of the student, supervises the student and provides evaluation of the student in consultation with the Field Instructor.

Depending on the size of an agency and the agency staffing patterns, a student may or may not have a task instructor in addition to a field instructor. In some agencies, students will have a task instructor but will also work alongside other agency staff. The task instructor is typically the person making the determination regarding a student's day-to-day activities while in placement.

### **8. What if my agency is not what I expected or is not meeting my learning goals?**

Once you have started field work, you should discuss any placement-related issues first with your faculty seminar professor who will help you determine if there is an immediate solution to a

problem or if you should see the Director of Field Education. Any decisions about whether or not a student should terminate field work at an agency and be re-assigned to another agency must be made by the Director of Field Education in consultation with social work faculty and the Field Instructor. Changes in placement are made **only** when significant attempts to address the challenges have failed. Any disruption in a field placement may result in a student's delay in continuing in the social work program and/or graduation.

**9. Do agencies hire students when they graduate? Which ones?**

Occasionally students will obtain employment with field agencies following graduation. Hiring patterns vary from year to year.

**TR Revised 7/2020**

## **BSW PRACTICUM SUMMARY**

### **Senior Practicum**

The senior-year practicum experience occurs in conjunction with SOWK 4998 and SOWK 4999. The field seminar faculty will provide the primary source of support for the student and the seminar course content will help students address individual learning needs, requirements, and expectations to fulfill their role in the field agency.

The Director of Field Education or other field faculty will visit the agency in the fall and the spring semester to meet with the student and field instructor for a three-way conference. The Director will be the point of contact for addressing any issues with the student, and with questions or concerns about a student's performance or field process. Similarly, if students have problems or concerns regarding the field agency or practicum, the first point of contact is the agency-based field instructor, followed by the field seminar instructor, and then Director of Field Education. If the Director of Field Education is unable to provide a resolution to any given issue the BSW Program Chair/Program Director is the final step.

## **DESCRIPTION OF THE BSW PROGRAM**

### **FRAMEWORK AND OVERVIEW**

#### **General Introduction**

Since the beginning of the social work profession in the late 1800's, social work training has included academic class work as well as actual practice experience in social service agencies. The attempt to forge a strong link between theory and practice remains a cornerstone of social work professional education. Through the field practicum, undergraduate students are provided significant integrative experiences to prepare them for professional careers as generalist social work practitioners. The supervised practice experience or practicum is referred to in many different ways including field instruction, fieldwork, supervision, placement, or internship.

The council on Social Work Education has identified field education as “the signature pedagogy of social work education.”

The Dalton State College BSW program works closely with the professional social work community in developing a quality field educational experience as an integral part of the undergraduate professional curriculum. Sites are available across the region and are selected through a prescribed process of site evaluation and contractual agreements between the agency and Dalton State College. Student experiences in the agency are designed to meet objectives specified in the practicum syllabus for each semester placement. Hence, the BSW practicum is educationally directed, is implemented through a vital partnership of the social work program with selected human service organizations and is individualized to meet student learning needs and goals. Throughout the field placement, a student's experience is developed, directed, monitored, assessed, and educationally supported by the social work faculty.

## **Purpose**

The primary purpose of field instruction is to provide students with educational opportunities that lead to competent practice. The field experience is intended to complement BSW curriculum objectives which include the provision of generalist practice opportunities for all students. Field experience is the heart of social work education.

## **Goals**

The goals for competency in BSW field education include:

- proficiency as a generalist social work practitioner;
- application and testing of theory and knowledge in natural social work settings;
- incorporation of knowledge and skills necessary for understanding and utilizing social work ethics, values, and goals in day-to-day practice
- refinement of professional awareness, judgment, and decision-making abilities;
- understanding of the interdependence of the range of social work roles and skills, from interpersonal to macro levels, within various settings and fields of service;
- engagement in practice with diverse cultural and ethnic groups and with groups who have been consistently affected by social, economic, or political bias or oppression.

## **BSW Field Program Placements**

The BSW practicum is intended to provide students with experience in the field as generalist social work practitioners, as well as to provide them the opportunity to integrate various theories, models, and methods of intervention in a direct service environment. Students have the opportunity to experience all levels of social work practice, including micro, mezzo, and macro levels of intervention, with primary emphasis on interpersonal skills, self-awareness in practice, and ecological systems theory. BSW practicum experiences provide the foundation for generalist practice and help to integrate classroom learning with practice realities. Ultimately, these experiences prepare students for competent professional practice upon graduation.

BSW practicum sites are available in Dalton and the surrounding region in a variety of social work venues. Approved agencies are typically within a 65-mile radius of campus, and it is expected that students will commute to available sites. Every attempt is made to place students so as to limit the commute from their identified home address to the agency, but this is not guaranteed. Therefore, the use of a car is required, since, without transportation, agency availability is severely limited. Students are offered the opportunity to assume a wide range of social work roles and functions, and the opportunity to work with diverse client populations. Field placement sites include, but are not limited to, child welfare, juvenile justice, older adults, substance abuse, domestic violence, as well as school systems and medical settings. Students enrolled in the program spend two semesters in the field during their senior year while taking concurrent social work courses.

## **FIELD PRACTICUM ORGANIZATIONAL STRUCTURE AND ROLES**

The BSW field practicum involves a number of individuals, including faculty from the social work program, students, and agency-based personnel. The following pages describe the role and responsibilities of all of the people who have connection with the field education component of the BSW curriculum. Information contained in this section helps to clarify who will be involved

in the practicum and how these various individuals work together to create a successful practicum experience.

### **Director of Field Education**

The Director of Field Education is responsible for the overall administration of the BSW Field Program. The Director of Field Education coordinates agencies, faculty members, students, and agency-based field instructors to provide the best experiences possible. The Director of Field Education focuses on organizing and administering practicum placements. The goal is to provide students with an in-depth field experience to produce, by graduation, sound generalist social work practitioners. The responsibilities for this position are outlined below.

- Evaluating and maintaining a bank of host agencies which adequately meet student learning needs;
- Identifying openings for students at practicum sites;
- Coordinating student placements with agency openings;
- Monitoring student interviews at agency and conducting follow-up confirmations of placements;
- Providing agency and student information to field liaisons;
- Training and orientation of field instructors;
- Orienting students to practicum process and field responsibilities;
- Providing information to BSW faculty and students about the variety, quantity, quality, and nature of practicum offerings;
- Providing and distributing necessary field placement educational materials (for example: application forms, evaluation forms, teaching/learning materials, practicum calendars, etc.) to appropriate persons;
- Providing consultation to BSW faculty, field liaisons, students, agency-based field instructors, and administrators concerning a variety of issues impacting the school-agency relationship and the quality of the individual student's learning experience;
- Recruiting new agencies as potential practicum sites;
- Reevaluating current practicum sites and field instructors to ensure that both continue to meet appropriate criteria for placement;
- Coordinating response to field challenges including securing alternative student placements and field instructors as necessary.
- Troubleshoot any administrative or policy issues that may arise between the agency and the social work program;
- Identify new placement opportunities at sites;
- Troubleshoot any issues that may arise between the student and the field instructor;
- Active involvement with student and field instructor should there be a challenge of any type;
- Evaluation of agencies regarding effectiveness as practicum sites;
- Completion of notes documenting field visits;
- Maintenance of student files including learning plans, evaluations, time sheets, and field visit notes

### **Field Seminar Faculty for the Senior Year Practicum (SOWK 4998 and SOWK 4999)**

BSW faculty members are assigned to the SOWK 4998 and SOWK 4999 courses — Integrative Field Seminar I and II. Individuals assigned will facilitate the integrative seminar, which functions as the grounding component to the student's experiences in the field.

The field seminar faculty provides ongoing support and guidance, in helping the student to meet learning objectives. These tasks outlined below are not all inclusive of the seminar faculty responsibilities:

#### Administrative Role

- Troubleshoot any issues that may arise between the student and the field instructor;
- Provide feedback to the Director of Field Education concerning any needed changes in field instructors or agency policies that affect student learning;
- Active involvement with student and field instructor should there be a challenge of any type;
- Maintenance of student files including learning plans, evaluations, time sheets, and field visit notes and submitting this information to the Director of Field Education at the completion of each semester.

#### Teaching Role

- Function as the facilitator for the integrative seminar offered a minimum of ten sessions each semester to BSW students in their section.
- Provide regular and ongoing contact with agency field instructor as needed along with Director of Field Education.
- The field faculty teaching role does not end with the student. The seminar faculty also serves in a teaching role with the field instructor and agency staff regarding the learning needs of students. Development of excellent practicum sites often requires ongoing education with field instructors and other agency staff.
- The field seminar faculty are responsible for creating the teaching syllabus with dates, and other information specific to the current course of SOWK 4998 and SOWK 4999.

#### Agency Contact Role

- Provide educational supports to the student and field instructor;
- Identify potential problems early and initiating procedures to correct them.

### **Field Instructor and Task Instructor**

#### Field Instructors

Field instructors are professional, experienced social workers with BSW or MSW degrees as required by the Council on Social Work Education. Usually field instructors are employees of the agency in which the practicum experiences take place. Field instructors meet with the student for at least one-hour weekly for supervision, whether or not the field instructor is an employee of the agency. If the student has a task instructor, either formally assigned or informally overseeing a part of the practicum experience, the field instructor maintains close communication with the task instructor about the student's experience.

#### Task Instructors

While the field instructor carries an important supervision and evaluation function for the student's internship, in some agencies qualified field instructors (BSW or MSW required) are not available. In these cases, another employee referred to as the "task instructor" may oversee the internship with close cooperation with the assigned field instructor who is not an employee of the agency. A task instructor is a seasoned employee who communicates closely with the field instructor.

Throughout the semester, the field instructor's primary role is teacher and facilitator of student learning. To this end the field and/or the task instructor performs the following tasks:

#### Prior to Placement

- Communicates information to the Director of Field Education about potential practicum openings and any information that may impact the nature or quality of the practicum;
- Following receipt of the student's practicum application from the Director of Field Education, the field instructor confirms that the referral appears to be an appropriate one and responds to the student's request for scheduling an interview;
- Should the field instructor learn information in the interview that leads her/him to question the viability of the practicum, s/he discusses the concerns with the Director of Field Education for immediate and appropriate action;
- For the senior practicum, after the interview, the field instructor completes the interview confirmation form indicating whether or not the student is accepted for placement, and it is the student responsibility to forward the form to the Director of Field Education.

#### During Placement

- Provides list of tasks for student development of an Individualized Learning Plan;
- Serves as an advocate for the student within the agency by facilitating the student's access to productive learning experiences and other learning activities/resources (i.e., professional conferences, interagency meetings, or field visits to other programs);
- Provides for the student's orientation to agency policies and procedures, ethical standards, and safety procedures;
- Evaluates the student's performance in the agency with regard to the specified practicum objectives and completes written mid-term and final evaluation forms highlighting student's strengths and areas for growth;
- Maintains close communication between field instructor and task instructor, in instances where task instructor is utilized, regarding student progress and learning needs;
- Negotiates and plans student assignments in accordance with the practicum objectives as identified in each practicum syllabus;
- Provides educational supervision, direction, and field instruction for each student assigned, at least one hour per week.

#### **BSW Student Roles and Responsibilities**

In order to have a successful practicum experience, students must take responsibility for their learning process and outcomes, as well as participate actively in the field learning opportunities. This responsibility includes the completion of required tasks prior to field entry. It is very important that students understand the importance of completing expectations in a timely and professional manner. Vital information including deadlines, time frames, field expectations, and processes are clearly communicated. All deadlines should be taken seriously -- failure to complete required tasks on time can have serious consequences. Missed deadlines could delay field entry and could potentially lead to failure of the practicum course. The student responsibilities include:



### Prior to Placement

- Acquire professional liability insurance. Students must subscribe to an insurance plan, most often offered through the National Association of Social Workers (NASW) or Health Providers Service Organization (HPSO). It is advised that students begin the application process early in the spring semester of their junior year. Liability insurance must be turned into the Director of Field Education by the established deadline.
- Meet with Director of Field Education to discuss personal needs, goals, and practice setting and population interests;
- Complete practicum application form correctly and submit it on time. *Late applications will be reviewed only after all other students in the cohort have been matched in an agency.*
- Convey to Director of Field Education any constraints or special circumstances regarding placement site;
- Participate in agency interviews as required.
- Once assigned to a specific agency, contact the field instructor to set up a confirmation interview and assure a goodness of fit between the student and the agency, if required
- Confirm placement with Director of Field Education or identify concerns immediately;
- Attend the mandatory field orientation session offered prior to field entry.

### During Placement

- Maintain professional and ethical behavior by adhering to agency standards, social work values, and the NASW Code of Ethics
- Maintain professionalism regarding consistency in hours, calling in when late or sick, appropriate dress for the agency, etc.
- Develop an Individualized Learning Plan with field instructor and seminar faculty and actively participate in meeting learning objectives and carrying out the student role in the agency
- Arrange for weekly supervision with field instructor and actively participate and be prepared for these meetings
- Attend all seminar sessions and keep the faculty informed of activities in the field. Report potential problems early so that appropriate action can be taken
- Keep the Director of Field Education informed of any change of addresses and phone numbers.

## **SELECTION OF AGENCIES AND FIELD INSTRUCTORS**

### **BSW Field Agencies Overview**

The Social Work Program strives to place students in agencies where the best possible learning experiences can be found. Students are placed in agencies based on various criteria including geographic preference and location, client population interest, agency setting, and availability of field instructors. Students are placed within a 65-mile radius of their home or DSC for their field experiences.

### **Host Agency Criteria**

Host agencies must meet the following criteria:

- Administrative policies regarding service to clients, to other agencies, and to the community should be consistent with the sound social work standards of practice appropriate to the particular type of agency.

- The agency should show stability of program and financial support. Alternatively, it may be at the cutting edge of innovative programming or practice.
- The agency should show ability to respond to the changing needs of the community.
- The agency should show capability for accommodating students.
- The agency must be endeavoring to meet progressive standards of practice.
- The agency should have formal safety policies and procedures.
- Preferably, the agency has a commitment to enter into a long-term relationship with DSC involving the training of numerous students over time.
- For senior practicum the agency and DSC social work program will enter into a written contractual agreement regarding the mutual expectations for affiliation (see Appendix E) Memorandum of Understanding.

Council on Social Work Education accreditation standards require that host agencies provide the following:

- The agency must offer a favorable setting and atmosphere conducive for social work learning.
- The agency must provide training opportunities in general practice methods and/or in areas applicable to the DSC BSW curriculum.
- The agency must have an employee who is a qualified field instructor or be willing to identify a task instructor who will supervise the intern and communicate closely with a qualified field instructor outside the agency.
- The agency has adequate facilities including provision of office space (as available), work materials, and equipment as needed for the student.
- The agency must allow all field instructors time for attending field instructor trainings offered by the DSC BSW program.
- The agency must allow all field instructors time for preparation for student instruction, for regular conferences with the student, consultation with BSW faculty, and, if needed, attendance at meetings held at DSC.
- The agency agrees that no student interns accepted by the agency will be discriminated against on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

### **Criteria for the Selection of Field Instructors**

Field instructors are nominated by the agency and approved by the social work program to provide practicum instruction to students. Field instructors select specific student assignments and instruct students in the skills necessary to fulfill these assignments in relation to the student's course work.

Field instructors must have graduated from a CSWE accredited institution. Field instructors for BSW students should, at a minimum, have a bachelor's degree in Social Work and two years post graduate experience. Ideally, field instructors will have the MSW degree and a minimum of two years' experience in the field post-graduation. The instruction of students can be shared between various agency personnel. However, the qualified field instructor in coordination with the agency appointed task instructor, when necessary, assumes overall responsibility for field supervision of the student.

It is desirable that field instructors be on site and on duty when students are in field work. During those periods when field instructor availability is not possible, other qualified staff members must be available for backup or consultation to the students.

Field instructors are required to participate in field instructor orientation and training provided by the DSC social work program. All new field instructors must attend the field orientation sessions offered before any students will be assigned to the agency.

Persons nominated to be field instructors should be members of an agency staff who show:

- evidence of competence in the practice of social work;
- concern for continuing professional development;
- commitment to the teaching function of social work field education;
- possess the interest in and have the time available for the regular instruction of students.

### **Agency Safety Guidelines**

Reduced budgets and clients with increasingly critical needs have resulted in increasing tensions in social work settings. Most agencies are under enormous pressure.

Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The social work program recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with classroom content on safety issues. Field Manual section entitled “Personal Safety and Risk Reduction Issues” (Appendix C) should be carefully reviewed by field instructors and students. The field instructor, task instructor, and student’s attention to safety in practicum is paramount.

The following guidelines are designed to supplement the field education program’s agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student’s educational agreement with the explicit approval of the field liaison to the agency. Moreover, it is recognized that the implementation of these guidelines may take some time. The field faculty may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so and current conditions are sufficiently safe to proceed with a field placement.

1. A field agency should have a policy and/or procedure on safety covering the following matters:

- Building and office security.
- Emergency procedures, including when and how to summon security or police assistance.
- Staff responsibilities and procedures governing the management of violent clients.
- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided.
- Alcohol and drug use policy formulated and posted.
- Guns and other weapons policy formulated and posted.
- Procedures for documentation and communicating with staff and students relative to incidents or threats of violence.
- Policy for aftermath of assault and threat of assault.
- Relationship with police should be established.

2. The agency should review with each student the above policies as part of the student orientation to the agency and provide training on safety issues and procedures. Consideration should be given training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

3. Although a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field instructor, and the field faculty. The following types of activities should be avoided assignments to students:

- Physical restraint of clients. Students may not restrain clients.
- Treatment of a client with a history of violence.
- Work in the agency at times when and/or in areas where other staff is not present.

4. The student's field instructor should know or be able to easily ascertain the student's location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

5. Thorough preparation should be made for student home visits with consideration given to the following elements:

- Selection of clients and home environments that are not assessed to be dangerous to the student.
- Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged to be normally safe.
- Discussion of the neighborhood, including any potentially dangerous areas.
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home.
- Clarification of the purpose and development of a specific plan for the visit.
- Discussion of what to do should the client or anyone else present a threat to the student.
- Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this plan may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The student's field instructor should know when a visit is to take place and at a minimum, telephone consultation must be available.
- In some situations, the student should be given permission not to make the home visit.

6. Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrange office furniture for an easy exit of client and worker.
- Minimize amount of unescorted traffic within the agency.

**If a student is threatened or injured in any way while in placement, or involved in an incident where his/her safety is, or could be, compromised, the incident should be reported immediately to BSW Program Director Tammy Rice (706) 272-4557 and to Liz Hubbs Director of Field Education (706) 272-4560.**

*Safety information is adapted from the University of Michigan School of Social Work Field Instruction Manual with permission.*

## **FIELD PLACEMENT PROCESS**

### **The Placement Process**

The responsibility for approving and selecting agencies and initiating placement arrangements rests with the Director of Field Education. The BSW program faculty assesses the suitability of agencies as student training sites and approve those that meet the School's requirements. Only school-approved sites can be used for field instruction.

BSW faculty routinely gather information from approved agencies as to the number of students that can be effectively accommodated, the type and variety of practice assignments afforded, the availability of qualified supervision, and other pertinent data. Field staff and faculty work cooperatively with agencies to enlarge and improve opportunities for field placements.

### **Procedures for Placement of BSW Students**

The Director of Field Education will support students in initiating the field placement and provide a timeline for this process. Some key information concerning BSW field education includes:

- Students are placed according to four major criteria - geographic needs, host agency availability, goodness of fit between the student and the host agency, and student interests and educational needs. Every effort will be taken to satisfy interest areas identified by the student, but field assignment predominately depends on availability of appropriate placements.
- Students submit an application for the field experience.
- Students **MUST** have proof of professional liability insurance prior to field entry.
- In-person, pre-placement agency interviews take place at the discretion of the individual agency and Director of Field Education.
- Assignments are made by the faculty for the best "goodness of fit."
- Student application is forwarded to the field instructor.
- BSW practicum assignment letter, with an Interview Confirmation Form are forwarded to the student.
- Students are expected to promptly contact their field instructor as instructed to plan for a discussion of start date, schedules, agency expectations, etc.

### **Agency Assignment Process for Students with Disabilities**

The foregoing procedures generally apply to students with disabilities. However, students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact the Director of Field Education to discuss special considerations and to help

arrange for aids or services that students may need to negotiate the practicum. This should be done upon admission to upper division. In situations where a student is registered with the Office of Disability Support Services, the Director of Field Education will consult with the Coordinator of Disability Support Services as necessary to arrange appropriate accommodations in the internship.

As required by federal and state law and by Dalton State College policy, field placements must be accessible to students with disabilities. Students with disabilities must have the same kinds of educational opportunities—including field placements in particular settings—as students without disabilities. The BSW Program consults with Disability Support Services to ensure equal access to practicum opportunities for persons with disabilities.

## **Senior Practicum Field Placement Process and Timeline of Field Activities**

### *Arranging the Placement*

***All placements are arranged through the Director of Field Education only.*** Students are not permitted to establish their own placement experiences or contact agencies requesting placement. Potential new field instructors may call the Director of Field Education to discuss the field placement approval process. Any agency wishing to be a new site for senior placements should contact the Director of Field Education by January to allow enough time to complete the review process for an August placement. In addition, field instructors must attend field instructor trainings. Upon review of student applications, the Director of Field Education, with assistance from the BSW faculty, will make the best matches of students to field placements.

### *Pre-Placement Interview for Senior Practicum*

Students may be asked to complete interviews with potential field placements. The student is responsible for contacting the agency contact to set up the visit. Students should prepare for this visit like a job interview, which requires appropriate professional attire. Students should have clear goals and learning priorities and be prepared to ask and answer specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc.

Students should also be prepared to answer questions about their background, educational and career goals, and why they might desire that particular placement. At the interview, agency personnel assess the student's level of interest and suitability for the general type of assignments they have in mind.

### *Field Orientation Meeting*

A mandatory field orientation session is provided typically in the first week of fall semester to prepare students for fall field entry. Engaging in orientation is the first step in professional behaviors and expectations of the student and is mandatory.

### *Agency Start and Finish Dates*

Students are expected to begin work in their placement agency no later than the Monday of the second week of classes during fall semester and beginning the first week of spring semester or as instructed. Students are also expected to work through Friday of the last week of classes, each

term, but may continue through final exam week if more agency hours are needed. Exact start and finish dates should be made at the student's pre-placement interview and in conjunction with the field instructor. Any arrangements that are made beyond or in lieu of these must first be approved by the Director of Field Education.

#### *Time Expectations/Requirements*

*Fall Semester* - Students are expected to be in the field for a minimum of 20 hours each week for 14 weeks. Most students will work in the field two days a week. Some students and agencies have alternative hours/needs that can be accommodated. A minimum of 280 field hours are required for the fall semester.

*Spring Semester* - Students are expected to be in the field for a minimum of 20 hours each week for 15 weeks. A minimum of 300 hours is required for the spring experience. A total of 580 field hours will make for successful completion of the BSW degree.

NOTE: Practicum seminars classroom hours (SOWK 4998/4999) do not typically count as hours spent in practicum unless specifically indicated.

- Travel to and from practicum does not count.
- No homework, reading assignments, or work for **other** classes is allowed during field internship hours.
- Agency reading can be counted toward hours but should be limited.

## **FIELD PLACEMENT POLICIES (in alphabetical order)**

### **Agency Re-Assignment Process**

The Director of Field Education will not consider a reassignment to another agency until the student has contacted the assigned placement agency and has gone for the pre-placement/confirmation interview to determine learning needs and agency expectations. After field work has begun, any student seeking approval to leave the agency where s/he has been assigned must speak first with the field instructor and the field faculty and follow the other procedures outlined in the section entitled "Termination of Practicum".

### **Appropriate Use of Interns**

BSW student intern task assignments in the host agencies will be consistent with traditional social work practice and will not include duties that might be assigned to employees including administration of drug screens, restraint of clients, and transporting clients.

From the Council on Social Work Education: Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment. Social work field education meets the following stipulations:

Field education is associated with an academic program at an accredited institution of higher learning.

Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.

The college or university exercises oversight over the internship program and provides educational credit.

The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.

The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site. The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

### **Change of Field Grade**

Although the SOWK 4998/99 final grade represents a split between field and seminar, the field faculty have the discretion to lower a student's final grade for: (1) failure to turn in when due: time sheets, weekly logs, Individualized Learning Plan; (2) failure to complete any assignment or course requirement; (3) failure to attend field seminar; (4) inconsistencies in student performance between field placement and field seminar; and (5) failure to complete the minimum of required field placement hours each semester. The final grade for SOWK 4998/4999 is determined by the Field Seminar Faculty as outlined in the course syllabus.

### **Credit for Work Experience**

In accordance with the Council of Social Work Education standards, no credit can be given for life experience or previous work experience.

### **Disclosure of Criminal History**

The social work program does not require all students to report any/all criminal history, as defined as a history of civil adjudication and/or criminal conviction(s), on their application to the BSW program. However, students are strongly encouraged to share this information with the Director of Field Education, as this information may impact placement decisions based on agency requirements or legal regulations.

Having a criminal record may impact a student's ability to secure a field placement, obtain a social work license, obtain malpractice insurance, and future employment as a social worker. Many field placements sites and social service employers require that students undergo a criminal background



check and drug test. Traffic violations can result in disqualification for employment that requires employees to drive motor vehicles at work.

### **Freedom of Information**

Information about a student intern that a field instructor shares with the Director of Field Education may be shared with the student. Similarly, students are free, if they wish, to see any forms or notes maintained on students to assist in planning and developing placements for them and assigning them to particular placements. Additionally, a copy of the first two pages of the field application form is sent to the assigned field instructor.

### **Grade of Incomplete/Remaining coursework**

1. Students will not be allowed to carry a grade of Incomplete or "I" for social work courses into SOWK 4998 or SOWK 4999. Thus, all "I's" must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for course work will delay a student's entry into the field.
2. Students must be fully admitted to the Social Work Upper Division prior to applying for Field Practicum.
3. All prerequisite coursework must be completed prior to admission to the field. Students are encouraged to discuss their course of study with their advisor to verify eligibility for fieldwork.
4. No credit for a course is granted unless minimum hours are completed and signed off by field instructor.
5. Final grades are not given and approval for graduation will not be granted, without all required field documentation submitted with **all** required signatures.

### **Inclement Weather Policy**

In the event that Dalton State College is closed due to inclement weather, practicum students are not expected to report to host agencies located in Whitfield County. However, good judgment should be used about the safety of travel to any agency. **In any case of absence, it is imperative that the student notify their field instructor.** This might involve negotiating with field instructors and task instructors the best way to contact them in case of such circumstances.

### **Night and Weekend Placements**

Occasionally, there are some approved sites that offer evening or weekend hours, but this is extremely rare. Under no circumstance will the educational objectives of the curriculum be compromised for a non-traditional placement. The field instructor must be available to provide adequate supervision and instruction.

### **Placement Process Expectations**

The Director of Field Education will arrange the placement opportunity for students. However, the responsibility of "being accepted" rests with the student. If there is not a match, the Director of Field Education will discuss feedback from interviews with the student and arrange another

placement interview. If a student is not accepted by an agency after a reasonable number of “good faith” matches, an academic review can be requested to examine options.

### **Policy Conflicts**

Should conflicts arise between agency and practicum policies, the field instructor and/or the student should immediately notify the field liaison and/or the BSW Director of Field Education, who will endeavor to work out a solution that is satisfactory to both the agency and the social work program. No alternative policy may be established which conflicts with the Memorandum of Understanding established between DSC and the agency.

### **Pre-Practicum Screens**

Students should anticipate requirement by host agencies for drug screening and criminal record check. Although the DSC BSW program does not currently require these screens, most agencies require one or both prior to the start of practicum. In some cases, the host agencies pay for the cost of the screening, but if not, the student will be responsible for the cost.

### **Professional Ethics**

It is understood that students will adhere to the expected standards for professional, ethical conduct and to the agency's policies and procedures as long as these are not in conflict with the NASW Code of Ethics.

A salient issue for students during the practicum is confidentiality of case records and recordings. Students are expected to review their work with clients and agency records pertinent to their assignments as an important component of their preparation for work with clients and supervisory sessions with field instructors. However, the supervisory review of student work does not extend to anyone outside the agency, except the field faculty. In short, **UNDER NO OTHER CIRCUMSTANCES** than their private review or presentation to the field faculty, may students remove client information, interview recordings (written, audio taped or videotaped), evaluation summaries, etc., from the agency without the explicit permission of the field instructor. Client consent should be obtained before any contact recording is done.

**A student's failure to adhere to the NASW code of ethics and all expected standards for professional, legal, and ethical conduct will be considered grounds for termination of the practicum, a failing grade in the practicum, and termination of the student from the BSW program.**

### **Professional Insurance**

Prior to the beginning of the practicum, students are required to provide proof of current liability insurance that provides appropriate coverage of any claims that might be entered against them in the discharge of their professional responsibilities during their student internship. Students must purchase liability insurance through the National Association of Social Workers. Liability insurance is available through other companies, but these **may not** be used for the purposes of obtaining the required coverage for practicum. (NASW provides a reasonably priced membership and liability insurance policy for student members; application forms for NASW membership and professional liability insurance through NASW are available online at [www.socialworkers.org](http://www.socialworkers.org).) The responsibility for liability insurance coverage rests with the student, not with the agency.

In addition, some agencies require students to obtain health insurance coverage. Students are urged to discuss any concerns about their potential health or safety hazards in the practicum site with their field instructor and/or field liaison.

### **Safety Issues**

The safety of students in practicum is of prime importance to the BSW Program and to field agencies. It is imperative that students feel safe in order to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these concerns with their field instructor. After gathering information to assess the situation, the student still does not feel safe in order to carry out assignments, s/he is encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, s/he should also consult the field faculty for assistance. Guidelines for personal safety and risk reduction are provided in Appendix C of this manual.

### **Senior Practicum Field Experiences**

*Required: Any learning plans that do not include these components must be approved by Director of Field Education.*

1. Generic field assignments including case management, program planning and administration, intakes, intake or follow-up phone calls, advocacy, and outreach.
2. Creation of an independent research Capstone/Exit project throughout the two semesters of senior year. This research must be approved by the agency and takes place within the agency setting. Examples of data gathering include staff surveys, client record reviews, client interviews, etc.
3. Spring semester senior year or earlier with approval from faculty: Individual case assignments (2-4 cases) which allows student sufficient exposure to a variety of populations. This can include the opportunity to do group work.
4. Opportunity for a student to determine a treatment plan for a client, to administer the intervention, and to evaluate their practice.
5. Weekly supervision from the Field Instructor
6. Experiences with other social agencies in the community such as the courts, schools, health departments, etc.

*Supplemental:*

7. Group work
  - observation or co-lead group sessions
  - with guidance: develop, implement, plan, and lead (or co-lead) group sessions
8. Family interventions
  - observation or participation in family therapy or meetings
9. Participation in agency/organizational meetings and committees
10. Participation in community meetings, interagency meetings, committees
11. Participation in staff development seminars, intern seminars, case conferences
12. Peer group (intern) supervision

**The above is to be used as a guide. Each setting has its unique requirements and learning opportunities. Depending on the agency and the intern's learning needs, the hours and experiences may be arranged differently.**

### **Schedule (Senior Practicum)**

The weekly schedule for all of the practicum is established on an individual basis with the agency in which the student is placed. Schedules are to take into account the needs of the agency, school, and individual student. Whereas most BSW students will be in the field two days a week, students will, from time to time, extend their clock-hours beyond the hours allocated to the practicum in order to meet professional responsibilities or obtain access to special activities. When students have been engaged more than the needed weekly clock hours, they will take compensatory time off from practicum. To assure that the time off will not disrupt the student's practicum responsibilities, changes in schedule should be arranged with the approval of the field instructor. Accumulation of more than 5-6 hours over the requirement should be avoided through compensatory time. All students will remain in their field placement sites throughout the entire semester. Of utmost importance is the need for students to be in agencies when there are maximum opportunities for interaction with other professional staff to facilitate student participation in professional decision making and collaborative work. Students should clarify agency expectations for their practicum hours at the time of the initial interview with the field instructor. Student practicum schedules are approved by both the field/task instructor and the field seminar faculty.

### **Sexual Harassment**

Dalton State College is committed to providing a professional working environment that is free of sexual harassment. The sexual harassment policy extends to field work and can be found in DSC policy and is posted in various locations throughout the DSC campus. The DSC social work program will not condone harassment in any form and will take action against any individual agency or field instructor who violates this policy.

### **Student Continuation in the Practicum and/or with Clients Upon Graduation**

Occasionally, agencies seek to employ a student with whom they have worked in the practicum. Should that situation arise while the student is still in the practicum, the student and the field instructor must discuss those arrangements with the Director of Field Education. In such instances, the director will assure that the necessary safeguards are in place to protect the integrity of the student's learning experience.

**Following the end of a student's practicum, it is strongly recommended that the student not continue to provide service in the agency as a volunteer. Only in response to a request by the agency, and only in rare circumstances even then, should a student ever plan to continue to render professional services to a client to whom he/she was assigned as part of the practicum. Students and agencies are advised that the professional liability insurance acquired by the student is for student coverage and is distinctly different than coverage of a professional employee. Students are required to notify the insurance provider if they are remaining in the agency and practicing in a volunteer or newly hired staff role and are no longer students.**

**Under no circumstances should a student continue to work or have relationships with clients initiated during their practicum and not be under the auspice of the agency. Continuation of service to clients after the completion of the practicum, unless specifically requested to do so by the agency, will be considered a breach of professional social work ethics.**

**Upon completion of the official practicum the student is no longer under the auspices of the Dalton State BSW Program or the Memorandum of Understanding between the agency and**

**the college. The BSW program has no responsibility for student activities in the agency setting if the practicum is complete.**

### **Student Use of Automobiles**

Due to significant liability to students, host agencies, and the DSC social work program, students **may not** transport clients. Students **may** ride with employees who are approved by the agency and are transporting clients. Students may be asked to use their own automobiles to transport themselves to meetings, court hearings, home visits, etc.

### **Student Use of Social Media and Technology**

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your **professional image**, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the Department of Social Work, and the profession.

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should **never** reference information or events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency as well as the privacy of the social work student.

While functioning as a student in the BSW program students are **prohibited** from having **any** social media relationship (including but not limited to text messages, Facebook, Instagram,

SnapChat) with employees and clients of the field agency. All contact between BSW students and clients of agencies must fall within the personnel policies and ethical and legal guidelines of the individual agency. Additionally, all contact between students and employees of the agency must follow these same guidelines.

Adapted from the UNC-CH School of Social Work, used with permission.

### **Students Working Full-Time**

Working students should expect to significantly reduce or discontinue their work commitments to accommodate the demands of the senior practicum or consider completing senior course requirements in more than one year. The competing demands of practicum, academic assignments, and employment often detract from the overall learning experience of the field practicum. In addition, the number of weekly field hours required makes working full-time extremely difficult. Under no circumstances will the number of required field hours be reduced.

### **Termination of Practicum**

A student's practicum may be terminated by the student, field instructor, agency administrator, or Director of Field Education and/or Program Director for any of the following reasons:

- Level of student preparation for the practicum. Although the BSW student is in training and students are learning, it is assumed that the student has acquired the competencies expected for participation in the work- world (e.g., arriving on time, managing one's schedule and communicating it to others as appropriate, presenting and conducting oneself in a professional manner--including dress and other aspects of self- presentation as well as engaging in appropriate interpersonal interactions). Evidence to the contrary of the above expectations--given appropriate efforts by the field instructor and field faculty to assist the student in remedying these deficits--will constitute grounds for the agency's withdrawal of the practicum for that student.
- Student failure to meet the expected standards for ethical professional practice as noted above in the section "Professional Ethics" and as described in the NASW Code of Ethics.
- The agency's failure to provide the expected learning experiences and/or appropriate supervision or to meet any of the other expectations identified in the Memorandum of Understanding between the agency and the College. (See Appendix E).
- Unexpected events in the life of the student or in the agency that jeopardize the quality of the students learning experience.
- Breach of professional confidentiality
- Being under the influence of alcohol or controlled substances during class or practicum
- "Mismatch" between the field instructor and/or agency and the student. Sometimes, differences in learning or interpersonal styles emerge as the student and field instructor begin to work together rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare, but they may generate recommendations for a change in the practicum arrangements.
- Insubordination
- Stealing
- Unprofessional involvement while engaged in practicum

- Violation of school academic dishonesty policy
- Grade average falls below 2.5
- Student misconduct as identified by university system/DSC student handbook with a client or supervisor

Any number of the circumstances cited above is not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what was expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program of study. Whatever the reasons prompting consideration of practicum termination, the student, field instructor, field faculty, and the BSW Director of Field Education will work as a team to resolve problems and develop appropriate solutions.

#### Field Instructor Initiated Termination

- As soon as the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss, as soon as possible, any such problems with the student and the field faculty. The BSW Director of Field Education should also be immediately informed.
- If issues cannot be resolved, the field instructor can request termination of the placement. This request should be provided in written form with the pertinent issues outlined. A written explanation is helpful in reviewing the student's needs and to assist with future planning.
- The seminar instructor will provide a written summary of the termination request (including the event(s) prompting the termination and the reasons for it) to the BSW Director of Field Education with a copy to the student.
- The Director of Field Education will activate appropriate "next-steps" with the student, for the student's placement in another setting, or with the Program Director for an academic review of the student's standing in the program.

Academic review: If the practicum termination raises question(s) as to whether the student should continue in the BSW program or whether the student's program of study should be significantly altered, an academic review may be convened by the BSW Program Director. Request for an academic review may be made by the student, field seminar faculty, and/or Director of Field Education.

#### Student Initiated Termination

Some students, for various reasons, may seek approval to leave their placement agency during their fieldwork experience. Changing field sites can only be based on compelling circumstances, and these are reviewed on a case-by-case basis. In addition, the Director of Field Education and the BSW Program Director must approve a change. This procedure often requires the student to undergo another orientation to an agency and start-up delays are inevitable. Additionally, changes in senior placements will involve re-thinking the Capstone research and might involve extensive re-writing and reapplication for DSC Institutional Review Board approval. Changes in placement may result in a delay in completion of the BSW program and/or graduation. Before any decision regarding a transfer is made, students should:

- Discuss any concerns they have with their field instructor.

- Arrange to see the field seminar instructor to discuss the nature of the educational concerns and the steps already taken to address them with the field instructor.
- Decide with the field instructor and the faculty if the challenge(s) in the placement can be resolved.
- Work with the field instructor and Director of Field Education, if a transfer is recommended, to complete termination tasks and establish a time frame within which the transfer is appropriate. Alternative placement within the agency will be considered before those external to the agency.
- Meet with field faculty/academic advisor and the Capstone professor (SOWK 4401/4402) to discuss educational objectives and seek guidance.
- Arrange for a meeting with BSW Director and Director of Field Education and field faculty to discuss options around termination. A written explanation of the request is required.

### **Vacations, Holidays, Semester Breaks, and Other Absences from Senior Practicum**

Time off between semesters is limited to the official break as designated by the academic calendar. If the break would be more conveniently taken at another time, due to agency scheduling needs, than that between semesters, an alternate time might be negotiated with the field instructor and field faculty. The Director of Field Education must be notified in advance of this change as well. Students may not, however, shorten their practicum to less than the weeks required. Students are to follow the agency holiday schedule while they are in practicum. In cases where Dalton State College is on holiday break, it is important to make arrangements with the field instructor for time off. In addition, students may take off for religious holidays which they observe, as well as any holidays observed by the agency, without penalty as long as the student has verified that the hour requirements of the practicum are not compromised and appropriate communication takes place. In no way should student vacations or holidays compromise the integrity of client-worker relationships, and all time off must be made up.

It is understood that occasional illness or other emergency may necessitate absence from the practicum. Students are expected to communicate with the field instructor and work out a plan. Compensatory time might be used in this instance. If the absence is more than one day, the field faculty must be notified. In no instance will arrangements be approved that result in a practicum deficit in the required total hours or the specified time-span. Students may be absent from the practicum in order to be present at a final examination class session which is often scheduled (by DSC) at a time different from regularly scheduled class time. Students are expected to inform their field instructors of these dates as soon as possible and to make appropriate plans for professional responsibilities.

Occasionally, a class instructor will make special plans for an activity that is not on a regularly scheduled class day. In that case, the student and field instructor must communicate and establish an appropriate plan.

In all instances where a student is absent from the field, the agency must be notified of the absence at the earliest possible time. Absences from the field are allowable only for **compelling reasons. All absences must be made up, and the minimum amount of field hours achieved, before a grade can be earned for that term. Absences from the field (for illness or approved reasons) should be made up during the same week if possible and no later than the following week. All absences from the field should be noted on the student timesheet.**



It is anticipated that students who need to make up any extended absences from the field will typically be able to do so during the final week of the term, which follows the final week in practicum. However, there may be circumstances in which a student is absent for compelling reasons for such an extended period of time that the absences cannot be made up in the term in which they occurred. In such a case, if a plan is approved by the field instructor and the field faculty to make up the absences in a subsequent term, then the grade of “I” (Incomplete) will be entered by the faculty and removed once the absences are made up. **The BSW Director of Field Education must be notified and must approve these arrangements in advance.**

#### **TEVERA-**

The DSC Social Work program utilizes the TEVERA management system for completion of field forms, tracking field hours, and other field education tasks. Students will purchase the TEVERA system prior to placement in the field. The system will be utilized throughout the senior field practicum. Purchase and use of the system is required of all students in field placement.

#### **Worksite Practicum**

Students interested in worksite practicum setting should submit an application to the Director of Field Education describing the agency and program where they work, their current position and duties, work schedule, and name and title of supervisor. The request should also include a description of the proposed practicum, assignments, field instructor, and placement schedule. The request should be signed by the student, and the current and proposed supervisors. All criteria for supervision and activities described for practicum experiences must be met in worksite placements. All worksite requests will be reviewed for consideration on an individual basis. Submitting this does not guarantee approval of the request. Academic credit cannot be given for previous work experience.

Students may request to have their placement located within their employing agency providing the following conditions are met:

- The agency is currently an approved field instruction agency or is willing to serve as such for future placements.
- The field site is administered in accordance with the pattern established for all students.
- The student and the Director of Field Education are assured that the student and the field instructor will have release time for academic and field instruction respectively.
- Field instruction and assignments are educationally focused rather than centered on agency services.
- The activities and assignments for field work are specifically related to the application of field seminar course objectives.
- The practicum field instructor meets the criteria that are established for all other field instructors.
- The activities and assignments for the practicum are clearly delineated and **separate from other work assignments** in that:
  - **they consist of a set of different tasks;**
  - **they are located in a different work unit or division; and**
  - **the field instructor and work supervisor are different persons.**

- The responsible agency official sends the Director of Field Education a proposal or a letter signifying acceptance of the conditions above. In addition, a general plan shall be presented identifying the nature and quantity of the student's intended assignments.
- Each proposal that meets the above criteria will be examined on its merits. Approval of a work site placement does not affect the total number of practicum credit hours a student must earn.

## **APPENDIX A**

### **Orientation**

The following documents are included here for the benefit of field and task instructors in planning for student learning experiences.

#### **ORIENTATION TO THE AGENCY**

The BSW Program provides the student with a general orientation to the profession and to field education.

The agency is responsible for agency-based orientation, which typically occurs during the first week of field work. In general, the orientation should consist of acquainting the student with the various services offered by the agency and the range of scope of possible assignments. Planning for these assignments should begin right after the orientation period, and specific initial assignments should be identified. The student should use the orientation period to begin developing a written learning contract, the Individualized Learning Plan (ILP), which will serve as a guide for the current term of field work experience.

The BSW Program's rationale for the agency orientation to field instruction is twofold. First, before the student engages with clients, agency staff, communities, etc., s/he should have some knowledge of professional roles and relationships, the ethics of the profession, and the nature of service delivery systems, as well as some acquaintance with various theories of human behavior, specific to that particular agency. Second, students are expected to gain knowledge about the range and type of specific agency services, agency structure and staff roles and responsibilities, as well as inter-agency and community relationships. A well-planned and organized orientation within the agency will not only provide information useful for student performance but will serve the agency by enhancing the potential for greater student productivity.

Agencies may wish to take different approaches to the agency orientation. One approach is to schedule various activities which could include reading reports and other agency documents, interviews with staff, and observation within the agency and at other related agencies and facilities such as court hearings, staff team meetings, or family team meetings. Observation of interaction with clients as soon as possible in the orientation will allow the student to ask related questions and understand the agency's programs and services. A somewhat richer approach is to schedule all of the above and to begin to introduce related tasks into the assignments. For example, a student who is scheduled to visit another agency may be asked to obtain information needed by the placement agency, or the students watching interaction with clients might be asked to think about how they would have handled the interaction if they had been the social worker.

### **SOME PRACTICAL IDEAS FOR ORIENTATION:**

#### Intern Packet

- useful information about the agency, services, personnel, helpful terminology, organizational chart, etc.
- various readings about population, settings or other helpful "orienting" contextual information
- special paperwork, forms.
- establishing hours
- protocol for absences

#### Agency Tour

- meet personnel, supervisory staff, secretarial staff, etc.

-facility tour and student's space of their own-office/desk/phone/computer  
-formally introduce student at agency staff meeting.

Inform intern of agency policies and procedures, including informal procedures around agency facilities. Orientation should always include a review of the agency's safety procedures.

Supply student with some office supplies.

Arrange for lunch plans on the first day so student doesn't feel isolated or alone.

Have the student "shadow" you on the first day or two (or at least for a few hours) to help acclimate them to the setting.

Give student an opportunity for client contact in the first two days.

Meet with student at the end of every day the first week or two. Have them drop by your office – but also explain long-term expectations for contact over the weeks ahead.

Meet with the student formally for supervision the first week – plan on discussing at least one case to set the tone for supervision.

Set the schedule for supervision blocks of time each week in addition to informal "chats."

Allow for the student to take some initiative for their own learning and plans for their time, but work closely with the student in developing their ILP, which will be due in seminar class early in their learning experience.

If appropriate, help the student to develop a "project" that they could accomplish over the course of the term. Senior students will need assistance with plans for their Capstone research project. Senior students at DFCS should work from the training guide developed for new employees.

## **ORIENTATION ASSIGNMENT**

### **Worksheet on Preparing to Enter the Field Agency**

This worksheet will assist student in preparing for the semester ahead. Use of this worksheet is not required but encouraged of all students entering placement. It will help the student and the seminar instructor identify any areas that need attention early on in the practicum to help avoid future difficulties. The ultimate aim is to foster student achievement and self-efficacy in experiential learning, given the long-term developmental importance of good first starts.

1. What will be your primary duties while a student intern?
2. When and how often will you meet with your supervisor?
3. How does your supervisor want you to prepare for supervision?

4. Who will be your “back up supervisor” in the event your supervisor is not available?
5. What will be your usual schedule?
6. What are the policies and procedures regarding client confidentiality at your agency?
7. What are the policies and procedures related to client safety?
8. What risk assessments have you made regarding safety at the agency?
9. What is expected dress code at the agency?
10. What is required of you in regard to documentation?
11. What skills set do you need to practice at your agency?
12. Are you required to tell clients and other professionals that you are in the roles of BSW student intern? Please explain.
13. Identify several resources you will need to draw upon to increase your skill set, knowledge, and practice methods in serving your clients. Such resources can be journal articles, skills development, consultations, etc.
14. What kinds of orientation are you receiving at your agency? Do you need additional orientation? Please explain and describe.

Revised 7/2015 TMR

## **APPENDIX B**

### **Supervision**

#### **Description of Supervision**

The Council on Social Work Education, the national accrediting body of undergraduate and graduate social work programs, requires a minimum of one hour of weekly supervision. The DSC BSW program expects that the field instructor will meet for a minimum one hour of individual supervision per week with each student.

Typically, field instruction of students occurs through a variety of styles and methods, including formal individual scheduled time with the field instructor, group or team supervision, demonstration, coaching, and team meetings. The choice of which activity best fits the student and

the assignments are left to the field instructor. However, the pattern of instruction must be by design and minimum contact time must be established.

The student is expected to take a proactive stance in regard to the use of instructional time. This can mean formulating questions, topics, and/or agendas and any relevant written materials (such as case notes or reports or drafts) for field instruction conferences or meetings. Students are urged to share their weekly “Log” with their field instructor.

### **Suggestions on How to Structure a Supervisory Session**

1. Hold the student accountable for being prepared for supervision. Students are responsible for bringing an agenda to the meeting.
2. Be aware that the weekly “Log” is a tool for the student to use to prepare for supervision. In the log the student identifies from practice experience questions for the field instructor. The students should have the log and questions in hand when they attend supervision. Ask your students to use this opportunity.
3. The field instructor can (and should) ask the student to discuss academic assignments during supervision. Field instructor input and guidance in academic assignments enhances the quality of the learning experience.
4. Use supervision to regularly ask the student how she is doing, and what she is feeling about the practicum setting, her practice experiences, and about your role in her learning. Recognize that BSW students are not good at sharing problems or negative feelings (in a constructive manner) with instructors. Do not accept from the student that “everything is fine”. Facilitate her learning to identify and articulate a description of her needs and concerns.
5. Remember that although you are a facilitator of the student’s learning experience, you should play a significant and active role in ensuring that learning occurs. Field instructors serve in a capacity which is equivalent to classroom instructors. You are the “Instructors of Field Learning”.

## **APPENDIX C**

### **Personal Safety and Risk Reduction Issues**

The BSW program attempts to make students aware of safety issues and be better prepared to handle potentially dangerous situations. Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction is also included in this section. This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect yourself or clients.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, angry male clients, and abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, overstress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition.

Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period. The goals of risk prevention and management strategies should be:

- protect yourself, the client, staff, and others in the environment;
- help the individual gain control with the least amount of pain and guilt;
- help the individual focus on the source of anger, fear, frustration, etc.
- assist the individual to express these feelings verbally rather than in actions.

#### **General Risk Reduction Guidelines**

- Walk with a sense of purpose. Be aware of body language.
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
- Do not walk on side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
- Be aware of safe places such as stores, library, school, and community centers to use as refuge.
- Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
- Wear sensible appropriate clothing, low heeled shoes, and no jewelry which could be snatched off or wrapped around your neck.
- Do not give money to people who ask for it.
- Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes.

## **Risk Reduction Guidelines in Fieldwork**

Students should receive a specific orientation to agency policies and procedures regarding risk management. **If the field instructor does not provide this orientation, students must ask for it.** Students should also learn about the agency's informal methods for assessing and handling risk situations. Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

- Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. (A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without backup staff or security available).
- Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects which can be used as weapons (ashtrays, sharp objects, or a hot cup of coffee) away from clients.
- Where possible, alert staff members that assistance may be needed before entering the crisis situation.
- Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.
- Take a non-threatening posture to avoid appearing confrontational but take a protected posture as well. This usually means standing at a safe distance away from sudden lunges, punches, and kicks. Avoid a "stare down" by periodically breaking eye contact.
- Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk him/her down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with him/her, not necessarily the staff with the most authority or rank.
- Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly.
- Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions which can be performed immediately. Depending on the cognitive abilities of the individual, limit-setting may take two forms:
  - Direct: state clearly and specifically the required or prohibited behavior.
  - Indirect: allow the individual to choose between two acceptable behavioral alternatives.

## **What to do if you are attacked or seriously threatened during fieldwork**

- Follow agency procedures to manage the immediate situation and to report the incident informally.
- Get any needed medical care and debrief with your field instructor.
- Immediately notify the Director of Field Education, or BSW program director).
- Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

*Adapted from the University of Michigan School of Social Work Field Instruction Manual*



# APPENDIX D

## Ethics

### CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

*All students receive a copy of the updated NASW Code of Ethics in their Junior year and are expected to keep and reference this throughout the senior field practicum.*

International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW)

*ETHICS IN SOCIAL WORK, STATEMENT OF PRINCIPLES*

### **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008  
NASW Delegate Assembly

#### **PREAMBLE**

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

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

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

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

**Value:** *Competence*

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

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

## **ETHICAL STANDARDS**

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

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

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### 1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before 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 which there are 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 client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 1.08 Access to Records

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

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

#### 1.09 Sexual Relationships

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

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

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

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

#### 1.10 Physical Contact

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

#### 1.11 Sexual Harassment

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

#### 1.12 Derogatory Language

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

#### 1.13 Payment for Services

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

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

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

#### 1.14 Clients Who Lack Decision-Making Capacity

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

#### 1.15 Interruption of Services

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

#### 1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### **2.04 Disputes Involving Colleagues**

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

### **2.05 Consultation**

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

### **2.06 Referral for Services**

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

- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

#### 2.07 Sexual Relationships

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

#### 2.08 Sexual Harassment

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

#### 2.09 Impairment of Colleagues

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

#### 2.10 Incompetence of Colleagues

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

#### 2.11 Unethical Conduct of Colleagues

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

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### 3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or of potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### 3.02 Education and Training

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



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

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

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

### 3.03 Performance Evaluation

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

### 3.04 Client Records

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

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

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

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

### 3.05 Billing

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

### 3.06 Client Transfer

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

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

### 3.07 Administration

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

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

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

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

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

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

- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor-Management Disputes

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### 4.01 Competence

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

### 4.02 Discrimination

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

### 4.03 Private Conduct

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

### 4.04 Dishonesty, Fraud, and Deception

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

### 4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### 4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

### 4.07 Solicitations

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

### 4.08 Acknowledging Credit

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

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

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

### **5.01 Integrity of the Profession**

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

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

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

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

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

### **5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

#### 6.02 Public Participation

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

#### 6.03 Public Emergencies

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

#### 6.04 Social and Political Action

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

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

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

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

# **International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW) Ethics in Social Work, Statement of Principles**

## **1. Preface**

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflict in interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2).

This definition stresses

principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

## **2. Definition of Social Work**

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people

interact with their environments. Principles of human rights and social justice are fundamental to social work.

## **3. International Conventions**

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

## **4. Principles**

### **4.1. Human Rights and Human Dignity**

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

#### **4.2. Social Justice**

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination<sup>1</sup> - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.
2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

#### **5. Professional Conduct**

It is the responsibility of the national organizations in membership of IFSW and IASSW to Develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

*The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004*

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**APPENDIX E**  
**TEMPLATE FOR**  
**Memorandum of Understanding**

**MEMORANDUM OF UNDERSTANDING CONCERNING**  
**AFFILIATION OF STUDENTS FOR SOCIAL WORK PRACTICUM**

This is a Memorandum of Understanding on the part of \_\_\_\_\_ hereinafter referred to as “Facility” and the Board of Regents of the University System of Georgia on behalf of the Dalton State College School of Social Work, hereinafter referred to as “College.”

**A. PURPOSE:**

1 The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality practicum learning experience for students in the College’s School of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients/consumers.

2 Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

**B. GENERAL UNDERSTANDING:**

1 The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the College and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.

2 The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student’s failure to comply with the rules and policies of the Facility or the College, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.

3 There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student’s effective participation in the program.

### C. FACILITY RESPONSIBILITIES:

1 The Facility will retain responsibility for the services to clients/consumers and will maintain administrative and professional supervision of all service activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its services, direct and indirect, to clients/consumers.

2 The Facility will provide adequate practice for participating students in accordance with the practice objectives developed through cooperative planning by the college's departmental faculty and the Facility's staff.

3 The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum training programs.

4 Facility staff shall, upon request, assist the College in the evaluation of the learning and performance of participating students.

5 The Facility shall provide for orientation of both College faculty and participating students to the facilities, philosophies, rules, and regulations and policies of the Facility.

6 Subject to the Facility's overall supervisory responsibility for client/consumer services, it may, but is not obligated to, permit appropriately licensed faculty members to provide such services at the Facility as may be necessary for teaching purposes.

7 All medical or health care (emergency or otherwise) that a student or College faculty member receives at the Facility will be at the expense of the individual involved.

8 The Facility shall do or cause to be done the following:

a. Provide an experienced field instructor(s) for BSW student who shall have responsibility for the field related educational program of the student, including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with administrative records.

b. Provide administrative support for the identification and provision of education opportunities for the student. These educational opportunities shall be incorporated into the Practicum Learning Plan. The Practicum Learning Plan shall be drawn up at the beginning of each academic term in a conference including the designated facility field Instructor, the field liaison, and the student. This plan must be approved by the field liaison. Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Practicum Learning Plan. The facility agrees to work with the College in arranging these additional opportunities for the student.



c. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Practicum Learning Plan and agreed to by the facility field instructor of the student.

d. Permit the facility field instructor to set aside designated time each week for instruction of the student for educational purposes, and to attend meetings/training sessions for field instructors.

#### D. COLLEGE RESPONSIBILITIES:

1 The College will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the direct practice phase of their overall education. The College will retain ultimate responsibility for the education of its students.

2 Prior to the commencement of a practicum training program, the College will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.

3 The College will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client/consumer services. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.

4 The College will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.

5 The College will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.

6 The College will encourage student compliance with the Facility's rules, regulations, and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the College will keep each participating student apprised of his or her responsibility:

a. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.

b. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.

c. To conform to the standards and practices established by the College while training at the Facility.

d. To keep in confidence all medical and health/mental health information pertaining to particular clients/consumers.

7 If required by the Facility, the College will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

E. MUTUAL RESPONSIBILITIES:

1 The parties will work together to maintain an environment of quality practicum learning experiences and quality client/consumer services. At the instance of either party, a meeting or conference will be promptly held between College and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.

2 Unless sooner canceled, or provided below the term of this affiliation for training shall be for 12 months, commencing on \_\_\_\_\_ and ending on \_\_\_\_\_. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be canceled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

(ADDITIONAL SIGNATURE PAGE)

# APPENDIX F

## COVID-19 and Social Work Field

### Safe Return to Social Work Field Experiences

1. Shelter in Place/Stay at Home orders lifted to the extent that return is allowed
2. Documented completion of required student educational modules on COVID-19 as a part of field education training.
3. Confirmation by Director of Field Education and documentation that clinical or fieldwork site meets the following guidelines:
  - a. Willing and able to provide a quality educational experience
  - b. Screening and policies in place for individuals presenting with signs and symptoms
  - c. Infection control measures confirmed
  - d. Protocol or policy for students related to COVID positive client/patient care OR high-risk situations where high risk exposure to yet undiagnosed clients/patients is likely (ER or urgent care settings, hospice placements)
    - i. No contact
    - ii. Contact with appropriate PPE consistent for their staff
4. Student completes a self-screening survey to identify higher risk for severe illness from COVID-19 according to CDC guidelines including:
  - a. 65 years and older
  - b. Underlying medical condition, including
  - c. Students with chronic lung disease or moderate to severe asthma
  - d. Students with serious heart conditions
  - e. Students who are immunocompromised (e.g. cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, prolonged use corticosteroids or other immune weakening medications)
  - f.. Students with severe obesity (BMI of 40 or higher)
  - g. Students with diabetes
  - h. Students with chronic kidney disease undergoing dialysis
  - i. Students with liver disease

5. Students will follow DSC and USG protocol and notify Director of Field Education to review understanding of risk should student wish to self-identify as being at risk. Group meetings for students who do not identify themselves to be at high risk are acceptable. Individual meetings should be held with students in the high risk category.

6. Students who have self-identified higher risk for severe illness from COVID-19 and who do want to return to their clinical experience, must also sign that they have spoken with their health care provider and are cleared to participate in field placement where exposure to COVID-19 is possible.

Additional Student Information Regarding COVID-19

-Student safety and well-being are our primary concern. The DFE will be working closely with your field instructors to ensure that you can practice and meet the CSWE requirements for field in the safest possible manner. The processes and procedures for doing so will be thoroughly covered during field orientation and training and be on-going during field seminar.

-Our program will be following all the guidelines and requirements as established by the University System of Georgia and Dalton State College. Additionally, our field students will follow all safety requirements as outlined by their individual field agencies. This may include, but is not limited to: COVID-19 testing, utilizing masks and PPE, following specific agency safety and health protocols regarding client contact, health screenings, immunizations, quarantines, etc.

-Many of our field partner agencies are still practicing remotely and may not be ready to welcome students on-site at the beginning of our academic year. Additionally, some agencies may learn that they will be unable to host students as planned due to COVID related closures or other organizational demands. Given this, field placements may not look like field work has looked in years past. Students should know that virtual field activities may be a part of the field experience. Students may also find field work may be disrupted, field placements may change, or students may complete field work in more than one setting. The DFE will work with students and field agencies throughout the academic year and the process of determining how individual field experiences will progress will be a transparent one. While student's educational experience is our priority, we are also committed to our field partners and to ensuring that our students are a benefit to the organization and the individuals they serve.

-The field program will work closely with students to ensure that they can meet all requirements for CSWE field hours and at the same time we are also prepared for the possibility of a return to distance-learning and the cessation of field activities at a later point in the academic year. To that end, the 2020-2021 field program will require **20 hours** of field hours per week. The DFE will review with students how they will accrue your field hours. There will be weeks that the 20 hours include additional trainings, activities or simulation activities on campus. Additionally, time in field seminar and supervision may also count toward these hours. Students should plan their schedule for the year to allow for 20 hours of field time and coordinate this with the DFE.

-Given the realities of distance-social work practice, field agencies may require that work be completed off-site. The DFE will review with you all the legal and ethical requirements of virtual social work and the use of technology while practicing. This may also require that students 1. have a computer or laptop specifically dedicated for their own use and not available to/shared with other members of your household. 2. have consistent and regular access to internet service from home 3. have a space in the home where they can practice while reasonably insuring the confidentiality of your work. This space would need to be “off limits” to others in the household while engaged in any work that might include tele-conferencing with staff or clients. 4. the ability to ensure that all devices used for practice are password protected and cannot be accessed by other members of the household. If you know that you are not able to meet these requirements you should let the DFE know **immediately**. We will work with our students to prioritize finding the tech equipment needed for field, but the availability of equipment is limited. Students must discuss with the DFE all concerns regarding the ability to work from home. Students will be expected to discuss with the DFE any changes in their ability to practice distance tasks throughout the semester.

-Our program will be following the protocol established by the USG and Dalton State regarding student exposure to COVID-19. Strict adherence to the policy is of importance to students in the field. The DFE will review as a part of field training the requirements for reporting COVID exposure, testing, isolation and/or quarantine and contact tracing protocols. Also, adherence to health and safety regulations as outlined by public health officials is an essential aspect of practicing social work as outlined by our professional Code of Ethics. Students who have any health needs, or concerns that may prevent them from adhering to these protocols should inform the DFE immediately.

## **APPENDIX G Forms**

***All practicum related forms are subject to change during the academic year to meet the needs of students, faculty and field agencies. Students should use forms as distributed to them by the field faculty.***

Senior Practicum Application

Field Contact Form

Student Statement of Understanding

Record of Practicum Hours (“Time Sheet”)

Self-Assessment for field

Guidelines for writing ILP

Interview Confirmation Form (senior practicum only)

Senior SOWK 4998 Individualized Learning Plan

Senior SOWK 4999 Individualized Learning Plan

Rubrics for Evaluation

Intern Remediation Plan

SOWK 4998 Mid-term Evaluation

SOWK 4998 Final Evaluation

SOWK 4999 Mid-term Evaluation

SOWK 4999 Final Evaluation

Field Instructor/Student Relationships

Evaluation of Field 4999

Task Assignment Form

*The Application for field is completed online via dynamic forms. This is a representation of the application and all additional attachments.*

**DALTON STATE COLLEGE SOCIAL WORK PROGRAM**  
**Application for BSW Field Placement**  
**Senior Practicum**

This form is to be completed by the student and can be done in consultation with their advisor or Practice course professor. Students will be assigned to one practicum site for the 435-hour field experience, based on geographic considerations, agency availability, student's practice area interests, and as determined by the BSW faculty. This form is submitted online via the DSC website on the Social Work page.

**NAME:** \_\_\_\_\_  
First (Nickname or preferred name)      Middle Initial      Last

**AGE:** \_\_\_\_\_      **GENDER:** F M

**LOCAL ADDRESS:**

\_\_\_\_\_

**IS THIS ALSO YOUR MAILING ADDRESS?** \_\_\_\_\_

**DSC E-MAIL ADDRESS:** \_\_\_\_\_

**HOME PHONE:** \_\_\_\_\_

**WORK PHONE:** \_\_\_\_\_

**CELL PHONE:** \_\_\_\_\_

**FACULTY ADVISOR:** \_\_\_\_\_

**LIABILITY INSURANCE POLICY\* (Company and number):** \_\_\_\_\_

**\*Proof of liability insurance must be provided to the Director of Field Education prior to beginning the practicum. If you do not have this information by the due date of this form you may submit it later. Students will not be allowed to begin work in the field without proof of insurance. Liability insurance is available through NASW/ Assurance Service and it is required that you use this provider. Your proof of insurance is due to the Director of Field Education one week before the scheduled end of the junior year.**

**DO YOU HAVE A VALID DRIVERS LICENSE AND HAVE ACCESS TO A CAR?**

(Explain limitations.) \_\_\_\_\_

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*\*Almost every placement requires driving to perform field assignments that involve outreach, home visits, and community resource work. Generally, students in the first semester of senior practicum will ride with the employee they are shadowing, but that is not a given. In the senior practicum setting, students may be required to drive in order to meet learning objectives. Additionally, many placements*

*are located outside the Dalton area, and require a student to be able to travel to and from the placement. For that reason, the social work program requires that students must demonstrate their ability to transport themselves to and from required activities. Note: Students are never allowed to transport clients.*

Please indicate geographic preferences and/or willingness to drive. Please carefully consider this as there are a number of outstanding field opportunities that may be outside your typical “driving pattern” or “comfort zone” that you will miss out on if you limit yourself. However, *do not* indicate a willingness to commute if you are truly unwilling to do so. Geographic preferences are used in determining possible placement settings but are not guaranteed to any student.

Dalton and Whitfield County\_\_\_\_\_ Chatsworth and Murray County\_\_\_\_\_  
Ellijay and Gilmer County\_\_\_\_\_ Fannin County\_\_\_\_\_ Calhoun and Gordon County\_\_\_\_\_  
Jasper and Pickens County\_\_\_\_\_ Cartersville and Bartow County\_\_\_\_\_  
Rome and Floyd County\_\_\_\_\_ Cobb County/Metropolitan Atlanta\_\_\_\_\_  
Dade County\_\_\_\_\_ Walker County\_\_\_\_\_ Catoosa County\_\_\_\_\_ Chattanooga, TN\_\_\_\_\_  
Cleveland, TN\_\_\_\_\_

Please complete the attached **FIELD INVENTORY FORM** indicating your areas of interest for Senior Practicum.

\_\_\_\_\_Student initials I hereby grant permission to the Dalton State Department of Social Work to release my field application to agency field instructors to aid in the development of appropriate learning tasks for my social work internship. I understand that this release form is valid for the current academic year only and a new release form must be completed each year.

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**CONFIDENTIAL**

*The material on this page is confidential and will only be used by the BSW faculty to determine placement decisions. It will not be shared with field agency staff. It is important that the faculty members are aware of any circumstances that may interfere with your placement or performance in the field. If you wish to speak in confidence about any such circumstances, please make an appointment with the Director of Field Education.*

**Requirement for disclosure of personal history:**

Students should discuss with the Director of Field Education any individual circumstances that could impact placement decisions. Students should make the Director aware of any potential dual relationships at particular agencies (if known to the student). An example of this: you are currently receiving services from a particular agency or have a history with a particular agency. Additionally, students should share with the Director if there are circumstances that might prevent placement with certain agencies. Virtually every agency will require a criminal background check and/or drug screen of students. Students should discuss in advance of placement if this might be a problem for the student. \_\_\_\_\_ Student initials

**Requirement for disclosure of personal limitations**

Please discuss any personal limitations or circumstances that might possibly affect your field practicum. This include but are not limited to: your class schedule, times, schedule and times for other commitments, jobs, outside activities, family commitments, restraints, your availability/interest in non-traditional settings and time frames, including weekend and evening hours, and your lack of or availability of automobile. While these limitations will be taken into consideration, students are expected to prioritize the field practicum and will be expected to modify their work schedules and outside activities to accommodate the completion of the field placement. \_\_\_\_\_ Student initials

Sign and return this form by the assigned date so that the information can be processed. **Failure to do so may postpone your practicum start date, as well as limit your placement options.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please note: The first two pages of this form and your typed statement will be sent to your field instructor.**

## **Field Practicum Documentation Requirements**

Each agency has established different requirements for students in field placement. Many of the agency documentation requirements for student are similar to those required of their employees. Please read and review this information and sign and initial below.

*Criminal background Checks:* Most field sites require a student complete a criminal background check prior to placement. Agencies use different resources for this. Some utilize the local Sheriff's office(s) while others utilize private companies. Students are responsible for the cost of any background check. \_\_\_\_\_Initial

*Drug Screening:* Most field sites require a student to complete a drug screen prior to placement. Agencies use different resources for this. Some complete drug screens "in house" and others use outside laboratories. Students are responsible for the cost of any drug screen. \_\_\_\_\_Initial

*Proof Of Immunization:* Some field sites, (particularly those in hospitals, health care settings and hospices) require students provide proof of current immunizations. In order to avoid delays in beginning field placements students are encouraged to make sure they have a copy of their immunizations available if needed. \_\_\_\_\_Initials

*TB Skin Test (PPD-S):* If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. *Some practicum sites require this test.* \_\_\_\_\_Initial

*Hepatitis B Vaccine:* If you anticipate a practicum or employment in any health care setting (including hospitals, some hospice settings, and/or hospital based programs) this vaccine will likely be required of you and you should go ahead and be vaccinated in a timely manner to allow for the six-month time span. \_\_\_\_\_Initial

*COVID-19 Screening:* Agencies may require students complete an initial COVID-19 screening or on-going COVID-19 screening. \_\_\_\_\_Initial

*College Transcripts:* Some placements require a copy of the student's college transcript. Students should be prepared to request a copy of their transcript and be able to provide such to the agency if required to do so. \_\_\_\_\_Initials

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Acknowledgement of Risk in the Field Placement**

This information is designed to inform you of the potential risks associated with a field placement. It is the Department of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation; risks can be minimized. Please read and initial each paragraph and sign at the end.

*Liability Insurance:* Professional liability coverage is required for practicum. You must secure liability insurance in order to begin practicum. In order to secure liability insurance you must join NASW at the student rate. You can join NASW online at: [www.socialworkers.org](http://www.socialworkers.org). Once you join NASW as a student member you then must apply for liability. You can download an application at [www.NASWInsuranceTrust.org](http://www.NASWInsuranceTrust.org). You will need to fill out the red student application. You need to sign up for at least 1,000,000.00 coverage. When it asks you for your title please put student. \_\_\_\_\_Initial

*Automobile Liability Insurance:* Most practicum agencies will not allow students to transport clients. However, you may be asked to use your vehicle for making home visits or attending community meetings. It is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. If clients are to be transported, an agency vehicle should be used, if available. \_\_\_\_Initial

*TB Skin Test (PPD-S):* The prevalence of TB in society has increased in recent years. If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. *Some practicum sites require this test.* You should discuss this with your health care provider. \_\_\_\_\_Initial

*Hepatitis B Vaccine:* Working with high-risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six-month period of time. The second injection is given one month following the first, with the third coming five months later. *If you anticipate a practicum or employment in any health care setting (including hospitals, some hospice settings, and/or hospital based programs) this vaccine will likely be required of you and you should go ahead and be vaccinated in a timely manner to allow for the six-month time span.* You should discuss this with your health care provider. \_\_\_\_\_Initial

*Client Office Visits:* You may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended course of action should this occur. \_\_\_\_Initial

COVID-19: Social workers are employed in settings that are often high-risk for exposure to viruses and other conditions. Students must be prepared to undergo COVID-19 testing for pre-placement with an agency. Additionally students must comply with all COVID-19 policies of an agency including but not limited to: COVID-19 testing, temperature tests, use of PPE including masks, sanitation protocols. \_\_\_\_\_Initial

*Institutional Settings:* Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor, or another staff person accompany you when visiting such clients. \_\_\_\_\_Initial

*Home Visits:* It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor including time of departure, time of return, as well as other activities while on the trip. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown. \_\_\_\_\_Initial

*After Hours Meetings:* Some practicum settings have activities that occur after normal operating hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don't take risks. \_\_\_\_\_Initial

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations and notify my field instructor or field faculty member if any concerns arise.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Revised 7/2015

**FIELD INVENTORY:** The goals of this interest inventory are to determine student areas of interest in generalist social work. Listed below are a number of fields of interest and activities related to the social work field. On a scale of 1-10 (1=very little interest; 10= strong interest), please rate your interest level in each field of practice.

*This is not a comprehensive list of social work areas of practice.*

<b>Mark if you have:</b>			<b>Rate Level of Interest:</b>
Prior Experience	Volunteer Experience		
		<b>Fields of Practice:</b>	
		<b>1. Addictions:</b> Working with individuals, groups, and families who experience issues related to addiction (drug, alcohol, sex, hoarding and/or gambling).	
		<b>2. Children Services:</b> Services to children in need of protection and care; investigations of abuse and neglect; adoption and foster-home evaluations; services to abused, neglected and victims of incest; and assistance to children with behavioral or learning problems, to improve their functioning.	
		<b>3. Disability Services:</b> Working with children or adults with mental and/or physical disabilities and their families.	
		<b>4. Emergency and Economic Supports:</b> Assisting clients to obtain shelter and emergency food and to identify and obtain needed financial, medical, or social services. Disaster relief services. Working with homeless.	
		<b>5. Family Services:</b> Assisting parents in understanding the needs of their children; assisting families with problems in social functioning; providing support therapy for parents who abuse/neglect their children; family preservation services.	
		<b>6. Forensic:</b> Services related to corrections, courts, incarceration, probation or parole for youth and adults.	
		<b>7. Healthcare:</b>	

		Assisting patients and families affected by illness or injury with their bio-psycho-social needs in an inpatient, rehab, outpatient, clinic and/or hospice setting.	
		<b>8. Mental Health:</b> Assisting the mental health needs of individuals, families, services through employee assistance programs, or groups.	
		<b>9. Schools:</b> Collaborating with teachers and parents about school-related problems of children; assisting children with behavioral and learning problems.	

Mark if you have:		Fields of Practice:	Rate Level of Interest:
Prior Experience	Volunteer Experience		
		<b>10. Senior Services:</b> Assisting older adults and their families/caregivers with the psychosocial adjustments to growing old (i.e. financial, loss, housing). Providing services for the abused and/or neglected.	
		<b>11. Women's Services:</b> Providing services to women faced with issues including domestic violence and sexual assault.	
		<b>12. Youth Services:</b> Providing services to adolescents living in residential (small-group) homes; to runaway youth; in detention; counseling regarding unwanted pregnancies; education for prevention of pregnancy; victims of incest, abuse, and neglect; and assisting youthful law offenders to improve functioning.	

1. Of the twelve areas listed above, which are your "top 3"?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

---

**Dalton State College Social Work  
Initial Field Contact Form  
2019**

Student Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Assigned Field Contact Name: \_\_\_\_\_

Specify date(s) you contacted individual by phone: \_\_\_\_\_

Specify date(s) you contacted individual by email if applicable: \_\_\_\_\_

Specify date you spoke with individual to make practicum arrangements: \_\_\_\_\_

Did you also have a meeting or interview with individual(s)? \_\_\_\_\_

Date upon which you and the agency agreed you will begin your practicum: \_\_\_\_\_  
(*Practicum begins the week of August 24<sup>th</sup>*)

To whom will you report upon arrival at agency if different from individual above:  
\_\_\_\_\_

Please indicate which of the following you will be required to complete (if any) for your practicum. Note if you will complete this prior to beginning your placement and if so, by what date. If you are to complete these items on your first day of practicum indicate such.

\_\_\_\_\_ Application Date for completion: \_\_\_\_\_

\_\_\_\_\_ Background Check Date for completion: \_\_\_\_\_

\_\_\_\_\_ Drug Screen Date for completion: \_\_\_\_\_

\_\_\_\_\_ Immunizations and/or TB test Date for completion: \_\_\_\_\_

\_\_\_\_\_ Pre-placement Orientation Date for completion: \_\_\_\_\_

Other: Please indicate any other items discussed, arrangements made or other items to complete:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## STATEMENT OF STUDENT UNDERSTANDING

I, \_\_\_\_\_, assert that I have read the Field Manual and understand the requirements of the field placement. I am aware of my responsibilities, particularly related to safety and liability issues in field. I understand the role of the Field Instructor and the Field Director. I will discuss



any problems or concerns with my Field Instructor and will talk with the Field director if I am not satisfied or continue to be concerned about anything to do with my field placement. I understand that I am to conduct myself as a professional and seek assistance from my Field Instructor or other appropriate staff when uncertain about any action to be taken.

I understand information related to my class or field performance may be discussed by the Field Director, the Field Instructor, my SOWK 3102, and/or 4998/4999 Instructor for the purpose of evaluating my needs or performance in the field.

\_\_\_\_\_  
Signature

\_\_\_\_\_ and \_\_\_\_\_  
Date

**Revised 7/2015**

**DSC/ Social Work Field Education Time Tracking Sheet**

**Student Name:** \_\_\_\_\_ **Academic Year and Semester:** \_\_\_\_\_  
**Field Placement:** \_\_\_\_\_ **Field Supv/Instr Name:** \_\_\_\_\_

Week	Date	Time In Agency	Time Out Agency	Field Seminar	Assigned Seminar Task Hours	Other (specify )	Daily Total	Weekly Total	Field total to date	Field Supv/Instr Initial	Faculty Initial
<i>Ex. 1</i>	<i>8/17 8/19</i>	<i>8:30 a.m. 9:00 a.m.</i>	<i>5:00 p.m. 5:00 p.m.</i>	<i>2 0</i>	<i>0 1</i>	<i>0 0</i>	<i>10.5 9</i>	<i>19.5</i>	<i>19.5</i>		

Student Signature \_\_\_\_\_

**DALTON STATE COLLEGE SOCIAL WORK  
RUBRIC FOR SELF-ASSESSING PROFESSIONAL DEVELOPMENT**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Practice 2 Instructor:** \_\_\_\_\_

<b>Professional Characteristics</b>	<b>1 Unacceptable</b>	<b>2 Needs Improvement</b>	<b>3 Acceptable</b>	<b>4 Exemplary</b>	<b>Score</b>
1. Attendance: Attend classes and meetings.	I have missed 20% or more of total class time in one or more of my classes	I have missed class for reasons that are not necessarily rare or unusual but rather for my own convenience.	I attend all of my classes except in rare or unusual circumstances.	I attend all my classes.	
2. Punctuality: Be punctual and engaged.	I have been late to class or left early from class three or more times in any given semester.	I have occasionally been late to class or left early from class but no more than twice per semester.	I am on time and stay until the end for all of my classes except in rare or unusual circumstances.	I am always on time and stay until all of my classes end.	
3. Manage communications and contacts.	I don't usually contact the instructor to inform her/him of my tardiness to or absence from class and therefore, provide no rationale.	I contact the classroom instructor or Field Instructor to inform her/him of my tardiness/absence, but I do it after my presence was expected.	I contact the instructor prior to the beginning of class (or Field) to inform him/her of tardiness or absence except in emergencies and then I contact the instructor immediately thereafter.	I always contact my instructor prior to the beginning of class (or Field) to inform her/him of anticipated tardiness, illness, etc.	
4. Demonstrate respect and support in relationships.	I am frequently disrespectful to and non-supportive of classmates, staff, faculty, or clients.	I am occasionally disrespectful to and non-supportive of classmates, staff, faculty, or clients.	I am usually respectful and supportive to classmates, staff, faculty, and clients.	I am always respectful and supportive to classmates, staff, faculty, and clients.	
5. Demonstrate self-awareness.	I rarely show self-awareness about the impact of my verbal and non-verbal communications.	I only occasionally show self-awareness about the impact of my verbal and non-verbal communications.	I almost always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	I always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	
6. Demonstrate awareness and responsiveness to diversity.	My classroom interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions always reflect an appreciation of diverse opinions, experiences, and/or people.	
7. Demonstrate collegiality and collaborative interactions.	I have not demonstrated collaborative skills in my work with others, and my relationships with my classmates have been affected by this.	I am reluctant to collaborate with others and struggle with maintaining positive relationships.	I almost always work collaboratively with all team members while relating easily and positively with others.	I always work collaboratively with all team members, while relating easily and positively with others.	
8. Strive for a high level of Oral Expression.	I consistently get feedback from instructors that my oral expression is unprofessional.	My professional oral expression is challenging for others to understand. It may contain grammatical errors or slang words or	I am usually articulate and professional in my oral expression.	I am always articulate and professional in my oral expression.	

<b>Professional Characteristics</b>	<b>1 Unacceptable</b>	<b>2 Needs Improvement</b>	<b>3 Acceptable</b>	<b>4 Exemplary</b>	<b>Score</b>
9. Strive for a high level of Written Expression	I consistently get feedback from instructors that my written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.	My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.	I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required.	I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately.	
10. Demonstrate Self-Initiative, Reliability and Dependability	I rarely take initiative to plan my work and complete it in a timely manner. I rarely get the reading done or leave enough time to turn in my best work.	I only occasionally take initiative to plan my work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and print written assignments.	I almost always take initiative to plan my work and complete it in a timely manner.	I always take initiative to plan my work and complete it in a timely manner.	
11. Demonstrate evidence of motivation to improve one's self. Responds to suggestions and feedback.	I have not demonstrated that I am receptive to suggestions and feedback from others, and, therefore, make no effort to adjust my performance accordingly.	I am usually receptive to suggestions and feedback but I often don't adjust my performance accordingly.	I am almost always receptive to suggestions and feedback and adjust my performance accordingly.	I am always receptive to suggestions and feedback from others, and I adjust my performance accordingly.	
12. Show respect and use the NASW Code of Ethics (especially confidentiality).	I am unaware of the NASW Code of Ethics.	My knowledge of the NASW Code of Ethics is not evident in my thinking or my behavior.	I respect the NASW Code of Ethics which is evident in both my thinking and behavior.	I consistently demonstrate leadership with my colleagues in discussions of ethical issues.	
13. Professional Attire: Demonstrate respect for the professional environment through style of dress.	I don't see the connection between my style of dress and the professional impression I communicate. I rarely come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity	I am unclear about the connection between my style of dress and the professional impression I communicate. I occasionally come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I understand that connection between my style of dress and the professional impression I communicate. I usually come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity. For example, my clothing could be described as clean, neat, and modest. I choose not to wear hats or sunglasses indoors.	I understand and can explain the connection between my style of dress and the professional impression I communicate. I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
14. Appropriate use of technology	I don't see the connection between my use of technology while involved in classroom or community assignments and my professional social work identity, and therefore, I frequently engage in personal communications via social media, etc. while involved in social work program activities.	I am unclear about the connection between my use of technology for personal reasons and my professional social work identity, and I occasionally use technology/social media for personal reasons while involved in social work classes or community assignments.	I understand the importance of the appropriate use of technology/social media as it may impact the development of my professional social work identity. Generally, I do not engage in personal communications during social work classes or community activities, unless absolutely necessary.	I understand and can articulate the connection between the role of technology/social media and my professional social work identity. During class or community activities I always demonstrate leadership with my peers by refraining from unprofessional use of technology.	
15. Use Departmental Communications.	I never check my DSC designated email account (the one the Department has on record), and therefore, I am unresponsive to the contents of these communications.	I rarely check my DSC designated email account (the one the Department has on record), and my response to the contents of these communications is therefore delayed or non-existent.	I consistently check my DSC designated email account (the one the Department has on record). I consistently respond in a timely manner.	I consistently demonstrate leadership with my colleagues with regard to email and other methods of communication.	
				<b>TOTAL</b>	

Please mark all that are true.

**Practice Behaviors:** Knows the profession's history. All students who have had SOWK 2101 should know the history of the profession.

Demonstrates understanding of profession's history through demonstrating

- \_\_\_\_\_ knowledge of different levels of practice (BSW, MSW)
- \_\_\_\_\_ knowledge of different values bases and emphases in similar professions such as psychology, counseling, and marriage and family therapists.
- \_\_\_\_\_ knowledge of the need for and role of licensing

**Has a commitment to enhancing the profession.**

Demonstration of commitment:

- \_\_\_\_\_ proud of their major
- \_\_\_\_\_ prepared for class
- \_\_\_\_\_ masters material
- \_\_\_\_\_ works to apply material
- \_\_\_\_\_ carries over learning from class to class
- \_\_\_\_\_ proactively seeks out learning experiences

Lack of commitment:

- \_\_\_\_\_ sees major as steppingstone to counseling (or other) degree
- \_\_\_\_\_ lack of interest in what BSWs do in their jobs
- \_\_\_\_\_ not prepared for class

- \_\_\_\_\_ lack of mastery of material
- \_\_\_\_\_ wants a credential; not to learn
- \_\_\_\_\_ does not seek out learning experiences
- \_\_\_\_\_ grudgingly fulfills assignments at a minimum level

**Has a commitment to conducting him/herself as a professional social worker.**

- \_\_\_\_\_ is on time for class
- \_\_\_\_\_ follows ethical standards relating to academic honesty
- \_\_\_\_\_ does not answer to roll and then leave class
- \_\_\_\_\_ does not take frequent breaks from class if the material is uncomfortable but acknowledges the discomfort and works through it.
- \_\_\_\_\_ is honest about absences, lack of preparation
- \_\_\_\_\_ treats people with respect
- \_\_\_\_\_ values diversity

**Practices personal reflection and self-correction to assure continual professional development.**

- \_\_\_\_\_ demonstrates awareness of personal values and biases
- \_\_\_\_\_ understands social work values
- \_\_\_\_\_ looks for congruency between own values and social work values
- \_\_\_\_\_ has realistic plan for dealing with the conflicts between personal values and social work values

**Attends well to student roles and boundaries.**

- \_\_\_\_\_ is on time for class
- \_\_\_\_\_ notifies professor if will miss class
- \_\_\_\_\_ knows DSC and SOWK program policies and procedures
- \_\_\_\_\_ follows accepted procedures as stated in DSC documents and in DSC Program Handbook
- \_\_\_\_\_ follows directions for assignments
- \_\_\_\_\_ asks questions to clarify if something is unclear
- \_\_\_\_\_ addresses professors and classmates appropriately
- \_\_\_\_\_ does not share intimate personal information with classmates
- \_\_\_\_\_ does not share intimate personal information with professors beyond what is needed to get an appropriate referral
- \_\_\_\_\_ does not post material to electronic media/social networking sites that potentially could be embarrassing.
- \_\_\_\_\_ uses an appropriate email address for class and business use
- \_\_\_\_\_ does not text other during class
- \_\_\_\_\_ does not use cell phone during class
- \_\_\_\_\_ in classes, keeps cell phone turned off
- \_\_\_\_\_ does not make sexually suggestive suggestions to classmates
- \_\_\_\_\_ does not make sexual comments about others, including classmates
- \_\_\_\_\_ communicates with professors in way in which professors specify: for example, appropriate email, calling office phone; calling home or cell phone only if specifically permitted and at reasonable times and for issues that cannot be resolved during office hours or by email.

**Demonstrates professional demeanor in appearance.**

- \_\_\_\_\_ clothes cover body appropriately
- \_\_\_\_\_ clothes are not too tight
- \_\_\_\_\_ clothing is clean and relatively unwrinkled
- \_\_\_\_\_ clothing is appropriate for the season
- \_\_\_\_\_ clothing is appropriate for the setting
- \_\_\_\_\_ hair is clean

- \_\_\_\_\_makeup is low key
- \_\_\_\_\_jewelry is not distracting
- \_\_\_\_\_student sits at attention
- \_\_\_\_\_student demonstrates erect posture

**Demonstrates professional demeanor in communication.**

- \_\_\_\_\_addresses professors appropriately by title
- \_\_\_\_\_communicates with professors in way in which professors specify: for example, appropriate email, calling office phone; calling home or cell phone only if specifically permitted and at reasonable times and for issues that cannot be resolved during office hours or by email.
- \_\_\_\_\_addresses fellow students respectfully
- \_\_\_\_\_written communication is clear and respectful
- \_\_\_\_\_written communication is well organized and free from grammar and spelling errors
- \_\_\_\_\_oral communication is respectful and appropriate to the audience

**Uses supervision and consultation effectively.**

- \_\_\_\_\_ask for help if material is unclear
- \_\_\_\_\_accepts feedback on assignments thoughtfully
- \_\_\_\_\_requests clarification on feedback if necessary

**Adapted from Materials developed by the BSW Committee at The University of Vermont and Murray State University and used with permission.**

## **GUIDELINES FOR WRITING INDIVIDUALIZED LEARNING PLAN**

SOWK 4998, SOWK 4999

The Individualized Learning Plan (ILP) guides the student's learning experience. It is completed early in the practicum and can be adapted as the availability of learning opportunities changes.

### LEARNING OBJECTIVES

Learning objectives are the council on Social Work Education identified competences for social workers. Learning objectives are expected outcomes for each course.

### PRACTICE BEHAVIORS

The ILP translates these competences into practice behaviors that social workers should demonstrate.

### TASKS

Each practicum experience offers a rich variety of learning opportunities which can be identified as tasks for the ILP. Field/task instructors provide a list of tasks for use on the ILP.

1. Tasks are specific, descriptive, and very brief. Tasks may be written in incomplete sentences.  
**Examples of tasks are complete client intake, make home visit, attend staff meeting, prepare for supervision, participate in supervision, review client record, observe court hearing, complete social history interview, complete social history.**
2. The same task may satisfy more than one professional competency; however, the same task should not be assigned to more than three competencies.
3. At least two tasks should be assigned to each competency as competencies can be met by more than one task.
4. Not all tasks match learning objectives.  
Review of ILP will not only match tasks to objectives, but also create an ILP rich in learning opportunities.

### OUTCOMES

1. Products translate tasks into quantifiable terms. Examples of tasks are: **3 client intakes, 3 home visits, 1 staff meeting, 3 supervision preps, 3 supervisory sessions, 3 record reviews, 2 court hearings, 1 social history interview, 1 social history.**
2. The outcome quantity should not be a large number. The product should reflect only the number of repetitions required to accomplish the learning objective. It should not reflect the total number of times the students will complete the task in practicum.
3. Outcomes should demonstrate progression of student learning (ie. Observe 3 home clients intake, conduct one intake while supervised, and conduct 2 intakes on own).

### DUE DATE ( SOWK 4998/99 ONLY)



1. The due date is a projected date for completing tasks and achieving the learning objectives. Each task/product should have a due date assigned. If the learning objective includes three tasks/products, there should be three due dates indicated.
2. Due dates should reflect a progression of learning. Some objectives will be accomplished early in the practicum, others will be met by mid-term, and still others will be accomplished at the close of the semester. Tasks are not necessarily met in successive order; tasks early in the plan might be met late in the practicum.
3. All due dates fall within the semester in which the student is enrolled in the practicum course.

### EVALUATION OF STUDENT PERFORMANCE

Student performance will be evaluated in part by successful completion of the ILP. Students are expected to complete all tasks unless the learning opportunities represented by those tasks become unavailable.

### PROCESS OF COMPLETING THE ILP

#### Student Responsibilities:

1. Request field instructor to begin discussion of ILP immediately upon beginning the practicum.
2. Read and apply above Guidelines for Writing ILP.
3. Type draft ILP and present to field/task instructor for review and comment.
4. Revise ILP based on input from field/task instructor.
5. Submit ILP to practice/seminar faculty by established deadline.
6. Revise as necessary and obtain signatures.
7. Keep copies for student and field/task instructors.
8. **Complete ILP by end of third week in practicum.**
9. Review ILP weekly for learning progress.
10. Prior to completion of semester, submit a finalized version of ILP with signatures to practice seminar faculty. The final version will include the evaluation of the student performance.

#### Field/Task Instructor Responsibilities:

1. Provide list of tasks to student.
2. Review draft ILP to insure it meets above Guidelines. Make suggestions for improvement.
3. Sign final ILP.
4. With student, regularly review student learning progress using ILP as guide.

Note: ILP's are "living documents". While items should not be deleted without reason, items may be added to reflect thoroughly learning experiences of the student.

**TEMPLATE DOES NOT INCLUDE TASKS**

<b>LEARNING OBJECTIVES / CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY</b>	<b>TASKS</b>	<b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
1.Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>-Demonstrates understanding of NASW code of ethics, relevant laws and regulations and their application in practice</li> <li>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice</li> <li>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</li> <li>-Use supervision to guide professional judgment and behavior</li> </ul>		

LEARNING OBJECTIVES / CSWE PROFESSIONAL COMPETENCY	INDICATORS OF COMPETENCY	TASKS	FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)
2. Engage diversity and difference in practice	<ul style="list-style-type: none"> <li>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</li> <li>-Presents self as a learner and engages clients and constituencies as experts of their own experiences</li> <li>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ul>		
3. Engage with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</li> <li>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>		
4. Assess individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li> <li>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li> <li>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences, of clients and constituencies.</li> </ul>		

LEARNING OBJECTIVES / CSWE PROFESSIONAL COMPETENCY	INDICATORS OF COMPETENCY	TASKS	FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)
5. Intervene with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</li> <li>-Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</li> <li>-Negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</li> <li>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>		
6. Evaluate practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Select and use appropriate methods for evaluation of outcomes</li> <li>-Critically analyze, monitor, and evaluate, intervention and program processes and outcomes</li> <li>-Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>		

**Field Instructor signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Task Instructor signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Field Seminar faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instruction ILP Activity Sheet**

**This portion of the ILP is completed at the conclusion of the practicum experience.**

*Instructions: Please indicate the total number of times you were able to observe/participate in the activity or process as it applies to your field practicum experience. Approximate totals are acceptable if exact number is not known. If zero, please indicate. Not all students will have the opportunity to participate in every activity or process and each agency will present different opportunities for students.*

1. Identification of client systems engaged:

\_\_\_\_ Individuals    \_\_\_\_ Family    \_\_\_\_ Community    \_\_\_\_ Small Group    \_\_\_\_ Organizational

2. Type of contact with client systems(observed and/or performed)

\_\_\_\_ Phone    \_\_\_\_ Office Visit    \_\_\_\_ Home Visit    \_\_\_\_ Collateral Visit    \_\_\_\_ Collaborative    \_\_\_\_ Consultation    \_\_\_\_ Court  
Appearances    \_\_\_\_ Other

3. Level of Intervention (observed and/or performed):

\_\_\_\_ Individual    \_\_\_\_ Family    \_\_\_\_ Small Group    \_\_\_\_ Community    \_\_\_\_ Organization

4. Purposes of Interventions:

- |  |   |
|--|---|
| <input type="checkbox"/> Engagement of client system       | <input type="checkbox"/> Assessment of client system    |
| <input type="checkbox"/> Planning for change/case planning | <input type="checkbox"/> Implementation                 |
| <input type="checkbox"/> Resource development              | <input type="checkbox"/> Referral                       |
| <input type="checkbox"/> Advocacy                          | <input type="checkbox"/> Data Collection                |
| <input type="checkbox"/> Evaluation                        | <input type="checkbox"/> Termination with client system |
| <input type="checkbox"/> Crisis Intervention               | <input type="checkbox"/> Follow-up                      |
| <input type="checkbox"/> Other (specify) _____             |   |

Please list any other significant processes or activities in which you were able to engage that may not be listed: \_\_\_\_\_

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**SOCIAL WORK INTERN REMEDIATION PLAN**

Current Status of Intern:

- Full-Time BSW Student (Senior Student in Field Fall Semester)
- Full-Time BSW Student (Senior Student in Field Spring Semester)

**Date of Remediation Plan Meeting:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Task Supervisor (if appropriate):** \_\_\_\_\_

**DSC Field Seminar Faculty :** \_\_\_\_\_

**Names of all those present at meeting:** \_\_\_\_\_

**Date for Follow-up Meeting(s):** \_\_\_\_\_

Intern has demonstrated impairment or lack of professional functioning in one or more of the following areas:  
(Check all that apply):

- \_\_\_\_\_ 1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
- \_\_\_\_\_ 2. A professional or ethical breach (either one major or several minor)
- \_\_\_\_\_ 3. An inability to acquire professional skills to reach an acceptable level of competency
- \_\_\_\_\_ 4. An inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning
- \_\_\_\_\_ 5. The intern does not acknowledge, understand, or address the problem when it is identified
- \_\_\_\_\_ 6. The problem is not merely a reflection of a skill deficit that can be rectified by academic training
- \_\_\_\_\_ 7. The quality of services delivered by the intern is consistently negatively affected
- \_\_\_\_\_ 8. The problem is not restricted to one area of professional functioning
- \_\_\_\_\_ 9. A disproportionate amount of attention by personnel is required
- \_\_\_\_\_ 10. The intern's behavior has not changed despite feedback, remediation efforts, and/or time

Currently, **Intern** demonstrates having some deficit in a competency area. The focus of this document is on those areas where the Field Instructor/Field Seminar Faculty/Agency supervisor(s) believe that, given current intern skill level, and the expected amount of supervision and guidance, it is unclear if the social work intern will be at the expected level of proficiency by the end of the semester or recommended timeline. As such, a modification must be made to assist intern in desired areas (outlined below). Intern will be reassessed by the end of the semester or by \_\_\_\_\_(date).





<b>Problem Behavior</b>	<b>Expectations for Acceptable Performance</b>	<b>SW Intern Responsibilities/Actions</b>	<b>Field Instructor/Task Supervisor Actions</b>	<b>Timeframe for Acceptable Performance</b>	<b>Assessment Methods</b>	<b>Dates of Evaluation</b>	<b>Consequences for Unsuccessful Remediation</b>

## REMEDIATION PLAN CONTRACT

I, \_\_\_\_\_ the social work intern, understand that I am to follow the identified remediation plan. I understand that I must demonstrate change in areas listed to successfully complete my field placement satisfactorily and without reservations. I understand that this plan or action is in addition to all standard requirements for completing my internship.

My signature below indicates that I fully understand the above. My comments, if any, are below:

Social Work Intern comments:

\*All agency staff/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Social Work Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Task Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

DSC Field Seminar Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Field Education: \_\_\_\_\_ Date: \_\_\_\_\_



**TEMPLATE SAMPLE DOES NOT INCLUDE TASKS**

**Dalton State College**

**BSW Field Education Individual Learning Plan (ILP)**

**SOWK 4998 Fall Semester**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Task Instructor if applicable: \_\_\_\_\_ Seminar Faculty \_\_\_\_\_ Date: \_\_\_\_\_

**Introduction**

Outlined in the following pages are the practice competencies and their corresponding indicators of competency in generalist social work education that the Council on Social Work Education requires of all BSW programs. The purpose of the learning plan is to identify tasks within the internship which provide opportunities for the intern to demonstrate their individual competence. This document will be used in the final evaluation of the student. Student learning agreements, when developed between the student and supervisor, are particularly valuable tools in planning for a successful internship experience for both the student and the agency. These agreements help to provide structure and clarity and can be of great assistance in guiding the evaluation process for supervisors. It is the expectation that these agreements will be developed through a collaborative process in which the student's learning needs (or wants) are being considered along with the agency's ability to make those opportunities available. The tool can also help the student to plan for supervision and to understand and participate in the development of their progressively expanding role in terms of the depth and nature of the work.

We ask that you sit with your student(s) during the first week of the internship and select tasks/activities that will be completed during that particular semester. Again, joint development of the agreement will produce the richest results. Please keep in mind, the Individual Learning Plan (ILP) must be provided by the student to the seminar instructor on the assigned due date in the course syllabus. It is usually around the third week, but your student will know this date. Of course, the supervisor and intern may add tasks/activities that will be completed and that are specific to this particular internship. *Consider this a living document, which is open to revision, if needed.* As the senior placement takes place over two semesters students may find that some practice skills are emphasized for either fall or spring semester or emphasized equally for both semesters. (Example Competency 5 does not appear in the 4998 ILP)

Field placements can vary in the precise timing of practice opportunities. If a task cannot be accomplished because of a lack of opportunity, then the student should consult with the field seminar faculty to ensure simulated opportunities are made available to the student.

Learning tasks and assignments should be created to reflect the individualized learning needs and goals of the student as well as the services of the agency in which the student is placed. *Some tasks may be already identified as these are requirements for all students regardless of the specific agency, these are in italics and may not be omitted.* **The Learning Plan does not necessarily include every activity in which the student is engaged during practicum. The purpose of the Learning Plan is to identify specific opportunities for the student to demonstrate the CSWE identified competencies.**

Student learning tasks should include:

1. **Preparation**-learning by reading, review, and/or observation. Developing knowledge of agency activities and tasks related to competency
2. **Practicing**-learning while participating in an activity alongside agency staff, performing tasks while observed by agency staff, role-playing activities with agency staff.
3. **Performance**- performance of responsibilities/tasks on own. Conducting tasks and activities with autonomy under Field Instructor/Task Instructor supervision.

LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY	INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>-Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</li> <li>-Use supervision to guide professional judgment and behavior</li> </ul>		
LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY	INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
2. Engage diversity and difference in practice	<ul style="list-style-type: none"> <li>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</li> </ul>		

	-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
3. Advance Human Rights and Social, Economic, and Environmental Justice	-Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels  -Engage in practices that advance social, economic, and environmental justice		

<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
4. Engage in Practice-informed Research and Research-informed practice	<ul style="list-style-type: none"> <li>-Use practice experience and theory to inform scientific inquiry and research</li> <li>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</li> <li>-Use and translate research findings to inform and improve practice, policy, and service delivery</li> </ul>		

<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
<p>6.Engage with individuals, families, groups, organizations, and communities.</p>	<p>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
<p>7. Assess individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> <li>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li>   <li>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li>   <li>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>		



<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
<p>8. Intervene with individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> <li>-Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>-Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> <li>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>		

<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
9. Evaluate practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> <li>-Select and use appropriate methods for evaluation of outcomes</li> <li>-Critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> <li>-Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>		

## Practicum Experience Tally

*Instructions: At **conclusion** of the semester, please indicate the total number of times you engaged in the activity or process as it applies to your field practicum experience. Approximate totals are acceptable if exact number is not known. If zero, please indicate. Not all students will have the opportunity to participate in every activity or process and each agency will present different opportunities for students.*

1. Identification of client systems engaged:

\_\_\_\_\_Individuals    \_\_\_\_\_Family    \_\_\_\_\_Community    \_\_\_\_\_Small Group    \_\_\_\_\_Organizational

2. Type of contact with client systems (observed)

\_\_\_\_\_Phone    \_\_\_\_\_Office Visit    \_\_\_\_\_Home Visit    \_\_\_\_\_Collateral Visit    \_\_\_\_\_Collaborative    \_\_\_\_\_Consultation    \_\_\_\_\_Court Appearances  
\_\_\_\_\_Other

3. Type of contact with client systems (performed)

\_\_\_\_\_Phone    \_\_\_\_\_Office Visit    \_\_\_\_\_Home Visit    \_\_\_\_\_Collateral Visit    \_\_\_\_\_Collaborative    \_\_\_\_\_Consultation    \_\_\_\_\_Court Appearances  
\_\_\_\_\_Other

4. Level of Intervention (observed)

\_\_\_\_\_Individual    \_\_\_\_\_Family    \_\_\_\_\_Small Group    \_\_\_\_\_Community    \_\_\_\_\_Organization

5. Level of Intervention (performed)

\_\_\_\_\_Individual    \_\_\_\_\_Family    \_\_\_\_\_Small Group    \_\_\_\_\_Community    \_\_\_\_\_Organization

6. Purposes of Interventions:

- |  |   |
|--|---|
| <input type="checkbox"/> Engagement of client system       | <input type="checkbox"/> Assessment of client system    |
| <input type="checkbox"/> Planning for change/case planning | <input type="checkbox"/> Implementation                 |
| <input type="checkbox"/> Resource development              | <input type="checkbox"/> Referral                       |
| <input type="checkbox"/> Advocacy                          | <input type="checkbox"/> Data Collection                |
| <input type="checkbox"/> Evaluation                        | <input type="checkbox"/> Termination with client system |
| <input type="checkbox"/> Crisis Intervention               | <input type="checkbox"/> Follow-up                      |
| <input type="checkbox"/> Other (specify) _____             |   |

Please list any other significant processes or activities in which you were able to engage that may not be listed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Task Instructor (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Field Seminar Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**EXAMPLE TEMPLATE DOES NOT INCLUDE TASKS**

**Dalton State College**

**BSW Field Education Individual Learning Plan (ILP)**

**SOWK 4999 Spring Semester**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Task Instructor if applicable: \_\_\_\_\_ Seminar Faculty \_\_\_\_\_ Date: \_\_\_\_\_

**Introduction**

Outlined in the following pages are the practice competencies and their corresponding indicators of competency in generalist social work education that the Council on Social Work Education requires of all BSW programs. The purpose of the learning plan is to identify tasks within the internship which provide opportunities for the intern to demonstrate their individual competence. This document will be used in the final evaluation of the student. Student learning agreements, when developed between the student and supervisor, are particularly valuable tools in planning for a successful internship experience for both the student and the agency. These agreements help to provide structure and clarity and can be of great assistance in guiding the evaluation process for supervisors. It is the expectation that these agreements will be developed through a collaborative process in which the student’s learning needs (or wants) are being considered along with the agency’s ability to make those opportunities available. The tool can also help the student to plan for supervision and to understand and participate in the development of their progressively expanding role in terms of the depth and nature of the work.

We ask that you sit with your student(s) during the first week of the internship and select tasks/activities that will be completed during that particular semester. Again, joint development of the agreement will produce the richest results. Please keep in mind, the Individual Learning Plan (ILP) must be provided by the student to the seminar instructor on the assigned due date in the course syllabus. It is usually around the third week, but your student will know this date. Of course, the supervisor and intern may add tasks/activities that will be completed and that are specific to this particular internship. *Consider this a living document, which is open to revision, if needed.* As the senior placement takes place over two semesters students may find that some practice skills are emphasized for either fall or spring semester or emphasized equally for both semesters. (Example Competency 5 does not appear in the 4998 ILP)

Field placements can vary in the precise timing of practice opportunities. If a task cannot be accomplished because of a lack of opportunity, then the student should consult with the field seminar faculty to insure simulated opportunities are made available to the student.

Learning tasks and assignments should be created to reflect the individualized learning needs and goals of the student as well as the services of the agency in which the student is placed. *Some tasks may be already identified as these are requirements for all students regardless of the specific agency, these are in italics and may **not** be*

*omitted.* **The Learning Plan does not necessarily include every activity in which the student is engaged during practicum. The purpose of the Learning Plan is to identify specific opportunities for the student to demonstrate the CSWE identified competencies.**

Student learning tasks may include each of these, though the primary tasks for **second** semester should be **Performance** tasks.

1. **Preparation**-learning by reading, review, or observation. Developing knowledge of agency activities and tasks related to competency
2. **Practicing**-learning while participating in an activity alongside agency staff, performing tasks while observed by agency staff, role-playing activities with agency staff.
3. **Performance**- performance of responsibilities/tasks on own. Conducting tasks and activities with autonomy under Field Instructor supervision.

LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY	INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>-Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</li> <li>-Use supervision to guide professional judgment and behavior</li> </ul>		
LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY	INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION
2. Engage diversity and difference in practice	-Apply and communicate an understanding of the importance of		

	<p>diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</p> <p>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>		
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
3. Advance Human Rights and Social, Economic, and Environmental Justice	-Apply understanding of social, economic, and environmental justice to		

	<p>advocate for human rights at the individual and systems levels</p> <p>-Engage in practices that advance social, economic, and environmental justice</p>		
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
4. Engage in Practice-informed Research and Research-informed practice	-Use practice experience and theory to inform scientific inquiry and research		



	<p>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</p> <p>-Use and translate research findings to inform and improve practice, policy, and service delivery</p>		
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>
5. Engage in Policy Practice	-Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		

-Assess how social welfare and economic policies impact the delivery of and assess to social services

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

**LEARNING OBJECTIVE/ CSWE  
PROFESSIONAL  
COMPETENCY**

**INDICATOR OF  
COMPETENCY/OBSERVABLE PRACTICE  
SKILLS DEMONSTRATING  
COMPETENCY**

**TASKS TO PERFORM FOR  
DEMONSTRATING COMPETENCY**

**MEASUREABLE OUTCOMES  
DATE OF COMPLETION**

<p>6.Engage with individuals, families, groups, organizations, and communities.</p>	<p>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>

<p>7. Assess individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> <li>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li>   <li>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li>   <li>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>		
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>
<p>8 Intervene with individuals, families, groups,</p>	<p>-Critically choose and implement interventions to achieve practice goals</p>		

<p>organizations, and communities.</p>	<p>and enhance capacities of clients and constituencies</p> <p>-Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>
<p>9.Evaluate practice with individuals, families, groups,</p>	<p>-Select and use appropriate methods for evaluation of outcomes</p>		

<p>organizations, and communities.</p>	<p>-Critically analyze, monitor, and evaluate intervention and program processes and outcomes          -Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>		
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**Practicum Experience Tally-Complete at end of semester.**

*Instructions: Please indicate the total number of times you engaged in the activity or process as it applies to your field practicum experience.*

*Approximate totals are acceptable if exact number is not known. If zero, please indicate. Not all students will have the opportunity to participate in every activity or process and each agency will present different opportunities for students.*

1. Identification of client systems engaged:

\_\_\_\_ Individuals    \_\_\_\_ Family    \_\_\_\_ Community    \_\_\_\_ Small Group    \_\_\_\_ Organizational

2. Type of contact with client systems (observed)

\_\_\_\_ Phone    \_\_\_\_ Office Visit    \_\_\_\_ Home Visit    \_\_\_\_ Collateral Visit    \_\_\_\_ Collaborative    \_\_\_\_ Consultation    \_\_\_\_ Court Appearances  
\_\_\_\_ Other

3. Type of contact with client systems (performed)

\_\_\_\_ Phone    \_\_\_\_ Office Visit    \_\_\_\_ Home Visit    \_\_\_\_ Collateral Visit    \_\_\_\_ Collaborative    \_\_\_\_ Consultation    \_\_\_\_ Court Appearances  
\_\_\_\_ Other

4. Level of Intervention (observed)

\_\_\_\_ Individual    \_\_\_\_ Family    \_\_\_\_ Small Group    \_\_\_\_ Community    \_\_\_\_ Organization

5. Level of Intervention (performed)

\_\_\_\_ Individual    \_\_\_\_ Family    \_\_\_\_ Small Group    \_\_\_\_ Community    \_\_\_\_ Organization

6. Purposes of Interventions:

____ Engagement of client system	____ Assessment of client system
____ Planning for change/case planning	____ Implementation
____ Resource development	____ Referral
____ Advocacy	____ Data Collection
____ Evaluation	____ Termination with client system
____ Crisis Intervention	____ Follow-up
____ Other (specify) _____	

Please list any other significant processes or activities in which you were able to engage that may not be listed: \_\_\_\_\_

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Task Instructor (if applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Seminar Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TMR Revised 6/2016**  
**EPAS 2015**





**Dalton State BSW  
Social Work Competency Rubric for Student Evaluation in Field**

Field Instructors and Task Instructors should use this tool as a *guideline* for evaluating student performance in the field. This is not part of the evaluation form and should not be turned in along with the form. This rubric may be used for SOWK 4998 and SOWK 4999 field experiences, understanding that some Learning Objectives are not a part of SOWK 4998.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance-5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
<b>Demonstrate Ethical and Professional Behavior</b>	<i>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</i>	The student appears to have internalized the values and ethics of the profession so well that all decisions can be traced directly to one or more core values and/or ethical principles	Student consistently demonstrates understanding of Code of Ethics and, and appreciation for the values of the profession. Student typically refers to the values and ethics of the profession in formulating decisions.	Student has a working knowledge of the NASW Code of Ethics and has applied them in formulating a plan for client work.	Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge.	Decisions seem to be unrelated to the ethical standards set forth by the profession. Students appears to have no knowledge or does not appear to embrace or relates to practice. Code of Ethics and/or how the Code relates to practice.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</i>	Readily identifies personal/professional value conflicts and is frequently able to plan effective ways to manage them.	Initiates effort to identify conflicts in personal and professional values before openly exploring ways of managing conflicts in supervision	Once personal/professional value conflicts have been identified, student appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.	Recognizes possible conflicts in personal and professional values but has not shown sufficient skill in either identifying conflicts in values or actively working to manage them. Passive compliance. Appears to have limited knowledge of professional values or knows the values but finds application difficult.	Allows personal values to interfere with practice (e.g., restricting services or options to clients due to personal values, not advocating in support of legislation beneficial to clients due to personal prejudices.) Appears unaware of the values of the profession
	<i>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</i>  <i>Use technology ethically and appropriately to facilitate practice outcomes</i>	Exhibits calm and objectively even under stressful situations. Always punctual and dependable, consistent with agency expectations and professional standards. Time management skills are exemplary. Student demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them professionally. Works within role and junction of agency, demonstrating good use of community resources. Oral communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.) Written communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.) and is of the highest quality.	Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior is consistent with agency expectations and professional standards. Student demonstrates evidence of knowledge and skill to identify role/boundary issues and to act appropriately in varying situations. Oral communication is clear, concise, cogent and always timely. Written communication is clear, concise, cogent and professionally appropriate.	Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with agency expectations and professional standards. Student recognizes different role and boundary issues (e.g., when to act as a broker rather than as a counselor), although on occasion there has been role confusion and/or misunderstanding of agency's role. Students' oral communication is clean and meets professional standards. Written communication is clear and professional.	Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor according to agency and professional standards. When called to his/her attention, the student can identify possible role/boundary and appropriate boundary issues but skill in this area suggests limited ability to transfer to a new situation. Student has limited ability to clearly communicate orally, even with support. Student has limited ability to write clearly and in a professional manner.	Student frequently does not maintain a calm and objective demeanor. Time management skills interfere with the work of the agency. Student punctuality and overall dependability are inconsistent. Student frequently does not maintain a professional appearance. Student frequently does not maintain a professional level of communication (e.g., uses slang, has disregard for titles, uses value-laden language, has poorly written case notes, etc.) Student has been advised of the need for corrective action. Student seems unaware of professional role (broker, counselor, advocate, and appropriate boundaries, etc.) as well as the role and function of the agency. Student is not able to articulate clearly and use appropriate language. Communication is not consistent with professional standards. Written communication is not consistent with professional standards. Communication is not accurate and contains grammatical and/or typographical errors. Deadlines are not met.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Use supervision and consultation to guide professional judgment and behavior</i>	Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through.	Consistently prepared, able to tactfully disagree, and remains open to constructive feedback. Good follow through.	Consistently prepared for supervision and sometimes demonstrates good follow through on feedback.	Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.	Doesn't appear to utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seems pre-occupied, lacking insight, and/or has poor follow through
<b>Engage Diversity and Difference in Practice</b>	<i>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</i>	Student has demonstrated a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to enhance service delivery.	Student demonstrates a good working knowledge of differences in cultural values/structures and has used that knowledge to engage clients in practice. Consideration of power/privilege is consistent in their engagement.	Student has demonstrated the ability to identify several specific cultural values/structures that have served to enhance or reduce power/privilege for a client population in her/his practice.	Student can identify oppressed populations, marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege in practice.	Student has demonstrated little or no ability to understand possible links between culture, power and privilege.
	<i>Present themselves as learners and engage clients and constituencies as experts of their own experiences</i>	Student consistently engages with all appropriate resources at the agency (clients, workers, and supervisor) as informants and has demonstrated how information gleaned from others has shaped his/her practice with clients.	Student routinely engage discussions with informants at the agency (clients, workers, supervisors) to learn more about the client populations served, thereby enhancing practice.	Student is open to participating in recommended trainings or other learning activities and has on occasion sought information from colleagues, clients, or other professionals to enhance his/her practice.	Student is open to learning what is provided but seldom, if ever, shows initiative in seeking out learning opportunities (e.g., student may attend a recommended training but has not sought out learning opportunities to enhance his/her work with clients.	Student uses few, if any, opportunities to learn from other (colleagues, clients and/or other professionals).

<b>Learning Objective/ Professional Competency</b>	<b>Indicator of Competency</b>	<b>Very High Performance 5</b>	<b>High Performance 4</b>	<b>Adequate/Standard Performance (student is on track and moving forward) 3</b>	<b>Low Performance 2</b>	<b>Very Low/Unacceptable 1</b>
	<i>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</i>	Student is able to anticipate how personal biases and values may hinder the helping process and actively seeks out assistance in managing biases and values in the best interests of the client.	Student comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness.	Student awareness of personal biases and values is consistent. Student demonstrates in supervision an ability to discuss openly ways to work on eliminating his or her influence on practice.	Student seems to be aware of personal biases and values but has had difficulty in supervision addressing how they will be managed in practice setting.	Student seems reluctant or unable to engage in self-assessment and/or to address personal biases and values, which may impact work with diverse client populations.
<b>Advance Human Rights and Social, Economic, and Environmental Justices</b>	<i>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels</i>	Student has demonstrated the ability to use his/her understanding of the form and mechanisms of oppression and discrimination to help mobilize others at the agency (clients, co-workers, supervisors) to take action to advance human rights and social and economic justice.	Student has demonstrated the ability to consistently apply his/her identification of the forms and mechanisms of oppression and discrimination through an empowerment-based approach to working with clients.	Student demonstrates and identification of the forms and mechanisms of oppression and discrimination and has clearly articulated how clients have been negatively impacted.	Student appears to identify the forms and mechanisms of oppression and discrimination but has had only limited success in demonstrating how it has impacted clients served by the agency.	Student appears to have little or no knowledge of the forms and mechanisms of oppression and discrimination that may have impacted clients.
	<i>Engage in practices that advance social, economic, and environmental justice</i>	Student advocates for clients access to services on a consistent basis.	Student has planned action for client advocacy and executed plan.	Discusses need for client advocacy in supervision but has taken no action.	Discusses in supervision a plan for client advocacy but no action taken.	No discussion or apparent awareness of client advocacy.
<b>Engage in Practice-informed Research and Research-informed practice</b>	<i>Use practice experience and theory to inform scientific inquiry and research Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</i>	Student had demonstrated the ability to fully integrate into research proposal consideration gleaned from their practice experience (e.g., cross-cultural considerations, best practices with specific client populations, etc.)	Student consistently provides examples of how practice experience would be used by him/her to inform scientific inquiry.	Student has been able to present examples of ways in which practice experience would shape scientific inquiry (e.g., in formulating a research plan, constructing a survey).	Student has been able to discuss practice experience as a source of knowledge useful in planning scientific inquiry.	Student has been unable to demonstrate how practice experience has informed his/her scientific inquiry.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Use and translate research finding to inform and improve practice, policy, and service delivery.</i>	The student understands very well the relationship between research and practice and frequently initiates discussions and activities with supervisor and colleagues to better incorporate research evidence into agency practice.	Student has demonstrated the ability to integrate information gleaned from his or her research into practice.	On occasion student has been able to successfully demonstrate the ability to use research evidence to inform practice.	Student has been able to discuss the potential values of research in providing best practice but has not provided evidence of actually incorporating such information into his/her practice.	Student has been unable to demonstrate how evidence gleaned from research could be useful in shaping his/her work with clients (e.g., findings from research suggesting best practice intervention.)
<b>Engage in Policy Practice</b>	<i>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</i>	Student consistently advocates to pass good policy, to stop bad policy, and to strengthen existing policy.	Student has planned action for legislative advocacy and executed the plan.	Discusses in supervision a plan for addressing policy with legislatures but no action has been taken.	Discusses policy that affects clients in supervision, but student has not taken action.	Student shows no interest in policy that affects the client population at the agency and is not willing to speak up.
	<i>Assess how social welfare and economic policies impact the delivery of and access to social services</i>	Student actively seeks opportunities to engage colleagues in effective policy action and assumes a key leadership role in planning and executing supportive activities (e.g., student initiates a letter writing campaign to support a bill to increase benefits to low-income citizens.)	Student has engaged in discussions with colleagues around effective policy action.	Student has worked with colleagues to effect policy change and has occasionally assumed a leadership role in that effort.	Student has worked with colleagues to effect policy change.	Student has been unable to contribute to effective policy action with colleagues (e.g., if the agency was undertaking a letter-writing campaign, student has not been a contributor.)

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i>	Student has integrated into his/her practice on-going analysis of policies in terms of social well-being.	Student has been able to accurately apply techniques to analyze policies and their impact on social well-being. Alternative policies that would further enhance client social well-being have also been offered by the student in supervision.	Student is able to discuss ways of using his/her knowledge of policy analysis in this practice thus far.	Student demonstrates some interest in the relationship between policy and practice but needs to be prompted to make a connection.	Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is generally not seen as part of his/her work with clients (e.g., student makes referrals for heating assistance but does promote policies to expand assistance).
<b>Engage with Individuals, families, Groups, Organizations, and Communities</b>	<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</i>	Student consistently integrates into the design and implementation of his/her evaluation plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks.)	Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing and evaluations (e.g., using asset-based community development approaches to gather information re: a community.)	Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways.	Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate evaluation, is limited (e.g., student fails to consider stages of human development in the evaluation process.	Student has provided no evidence to support that she/he is able to use conceptual frameworks to guide practice or evaluation. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients.
	<i>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</i>	Students' high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, confrontation, etc.) has been a key determinant of the students' success in working with clients. Student is consistently well prepared, beyond what is normally required, for action with clients and evidenced by the quality of service delivery and planning discussions.	Student has effectively used empathy and other interpersonal skills (e.g., attending skills, reflective listening, etc.) on a consistent basis to engage clients in the helping process. Student meets the expectation of work with clients although all preparation has been within the range of that normally required.	Student generally engages well with clients, demonstrating good interpersonal skills, but has not been consistent across groups or situations (e.g., engages readily with children but appears intimidated by some adults). Student demonstrates an understanding of good planning processes but has, at times, been inadequately prepared for action with clients (e.g., failed to bring needed materials, failed to read case notes in advance, etc.)	Student has been able to make a human connection with clients but has had difficulty in some areas, or with specific client populations. Student has a general working knowledge of effective planning and preparation needed for work with clients but has, at times, been unable to articulate that knowledge in developing a plan for work with a given client system.	Student has not been able to approach his/her work with clients with empathy and interpersonal skills. Student may, for example, mistake sympathy for empathy. Student approaches his/her work with client systems without sufficient preparation and planning, as evidenced by discussions in supervision.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	<i>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</i>	Student has demonstrated the ability to gather, organize and accurately interpret client data.	Student has demonstrated skill in developing, gathering, organizing, and interpreting client data.	Student has demonstrated skill in gathering and organizing data, although the accuracy of interpretations, but has been inconsistent at times, requiring follow-up discussion in supervision.	Student has, in supervision, discussed data collection, organization and interpretation, but has been unsuccessful in demonstrating this skill on a consistent basis with client systems. Data have been inaccurate and/or incomplete.	Student appears to have limited skill in gathering necessary client data, organizing information and interpreting client data. Assessments do not meet agency or professional standards as demonstrated through case notes.
	<i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client and constituencies</i>	Student consistently and accurately synthesizes knowledge from HBSE, applying valuable knowledge in all facets of his/her work with clients (e.g., assessments, interventions and evaluations.)	Student routinely demonstrates the ability to accurately synthesize knowledge from HBSE and apply pertinent information in his/her work with clients.	Student has been able to synthesize knowledge from HBSE, applying only what is appropriate to a given client system.	Student has been able to synthesize some knowledge from HBSE in working with clients but has not done so consistently or has only done so when prompted (e.g., culture not considered on a consistent basis.)	Student has not provided evidence of being able to synthesize knowledge of human behavior in the social environment in his/her work with clients (e.g., fails to consider all dimensions of the human experience in making assessments.)
	<i>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</i>	The student has demonstrated skill in developing a mutually agreed-upon focus of work and desired outcomes that are relevant, culturally sensitive, timely, and supportive of attempts to engage the client system in the helping process. Student is able to work very effectively with clients in developing mutually agreed-upon goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging with client in each step of the process.	The focus of work and desired outcomes are completed in a timely manner but appear to lack sufficient client input, reflecting limited client system engagement. Student has demonstrated the ability to engage clients in developing mutually agreed-upon goals and objectives that are relevant, clear and comprehensive	While the student appears to be focused on developing a plan for work with the client system, an actual focus of work and desired outcomes are seldom identified in a timely manner with the client system. Student has demonstrated skill in crafting goals and objectives with clients that are clear, comprehensive and appropriate.	Student has been able in supervision to discuss an approach to developing a mutually agreeable plan for work with the client system but has not carried out such a plan with a client system. Student has limited skill in developing goals and objectives with clients. The process seems to inhibit, rather than facilitate, further work with the client system.	Student appears to have limited skill in being able to identify with the client plan for work (e.g., discussions lose focus, client is able to deter worker from the task, or student appears to independently determine focus of work and planned outcomes. Student has had difficulty working on goals and objectives with clients. Student appears unclear about how goals differ from objectives or how to develop either with the client system.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</i>	Student is very discerning, choosing from among a repertoire of strategies the most appropriate one to meet client needs.	Student typically demonstrates an ability to discern and to use an appropriate strategy to meet client needs.	On occasion, student has been able to appropriately connect client needs to an appropriate strategy. More practice needed.	Student has knowledge of various strategies but has difficulty making the connection between client need and an effective strategy to employ.	Student knowledge of intervention strategies is limited and/or student is not able to select an appropriate strategy for the situation.
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<i>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies Use professional collaboration as appropriate to achieve beneficial practice outcomes</i>	Student actively investigates available prevention interventions with clients on a consistent basis and takes a leadership role in promoting opportunities to expand prevention interventions available to clients.	Student typically is able to anticipate client needs and ways to support the client through prevention strategies. Good follow-through in designing and implementing plans.	Student has shown initiative to implement prevention interventions that support client capacities (e.g., referred client for smoking cessation class.)	Student shows some initiative in using prevention interventions, especially when suggested by supervisor, but underutilizes prevention as an intervention strategy.	Student does not use appropriate prevention interventions with client (e.g., educate regarding dangers of drinking and smoking while pregnant; recommend a stress reduction class when seeing client stress escalating, etc.)



Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<i>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</i>	Student is readily able to negotiate, mediate and advocate with and on behalf of clients and does so effectively.	Student is accomplished in this area, having fine-tuned these skills to the degree that the student is comfortable.	Student has negotiated, mediated and advocated with clients. Comfort level with these skills is developing.	Student is aware of the SW role, but his/her comfort and skill level do not provide him/her with the ability to negotiate, mediate or advocate with clients.	Student appears to be unaware of the roles of a social worker as broker, mediator or advocate.
	<i>Facilitate effective transitions and endings that advance mutually agreed-on goals.</i>	Student can plan and execute transitions and endings, appropriately facilitating the process for the client as well as for his/her colleagues.	Student has developed sufficient skill to be able to use transition and endings as opportunities for both client and worker growth.	Student is able to plan for transitions and endings in supervision but has difficulty fully executing the plan.	Student has the knowledge but avoids transitions and endings. (e.g., has difficulty discussing endings in supervision, procrastinates in telling client of pending need to terminate, or transfer the client, etc.)	Student lacks the knowledge and skill to recognize and plan for transitions and endings.
<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<i>Select and use appropriate methods for evaluation of outcomes</i>  <i>Apply knowledge of human behaviors and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes,</i>	Student readily integrates knowledge from various sources after carefully appraising each. Student initiates opportunities to enhance practice by investigating additional sources of knowledge appropriate for various client populations.	Student consistently applies knowledge from various sources differentially, dependent on the client system and the weight of evidence to support each perspective.	The student has been able on occasion to demonstrate the ability to draw upon various knowledge bases, with consideration given to their relative value.	While the student seems to have a general understanding of multiple sources of knowledge, she/he has difficulty applying it to improve practice.	Student is unaware of various sources of knowledge on which to draw and/or cannot effectively integrate and apply learning from multiple sources into professional practice.

Learning Objective/ Professional Competency	Indicator of Competency	Very High Performance 5	High Performance 4	Adequate/Standard Performance (student is on track and moving forward) 3	Low Performance 2	Very Low/Unacceptable 1
	<p><i>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</i></p> <p><i>Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</i></p>	<p>Student routinely analyzes various models and accurately applies them to the practice setting.</p>	<p>Student is well informed about various models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area.</p>	<p>Student has demonstrated the ability to analyze models on several occasions but has not routinely used results to inform practice.</p>	<p>Student has demonstrated limited ability to analyze models of assessment, prevention, intervention and evaluation and to apply them in a well-planned practice approach.</p>	<p>Student has not demonstrated an ability to analyze models of assessment, prevention, intervention, or evaluation.</p>

Based on material from Eastern Washington University field office and The College of St. Scholastica Dept. of Social Work with permission.

7/2015



**Field Practicum Evaluation Form**  
**Fall Semester Midterm**

This evaluation form is to be completed by the field instructor in consultation with the student (and task instructors) prior to the midterm grading period of SOWK 4998, Practicum and Seminar in Social Work I. *The student is responsible for submitting the completed form to the Field Seminar Faculty in advance of the midterm grading deadline.*

For students receiving off-site social work supervision for the field practicum: The agency based supervisor or task instructor should complete this form with the student after consulting with the off-site supervisor to get any needed input on the student's performance. Please feel free to use additional paper if needed.

**Evaluation participants (please print)**

Student name \_\_\_\_\_ Date \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_ Field Seminar Faculty \_\_\_\_\_

The field instructor should comment on the following, with the idea being that the midterm evaluation will provide the student with useful information for continued learning and improvement throughout the remainder of the semester.

1. Please identify and describe this student's strengths that have been demonstrated in practice.
  
  
  
  
  
  
  
  
  
  
2. How is the student engaging in their learning and performance? Is the student demonstrating skills at being a self-directed learner? If not, how could the student improve in this area?

3. How is the student demonstrating professional behavior in terms of dress, punctuality, respect, tolerance of difference, accountability, and reliability? Are there areas of concern that the student can address with regards to these areas?
  
  
  
  
  
  
  
  
  
  
4. How well is the student utilizing supervision?
  
  
  
  
  
  
  
  
  
  
5. How well is the student relating to other professionals in the agency?
  
  
  
  
  
  
  
  
  
  
6. What, if any, concerns do you have about the student's performance? What specifically would you like to see the student do to address these concerns during the remainder of the semester?

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Task Instructor \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Student Initial:

\_\_\_\_\_ I agree with the above comments.

\_\_\_\_\_ I disagree with the comments and have attached an additional statement outlining my disagreements.



**EXAMPLE TEMPLATE DOES NOT INCLUDE TASKS**  
**BSW Field Education Program**  
**SOWK 4998 End of Semester Final ILP and Evaluation**

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**Name of Student** \_\_\_\_\_  
**Agency** \_\_\_\_\_  
**Name of Field Instructor** \_\_\_\_\_  
**Name of Task Instructor** \_\_\_\_\_  
**SOWK 4998 Instructor** \_\_\_\_\_

**Instructions for Evaluation of Student Performance**

The Council on Social Work Education (CSWE) identifies Practice Competencies (2.1.1 through 2.1.9) for all BSW students of accredited schools of social work. You are evaluating the student on their demonstration of the professional competencies as measured by their specific tasks assigned for the semester. Please rate and evaluate the student's performance in each of the areas using the scale below. Assign one number for the overall rating of the student. *A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner. Please return this form to the 4998-seminar faculty by the established deadline.*

*This evaluation is intended to give the intern feedback about her or his performance. It is expected that the intern utilizes this evaluation to reflect upon their semester's performance. The agency supervisor's rating is used as a portion of the grade that is given to the student. The seminar faculty has the responsibility of assigning the grade for the course.*

- 1=Very Low Level of Competence-Unacceptable progress. Student should not progress in field studies.**
- 2=Low Level of Competence-Inconsistent progress with concerns.**
- 3=Adequate Level of Competence-Performance is on track and consistent.**
- 4=High Level of Competence-Strong performance.**

**5=Very High Level of Competence-Consistently excellent and advanced performance.**

LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY	INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION	FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>-Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</li> <li>-Use supervision to guide professional judgment and behavior</li> </ul>			

<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
2. Engage diversity and difference in practice	<p>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</p> <p>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>			
<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
3. Advance Human Rights and Social, Economic, and	-Apply understanding of social, economic, and environmental			

Environmental Justice	<p>justice to advocate for human rights at the individual and systems levels</p> <p>-Engage in practices that advance social, economic, and environmental justice</p>			
<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
4. Engage in Practice-informed Research and	-Use practice experience and theory to inform scientific inquiry and research			



Research-informed practice	<p>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</p> <p>-Use and translate research findings to inform and improve practice, policy, and service delivery</p>			
<b>LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
6.Engage with individuals, families, groups,	-Apply knowledge of human behavior and the social environment, person-in-environment, and other			

<p>organizations, and communities.</p>	<p>multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>			
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>	<p><b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b></p>
<p>7. Assess individuals, families, groups,</p>	<p>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>			

<p>organizations, and communities.</p>	<p>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>	<p><b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b></p>
<p>8. Intervene with individuals, families, groups,</p>	<p>-Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p>			

<p>organizations, and communities.</p>	<p>-Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>			
<p><b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b></p>	<p><b>INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY</b></p>	<p><b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b></p>	<p><b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b></p>	<p><b>FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)</b></p>
<p>9. Evaluate practice with individuals, families, groups,</p>	<p>-Select and use appropriate methods for evaluation of outcomes</p>			

organizations, and communities.	-Critically analyze, monitor, and evaluate intervention and program processes and outcomes -Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			
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**Comments on student overall performance. Keeping in mind that the student will have one more semester in the field before completing the BSW program and entering the social work profession, please comment on the student's current performance with suggestions for the following:** How is this student progressing in his/her ability to work independently? Does the student recognize his/her own strengths/weaknesses? Would you describe the student as making adequate progress toward functioning as an entry level social worker upon graduation? Do you have specific suggestions for the student for the second semester of field work?

**Field Instructor Signature and Date** \_\_\_\_\_

**Task Instructor Signature and Date** \_\_\_\_\_

**Student Signature and Date** \_\_\_\_\_

**Field Seminar Faculty Signature and Date** \_\_\_\_\_

**Student Please Indicate:**

\_\_\_ **I have read and discussed this evaluation with my field instructor and seminar faculty.**

\_\_\_ **I disagree with the evaluation or portions of and have attached my comments.**



**SOWK 4999**  
Field Practicum Evaluation Form  
Fall Semester Midterm

This evaluation form is to be completed by the field instructor in consultation with the student (and task instructors) prior to the midterm grading period of SOWK 4999, Practicum and Seminar in Social Work II. *The student is responsible for submitting the completed form to the Field Seminar Faculty in advance of the midterm grading deadline.*

For students receiving off-site social work supervision for the field practicum: The agency based supervisor or task instructor should complete this form with the student after consulting with the off-site supervisor to get any needed input on the student’s performance. Please feel free to use additional paper if needed.

**Evaluation participants (please print)**

Student name \_\_\_\_\_ Date \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

Task Instructor \_\_\_\_\_

Field Seminar Faculty \_\_\_\_\_

The field instructor should comment on the following, with the idea being that the midterm evaluation will provide the student with useful information for continued learning and improvement throughout the remainder of the semester.

1. Please identify and describe this student’s strengths that have been demonstrated in practice thus far.
  
  
  
  
  
  
  
  
  
  
2. How is the student engaging in their learning and performance? Is the student demonstrating skills at being a self-directed learner? If not, how could the student improve in this area?

3. How is the student demonstrating professional behavior in terms of dress, punctuality, respect, tolerance of difference, accountability, and reliability? How is the student at completing paperwork/documentation in a timely manner? Does the student meet established deadlines? Are there areas of concern that the student can address with regards to these areas?
  
4. Does the student demonstrate an understanding of social values and ethics and demonstrate such in his/her work? In not, how does the student need to improve and what specific things need to be addressed?
  
5. How well is the student utilizing supervision?
  
6. How well is the student relating to other professionals in the agency?

7. What, if any, concerns do you have about the student's performance? What specifically would you like to see the student do to address these concerns during the remainder of the semester?

8. Is the student completing the tasks of the ILP in an appropriate manner? Does the student meet established deadlines for tasks? Are there any issues regarding work performance of assigned tasks? Do you foresee that the student will be unable to complete any portions of the ILP as established for this semester?

Please feel free to make any additional comments:

Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ I agree with the above comments.

\_\_\_\_\_ I disagree with the comments and have attached an additional statement outlining my disagreements.





**EXAMPLE TEMPLATE DOES NOT INCLUDE TASKS**

**Dalton State College**

**BSW Field Education End of Semester ILP and Evaluation**

**SOWK 4999 Spring Semester**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Task Instructor if applicable: \_\_\_\_\_ Seminar Faculty \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for Evaluation of Field Performance:**

The Council on Social Work Education (CSWE) identifies Practice Competencies (2.1.1 through 2.1.9) for all BSW students of accredited schools of social work. You are evaluating the student on their demonstration of the professional competencies as measured by their specific tasks assigned for the semester. Please rate and evaluate the student's performance in each of the areas using the scale below. Assign one number for the overall rating of the student. *A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner. Please return this form to the 4998-seminar faculty by the established deadline.*

*This evaluation is intended to give the intern feedback about her or his performance. It is expected that the intern utilizes this evaluation to reflect upon their semester's performance. The agency supervisor's rating is used as a portion of the grade that is given to the student. The seminar faculty has the responsibility of assigning the grade for the course.*

**1=Very Low Level of Competence-Unacceptable progress. Student should not progress in field studies.**

**2=Low Level of Competence-Inconsistent progress with concerns.**

**3=Adequate Level of Competence-Performance is on track and consistent.**

**4=High Level of Competence-Strong performance.**

**5=Very High Level of Competence-Consistently excellent and advanced performance.**

NA=Not Applicable; no opportunity to demonstrate practice behavior.

LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY	INDICATOR OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING COMPETENCY	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION	FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale)
1. Demonstrate Ethical and Professional Behavior	<p>-Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> <p>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</p> <p>-Use supervision to guide professional judgment and behavior</p>			
LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY	INDICATOR OF COMPETENCY/OBSERVABLE	TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY	MEASUREABLE OUTCOMES DATE OF COMPLETION	FINAL EVALUATION OF TASK AND

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
2. Engage diversity and difference in practice	<p>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</p> <p>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
3. Advance Human Rights and Social, Economic, and Environmental Justice	<p>-Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels</p> <p>-Engage in practices that advance social, economic, and environmental justice</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
4. Engage in Practice-informed Research and Research-informed practice	<p>-Use practice experience and theory to inform scientific inquiry and research</p> <p>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</p> <p>-Use and translate research findings to inform and improve practice, policy, and service delivery</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
5. Engage in Policy Practice	<p>-Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p> <p>-Assess how social welfare and economic policies impact the delivery of and assess to social services</p> <p>-Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
6.Engage with individuals, families, groups, organizations, and communities.	<p>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONALCOMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
7. Assess individuals, families, groups, organizations, and communities.	<p>-Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>-Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>-Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>



	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
8 Intervene with individuals, families, groups, organizations, and communities.	<p>-Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>-Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>-Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>			
<b>LEARNING OBJECTIVE/ CSWE PROFESSIONAL COMPETENCY</b>	<b>INDICATOR OF COMPETENCY/OBSERVABLE</b>	<b>TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY</b>	<b>MEASUREABLE OUTCOMES DATE OF COMPLETION</b>	<b>FINAL EVALUATION OF TASK AND</b>

	<b>PRACTICE SKILLS DEMONSTRATING COMPETENCY</b>			<b>DEMONSTRATION OF COMPETENCY (1-5 scale)</b>
9.Evaluate practice with individuals, families, groups, organizations, and communities.	-Select and use appropriate methods for evaluation of outcomes -Critically analyze, monitor, and evaluate intervention and program processes and outcomes -Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

**Field Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Task Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Field Seminar Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Initial:**

\_\_\_\_\_ I have read and discussed this evaluation with my field instructor and seminar faculty.

\_\_\_\_\_ I disagree with the evaluation and have attached my comments.

## FIELD INSTRUCTOR/STUDENT RELATIONSHIPS

STUDENTS	FIELDWORK INSTRUCTORS
<u>STAGE 1: BEGINNING</u>	
<p><u>Issues/Concerns</u></p> <p>Feel like a stranger, than a guest.</p> <p>Go through a “period of anxiety laden with self-consciousness.</p> <p>Are enthusiastic-“How soon can I start?” “When will I get my first client?” Yet very anxious when assigned first client.</p> <p>(12% said meeting other staff is stressful).</p> <p>(57% said issues regarding clients are most stressful).</p>	<p><u>Suggestions for Addressing</u></p> <p>Help settle in quickly.</p> <p>Develop written orientation.</p> <p>Give “title”</p> <p>Discuss Learning Contract.</p> <p>Acknowledge feeling, empathize.</p> <p>Set groundwork for FWI relationship.</p> <p>Prepare other staff for student; discuss meeting, expectations, etc., ahead of time.</p> <p>Discuss supervisory relationship.</p>

### STAGE 2: REALITY CONFRONTATION

<p>Have unrealistic expectations: agency FWI falls off pedestal.</p> <p>Are disillusioned with classroom part of learning.</p> <p>Question role as social work.</p> <p>“Will I be any good?”</p> <p>Experience complex value dilemmas.</p> <p>May overreact to any negative feedback.</p> <p>May want to give up or change placements.</p> <p>May become physically ill or depressed.</p>	<p>Access to FWI is very important. 60% turn to FWI.</p> <p>Do not take it personally.</p> <p>Focus on what is happening to the learner.</p> <p>Encourage students to express what they did and how they felt.</p> <p>During mid-term evaluation allow time for doubts: be supportive.</p> <p>Prepare for first client.</p>
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### STAGE 3: RELATIVE MASTERY

<p>Reach a compromise between expectations and reality.</p> <p>Open to discussing value dilemmas.</p> <p>Establish competence.</p> <p>Learn how to leave it at the agency when you go home.</p> <p>Develop confidence.</p> <p>Take initiative in own learning.</p> <p>Issues regarding clients still stressful.</p>	<p>Access to FWI continues to be important.</p> <p>Senior may take over while you go on vacation, with back-up person for supervision.</p> <p>Observation of client/intern interaction is helpful via direct observation, video or audio taping.</p> <p>Affirm student.</p>
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### STAGE 4: TERMINATING

<p>Reappearance of self-doubt (seniors). Juniors confident-look forward to senior year.</p> <p>Feelings of sadness, relief, withdrawal, detachment.</p> <p>Readiness to move on.</p> <p>Juniors may offer to volunteer.</p> <p>New demands on student.</p>	<p>Start termination process early: discuss final date with student and staff. Prepare for evaluation conference.</p> <p>Share feeling of loss.</p> <p>Talk about your needs and student's needs.</p> <p>Plan and ending event.</p> <p>Discuss what contacts are reasonable.</p>
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**From Georgia Regents University Social Work field manual. Used with permission.**

**7/2015**



**SOWK 4998-4999**

Field Agency  
Evaluation Form

This evaluation form is to be completed by the student at the conclusion of the SOWK 4999 practicum experience. *The student is responsible for submitting the completed form to the Director of Field Education by the last day of classes. THIS FORM IS NOT SHARED WITH THE FIELD SEMINAR FACULTY AND PLAYS NO ROLE IN THE GRADING OR EVALUATION OF THE STUDENT.*

**Evaluation participants (please print):**

Student \_\_\_\_\_

Field Instructor \_\_\_\_\_ Task Instructor if applicable \_\_\_\_\_

1. What percentage of the clients you served were members of vulnerable, at risk populations? (In your estimation)

\_\_\_\_\_ Under 25%      \_\_\_\_\_ Between 25-75%      \_\_\_\_\_ Over 75%

2. What percentage of the clients you served were economically disadvantaged? (In your estimation)

\_\_\_\_\_ Under 25%      \_\_\_\_\_ Between 25-75%      \_\_\_\_\_ Over 75%

3. About the Field Instructor: Please rate the following: The field instructor's ability to teach social work practice skills are: \_\_\_\_\_ Poor      \_\_\_\_\_ OK      \_\_\_\_\_ Good      \_\_\_\_\_ Excellent

Comments:

4. The field instructor's effectiveness in assisting you with integration of theory and practice:

\_\_\_\_\_Poor    \_\_\_\_\_ OK    \_\_\_\_\_Good    \_\_\_\_\_ Excellent  
Comments:

5. The field instructor's provision of useful and constructive feedback:

\_\_\_\_\_ Poor    \_\_\_\_\_ OK    \_\_\_\_\_ Good    \_\_\_\_\_ Excellent  
Comments:

6. The quality of supervision:

\_\_\_\_\_Poor    \_\_\_\_\_ OK    \_\_\_\_\_ Good    \_\_\_\_\_Excellent  
Comments:

7. What are the strengths of this placement (both Agency and Field Instructor/Task Instructor) for Dalton State Students?

8. What are the shortcomings of this field placement (both agency and Field Instructors/task instructor for Dalton State Students)?

9. What would you suggest to improve this field placement for future DSC Social Work students?

10. Did supervision occur on a regular, weekly basis? If not, why not?

11. List three things that you were able to do in field placement that you felt provided you the most learning opportunities.

12. Were there opportunities that you did not have in field placement that you expected to have but didn't?

Any other comments/thoughts/suggestions you wish to share:



**Student** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Class** \_\_\_\_\_ **Term** \_\_\_\_\_

### Task Assignment Form

**The following task has been identified as a required, individualized, learning opportunity from your logs, seminar, or field placement. This task is to be completed at your placement site and verified by your field instructor. Specifically, you need to do the following:**

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**This task must be completed by:** \_\_\_\_\_ **at** \_\_\_\_\_ **AM PM**

**Please describe the steps taken to complete the task or explain why the task could not be completed.**

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**Feedback/Comments from the Field Instructor.**

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Seminar Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_