



SOCIAL WORK PROGRAM

FIELD EDUCATION HANDBOOK

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VITERBOUNIVERSITY

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SECTION ONE: INTRODUCTION

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FIELD EDUCATION

The purpose of Social Work Field Education at Viterbo University is to prepare students for entry level social work practice by providing opportunities to reinforce social work values and ethics, apply knowledge, and practice social work skills in an education focused practice setting. Field Education provides the opportunity to integrate empirical-based knowledge into practice and promote professional competence. The field program is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. In this block model, social work students spend a semester of the senior year completing a minimum of 450 hours, usually 30 hours per week for a 15-week period, in a Field Education agency. Concurrent with SOWK 480: Field Education, students complete a three-credit integrative SOWK 482: Senior Capstone course on campus.

Field students are placed in an entry-level setting and are provided structured individualized learning opportunities in generalist social work practice. Students are supervised by dedicated, well-qualified social work practitioners familiar with current trends in the profession. Each Field Education student is assigned a Viterbo University social work faculty liaison who collaborates with the student and agency instructor to facilitate the knowledge and practice transition from classroom to direct social work practice. Students are prepared for Field Education the semester before through a three-credit course: SOWK 479 Competent Practice for Field Education. In this Field Education preparation seminar, students apply for acceptance to Field Education, complete a National Criminal Background and Wisconsin Caregiver Background check, interview with potential practicum agency and are matched to an agency based on their individual goals, agency opportunities and field program criteria.

The social work field experience places increased demands on students intellectually, emotionally, and professionally. Therefore, students should be adequately prepared to assume responsibility for and exhibit professional behavior by completing required criteria for admission to the Field Education Program, ongoing compliance with the Social Work Program Academic and Professional Standards and adhering to professional standards of the NASW *Code of Ethics*.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Viterbo University Social Work Program is to prepare baccalaureate students for entry-level generalist social work practice. In an atmosphere of integrity and respect, students will develop professional knowledge, values, and skills for service provision and social change. The program is guided by the Franciscan values of human dignity, social justice, strengths of diverse populations, and respect for disenfranchised members of our global society.

COUNCIL ON SOCIAL WORK EDUCATION – Competencies and Behaviors

Competencies	Behaviors: Expected Learning Outcomes
1. Demonstrate Ethical and Professional Behavior.	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.
	4. Use technology ethically and appropriately to facilitate practice outcomes
	5. Use supervision and consultation to guide professional judgement and behavior.
2. Engage Diversity and Difference in Practice.	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	7. Present themselves as learners and engage Clients and constituencies as experts of their own experiences.
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse Clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice.	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
	10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in Practice-informed Research and Research-informed Practice.	11. Use practice experience and theory to inform scientific inquiry and research.
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
	13. Use and translate research evidence to inform and improve practice, policy and service delivery.
5. Engage in Policy Practice.	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	15. Assess how social welfare and economic policies impact the delivery of and access to social services.
	16. Apply critical thinking to analyze, formulate, and advocate or policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with Clients and constituencies.
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse Clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities.	19. Collect and organize data, and apply critical thinking to interpret information from Clients and constituencies.
	20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from Clients and constituencies.
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within Clients and constituencies.
	22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of Clients and constituencies.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of Clients and constituencies.
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with Clients and constituencies.
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	26. Negotiate, mediate, and advocate with and on behalf of diverse Clients and constituencies.
	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.	28. Select and use appropriate methods for evaluation of outcomes.
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	30. Critically analyze, monitor, and evaluation intervention and program processes and outcomes.
	31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The complete CSWE Educational Policy and Accreditation Standards (2015) are available on the Viterbo University Social Work web page; [2015 CSWE EPAS](#)

SOWK 480: FIELD EDUCATION COURSE OBJECTIVES

By the end of field Students will be able to do the following:	Course Unit of Content	Assessment of Course Objective	Linkages to CSWE Behavior	Linkage to Program Goals
1. Demonstrate Ethical and Professional Behavior.	450 hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 1. Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context. 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgement and behavior. 	Goal 4 Prepare Students for development of a professional identity consistent with social work values and ethics.
2. Engage in Diversity and Difference in Practice.	450 hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 7. Present themselves as learners and engage Clients and constituencies as experts of their own experiences. 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse Clients and constituencies. 	Goal 2 Prepare Students for social work practice with diverse populations and cultures.
3. Advance Human Rights and Social, Economic, and Environmental Justice.	450 hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 10. Engage in practices that advance social, economic, and environmental justice. 	Goal 5 Prepare Students to promote social and economic justice for disenfranchised groups through social change and advocacy.
4. Engage in Practice-informed Research and Research-informed Practice.	450 hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 11. Use practice experience and theory to inform scientific inquiry and research. 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 13. Use and translate research evidence to inform and improve practice, policy and service delivery. 	Goal 3 Prepare Students in the use of social work research to inform and evaluate practice.
5. Engage in Policy Practice.	450-hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 14. Identify social policy at the local, state, and federal level that impacts well-being service delivery, and access to social services. 15. Assess how social welfare and economic policies impact the delivery of and access to social services. 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	Goal 5
6. Engage with Individuals, Families, Groups, Organizations, and Communities.			<ol style="list-style-type: none"> 17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with Clients and constituencies. 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse Clients and constituencies. 	Goal 1 Prepare Students for beginning generalist social work practice with individuals, families, groups organizations and communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.	450 hour Field Education experience	Learning Contract Evaluation	<ol style="list-style-type: none"> 19. Collect and organize data, and apply critical thinking to interpret information from Clients and constituencies. 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from Clients and constituencies. 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within Clients and constituencies. 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of Clients and constituencies. 	Goal 1

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.	450 hour Field Education experience	Learning Contract Evaluation	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of Clients and constituencies. 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with Clients and constituencies. 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 26. Negotiate, mediate, and advocate with and on behalf of diverse Clients and constituencies. 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	Goal 1
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	450 hour Field Education experience	Learning Contract Evaluation	28. Select and use appropriate methods for evaluation of Outcomes. 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 30. Critically analyze, monitor, and evaluate intervention and Program processes and outcomes. 31. Apply evaluation findings to improve practice effectiveness At the micro, mezzo, and macro levels.	Goal 1, Goal 3

SOCIAL WORK PROGRAM GOALS

The Social Work curriculum provides Students the following by the end of their social work education:

- Goal I:** Prepare students for beginning generalist social work practice with individuals, families, groups, organizations, and communities. (Competency 6, 7, 8, 9)
- Goal II:** Prepare students for social work practice with diverse populations and cultures. (Competency 2)
- Goal III:** Prepare students in the use of social work research to inform and evaluate practice. (Competency 4, 9)
- Goal IV:** Prepare students for development of a professional identity consistent with social work values and ethics. (Competency 1)
- Goal V:** Prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy. (Competency 3, 5)

NON-DISCRIMINATION STATEMENT

In all components of the Social Work Field Education Program, the following non-discrimination policy is strictly adhered to: it is the policy of Viterbo University not to discriminate against students, applicants for admission, or employees on the basis of sex, race, color, religion, national origin, ancestry, age, sexual orientation, or physical or mental disabilities unrelated to institutional jobs, programs, or activities. Viterbo University is a Title IX institution.

SECTION TWO: SOCIAL WORK FIELD PROGRAM

FIELD DIRECTOR RESPONSIBILITIES

The intent of the Field Education Program is to connect academic knowledge with the values and skills of actual social work practice thus insuring a high-quality social work education for the student in accordance with CSWE Accreditation Standards (2015). **The responsibilities of the Field Director are as follows:**

- 1. Systematically design and review a Field Education curriculum that integrates the students' classroom experience with the opportunity to practice social work in an agency setting.**
 - a. Design, regularly review, and teach SOWK 479 Competent Practice for Field Education.
 - b. Develop, review, and administrate Field Education courses, SOWK 480 Field Education and SOWK 482 Senior Capstone.

- c. Design and regularly review a Field Education Learning Contract and Evaluation Instrument that documents generalist practice opportunities and assesses the acquisition of the students' behaviors.
 - d. Collaborate with the Social Work Program Director to assign social work faculty members or adjunct faculty to serve as faculty liaisons and/or co-teach SOWK 482 Senior Capstone.
 - e. Through regular communication, train, monitor, and support faculty liaisons throughout Field Education.
 - f. Negotiate challenges and investigate complaints or grievances related to Field Education and reports concerns to the Social Work Program Director.
- 2. Recruit, train, and coordinate appropriate Field Education agency settings and instructors that provide opportunities for student development of generalist social work behaviors.**
- a. Recruit and complete Agreement Contracts between Viterbo University and Field Education agencies according to the criteria established by the social work program and maintain contracts, contact information, and agency learning opportunities available to students.
 - b. Assess potential agency instructors using the criteria established by the social work program to certify each agency instructor as a Viterbo University Social Work Agency Instructor. Collect and maintain relevant information of each agency instructor.
 - c. Create and deliver agency instructor and faculty liaison orientation and training to insure the integration of the academic curriculum into the practice experience for each Field Education student.
 - d. Provide oversight of the Field Education practicum by regular contact with students, agency instructors, and faculty liaisons, teaching SOWK 482 Senior Capstone, providing faculty liaison support, and negotiating field concerns.
- 3. Design and coordinate a Field Education Practicum selection process.**
- a. Provide students with information regarding the process and procedures of Field Education and potential agency setting placements.
 - b. Provide potential agency instructors with information about the student(s) academic achievement, Field Education goals, relevant background experiences and other information as required to develop the individualized Learning Contract.
 - c. Review student Field Education applications, meet individually with each student to assess Field Education goals and special needs, assign student to Field Education Agency interviews, review interview feedback from both agencies and students, and determine an agency practicum site for each qualified student.
- 4. Design, collect, analyze and share with constituencies a Field Education assessment plan and results.**
- a. Design instruments and administer a field program evaluation of students, agency instructors, faculty liaisons, and SOWK 482: Senior Capstone instructors.
 - b. Compile and share Field Education evaluation results with Social Work Program Director and faculty, faculty liaisons, and the advisory board regarding the outcomes of the field program.
 - c. Archive field evaluation data in Viterbo University TracDat system and share evaluation outcomes with University Assessment Program staff and social work program faculty for continuous improvement of the Field Education program.

FACULTY LIAISON RESPONSIBILITIES

The faculty liaison assumes a key role in the Field Education experience as the liaison serves as the connection between the social work program, the field agencies and the student. Assigned by the field director in consultation with the Social Work Program Director, the faculty liaisons are usually full-time social work program faculty who are in a strategic position to assure the integration of the academic curriculum into the Field Education experience. If a full-time faculty member is not available an adjunct faculty serves the liaison role with training and supervision provided by the field director. The faculty liaison coordinates with the field instructor and student to develop, implement, and evaluate the individualized Learning Contract. The faculty liaison monitors the Learning Contract activities to ensure that the agency opportunities allow the student to practice the Field Education competencies. **The responsibilities of the Faculty Liaison are to:**

- 1. Provide consultation to agency instructors about the program's academic curriculum, competencies and behaviors of Field Education.

2. Communicate and meet with agency instructors early to discern educational goals of students, clarify questions regarding Field Education, and establish ongoing working relationships.
3. Monitor and review the development and implementation of the Learning Contract activities to ensure student opportunities to practice competencies.
4. Collaborate with agency instructors to provide a field learning experience for the student, assuring maximum opportunities to practice generalist social work.
5. Respond promptly to agency instructors and students to resolve challenges and implement changes in the student's field practicum and communicate concerns to the field director.
6. Arrange a minimum of three planned contacts with agency instructors and students during the semester to review the student's progress in the practice of the competencies. Additional conferences will be scheduled as needed upon the request of any party.
7. Consult with agency instructors to evaluate student progress in the practice of the competencies and Learning Contract activities at midterm and at a final evaluation.
8. Grade students SOWK 482 Capstone assignments with instructive comments to the students' work.
9. Document midterm and final competency evaluation and submit signed Learning Contract with assessment ratings to the field director at the end of the semester.
10. Assess quality and effectiveness of instruction in the Field Education agency.

FACULTY LIAISON AGENCY VISITS

The faculty liaison schedules a minimum of three field visits with the agency instructor and the student. Visits usually take place at the field agency but can take place at Viterbo University or another agreed upon location. The visits generally last 45–60 minutes though the initial visit with the Learning Contract development may take longer.

Initial Visit

The first meeting takes place during the first or second week of semester. The purpose is to clarify reciprocal roles and responsibilities of the faculty liaison, agency instructor, and the student in order to facilitate the educational experience.

In the first meeting, the draft Learning Contract is reviewed and individualized for the student and field agency with attention to realistic opportunities to learn and practice the competencies. The student is responsible for contract preparation, guided by the agency instructor and faculty liaison. In the Learning Contract, the student drafts field activities and measures of behaviors with the agency instructor. The draft Learning Contract is discussed in the first liaison meeting and revised by the student based on feedback from the faculty liaison and agency instructor. The Learning Contract is signed by each of the parties when each individual agrees that the designated agency activities will provide the student with opportunities to learn and practice the competencies.

Mid-Term Visit

The second meeting is held in the middle of the semester to review the student's progress using the behaviors and the agency activities indicated in the Learning Contract. The agency instructor completes the competency ratings on the Learning Contract and discusses their evaluation with the student during the faculty liaison visit.

Midterm is the time to evaluate progress in competencies developed during the first half of the semester. The agency instructor, student, and liaison assess which activities or behaviors have not yet occurred for the student. A plan to practice these competency behaviors is developed for the second half of the semester.

Final Visit

The third field meeting is held near the completion of the Field Education placement. The purpose is an overall evaluation of the student Field Education experience. Completing the competency ratings in the Learning Contract identifies the student strengths and significant behaviors demonstrated over the semester. A discussion regarding the future of the new social worker also occurs at this final evaluation session. The original Learning Contract signature page is signed and submitted to the faculty liaison. The agency instructor and student keep an electronic or paper copy of the completed Learning Contract.

SECTION THREE: THE FIELD EDUCATION AGENCY

STANDARDS TO QUALIFY FIELD EDUCATION AGENCIES

Viterbo Social Work Field Education Agencies agree to:

1. Contract with Viterbo University to provide social work Field Education.
2. Provide qualified staff, designated jointly by Viterbo University Social Work Program and the Field Education agency, to provide instruction and supervision of a student.
3. Support the agency instructor with time to provide a minimum of one hour per week individual face-to-face supervision of the student.
4. Provide release time for the agency instructor and task supervisor to attend Viterbo Social Work Program orientation, training, field fair, and senior capstone poster presentation.
5. Assure social work practice experiences consistent with Viterbo Social Work Program mission, goals and the *NASW Code of Ethics*.
6. Provide students an educationally directed generalist social work practice experience with individuals, families, groups, organizations, and the community.
7. Provide learning opportunities in the practice of the Field Education competencies.

FIELD EDUCATION AGENCY RESPONSIBILITIES

Social Work Field Education Agencies serve a vital function in the preparation of future social workers.

Responsibilities of Field Education Agencies are:

1. Provide a general orientation to the field agency for the students with regard to agency structure, policies, procedures, programs, services, recording, and communication system(s) to facilitate the student's adaptation to the agency.
2. Assist the student with Learning Contract development that includes designating opportunities and activities to gain social work practice in the competencies.
3. Provide opportunities for the student to have early and regular contact with agency clientele.
4. Provide a non-discriminating environment.
5. Identify an agency instructor to supervise the student that meets the **following qualifying standards**.
 - Hold an MSW degree plus 2 years postgraduate social work practice experience or a BSW degree plus five years post degree from a CSWE accredited social work program and social work practice experience.
 - A task supervisor, under the direction of the qualified agency instructor, may provide day-to-day support and supervision of the student.
 - In situations where an agency can provide generalist practice field experiences but does not have social workers on staff or the social work staff does not have the required five years of experience, the Social Work Program Field Director will provide supplemental supervision to the student by a qualified individual.
 - Demonstrate commitment to provide an educationally directed supervisory relationship and provide one hour per week individual face-to-face supervision.
 - Commit to communicate formally and informally with the Viterbo Social Work Faculty Liaison and field director.
 - Incorporate the *NASW Code of Ethics*, Viterbo Social Work Program mission and goals and Field Education Competencies into Field Education.

RESPONSIBILITIES OF AGENCY INSTRUCTOR

Agency instructors provide critical linkage between agency and academia through on-site ongoing supervision, instruction, guidance, and evaluation of the student in the Field Education agency. Agency instructors assign the student guided, professional, direct social work experiences tailored to student's individual needs and abilities. The learning opportunities incorporate generalist practice principles and provide opportunities for contact with diverse populations and populations at risk. **In addition to the field agency responsibilities listed above the agency instructor assumes the following responsibilities:**

- Attend the Viterbo University Agency Instructor Training, Field Fair, and Senior Capstone Poster Session.

- Conduct a field interview with the student to evaluate the appropriateness of fit between the student and agency. Provide written feedback to the field director using the agency instructor's assessment of Field Interview Form.
- Demonstrate commitment to provide an education focused supervisory relationship by meeting with the Student one hour per week in face-to-face supervision.
- If agreed upon by the Field Education director and agency instructor, designate a task supervisor to enhance the support and supervision provided by the agency instructor. The task supervisor, agency instructor, and faculty liaison work in collaboration to insure the goals, competencies and standards of Field Education are central to the students' Field Education.
- Use the Learning Contract to plan the students' agency activities and provide support according to the student's individual learning needs and the goals of the Social Work Field Program. Suggest appropriate agency activities by considering the student's past experience, learning patterns, career expectations, and field program competencies.
- Attend and participate in a minimum of three faculty liaison, student, and agency instructor meetings per semester, regularly review the Learning Contract, and communicate with the Viterbo Faculty Liaison. Each week, initial the Student's Hours Record, and review strengths and concerns regarding the week's activities completed by the student.
- Review the students' field integrative journal assignments and provide instructive comments.
- Immediately inform the faculty liaison should concerns arise in the student's performance and provide documentation.
- Complete evaluations of the Social Work Field Education Program and, if interested, participate in the Social Work Program Advisory Council.
- Attend meetings with representatives from the Council on Social Work Education and provide feedback on the Field Education Program during Viterbo Social Work Program reaccreditation.

EMPLOYER AS AN EDUCATION SITE AND PAID FIELD EDUCATION

As the field practicum is an education directed experience, dual relationships in supervision are to be avoided. However, employment-based field practicum sites are a possibility as CSWE does allow for students to have their place of employment serve as a field placement setting provided that program setting provides opportunities for the student to engage as a learner and fulfill education requirements. Any potential employment-based setting must ensure Field Education students of a separate qualified supervisor, or the program must provide supervision to reinforce a social work perspective. Requests for an employment-based site must be coordinated with and approved by the field director.

In the event that a field site wishes to offer a stipend or form of payment to the student the terms of the stipend or payment will be specified in writing with advance permission granted by the field director. To assure that all students have equal chance of obtaining a "paid" placement, the agency will indicate a stipend or payment will be available *prior to* the student interview process. Any form of payment to the student that is offered *after* the start of the field placement must be approved by the field director.

In cases when an agency offers a student employment during their practicum semester, this offer will be discussed immediately with the field director. Decisions will be made regarding the appropriateness of payment or employment on a case-by-case basis. If permission is granted, a plan is developed that assures the integrity of 450 hours of Field Education. Employment is separate from Field Education including different assignments, activities and supervision.

SECTION FOUR: THE FIELD EDUCATION STUDENT

Social work majors who have completed all courses in the professional phase of the social work curriculum except Field Education courses may apply for Field Education. Because field students will be working directly with clients in a professional relationship, it is necessary that students meet standards for admission to Field Education including a National Criminal Background Check and Wisconsin Caregiver Background Check. Students with a history of criminal or civil court offenses, physical violence, or sexual misconduct may be unemployable as a social worker and are ineligible for Field Education.

Admission to Field Education is limited by the number of certified agency sites. In the event that field applications exceed certified agencies, eligible students are accepted based on the number of total college credits completed. If the number of credits completed is similar, the cumulative GPA may be used in the Field Education admission decision. Qualified Field Education students who are not placed due to a lack of agencies will be placed in the subsequent semester.

SOWK 479: Field Education Preparation - 3 credits

In order to facilitate students' readiness for field, students take the three-credit SOWK 479 - Competent Practice for Field Education course the semester before Field Education. Content and procedures regarding admission to Field Education, the placement process, and agency interviews are covered, cumulating in an approved field placement. Course content includes an overview of Field Education, expectations of Field Education, and the field learning contract. Other aspects of Field Education including court work, mandated reporting, interprofessional practice, and the NASW *Code of Ethics* will be emphasized. Pre-requisite: senior standing in the social work program and concurrent enrollment or completion of social work professional and support courses except for SOWK 480 Field Education and SOWK 482.

STUDENT ADMISSION TO FIELD EDUCATION

Students will meet the following requirements before application to Field Education (SOWK 480):

1. Adherence to the Viterbo Social Work Program Academic and Professional Standards (see page 21-23)
2. Cumulative grade point average of 2.5/4.0 or better and a social work GPA of 2.5/4.0 or better.
3. Completion of all foundation social work courses except SOWK 480 and 482. Students with extenuating circumstances may request special permission to enter Field Education with a grade of incomplete in one social work course. A written request will be submitted to the field director.
4. Students with 12 or fewer non-social work credits remaining before graduation may request permission to take those credits after the Field Education semester. This request must be submitted in writing with the field application.
5. Complete all courses in progress with appropriate GPA.
6. Agree to continual adherence to the NASW *Code of Ethics*.
7. Demonstrate the ability to manage bio/psycho/social issues (e.g. legal issues, physical and mental illness, substance abuse, etc.) so that these issues do not impair professional judgment or ability to engage in competent beginning level practice with clients as outlined in the NASW *Code of Ethics* (2017).
8. Approval of the social work faculty.
9. Completed application form for admission to Field Education.
10. Agree to Wisconsin Caregiver Background check and National Criminal Background check to verify absence of criminal activity that would make the Student unemployable as a Social Worker (see page 25).
11. Complete the [Viterbo University Student Participant Assumption of Risk and Release of Liability form](#).

FIELD EDUCATION APPLICATION PROCESS

Students seeking admission to social work Field Education will do the following:

Obtain a copy of the Viterbo University Field Education Handbook and submit the following materials to the Social Work Program administrative assistant by the required date:

- Complete application form and submit electronically.
- Form completed and releases signed for Wisconsin Caregiver Background Check/National Criminal Background check.

Upon receipt of all admission materials, the field director will:

- Review application materials.
- Require additional information or a screening interview with the field director or social work faculty.

- Notify applicants in writing of the decision regarding admission to Field Education.

Students have the right to appeal a denial of admission to Field Education according to the Viterbo University Social Work Program Grievance Procedure.

SCREENING INTERVIEW

Students may request or be invited to meet with the field director and social work faculty to determine the readiness of the student to enter Field Education. Students are admitted to Field Education after the completion of academic prerequisites, demonstrated personal development as described in the Academic and Professional Standards and information from the social work faculty. If the student has not met the requirements the student will not be accepted for Field Education at this time.

SECTION FIVE: THE PLACEMENT PROCESS

AGENCY-STUDENT MATCH

The Agency-Student match is based on the student's learning needs, interests, practice goals, and the availability of an appropriate field agency that will provide the student opportunities to learn and practice the field competencies. Placing students is a structured process that allows the field director to balance the interests of the agencies, students, and the Social Work Program. Placing students in agencies occurs the semester prior to the start of Field Education and proceeds as follows:

1. Agency instructors attend training and orientation.
2. Agency instructor and students attend the Field Fair and meet in short informational interviews to learn about agency services and possible student activities in the particular agency.
3. Students apply to Field Education and applications are reviewed by the field director.
4. Students meet individually with the field director to discuss their unique Field Education goals. Individual circumstances are considered, such as agency location, student expectations, family obligations, schedule, and transportation.
5. The field director reviews available field sites and determines interview the agency for each student.
6. The agency instructor is informed of the interviews and sent the student's field application.
7. Each student completes agency interview.
 - The student arranges interview with the agency instructors.
 - If the student fails to complete an assigned field interview the student will not be assigned to interview with another agency.
 - If the field agency or instructor decline or withdraw from Field Education at this time, through no fault of the student, another interview agency is determined.
 - If after three field interviews, a student is not matched to a practicum agency because of the students' performance the student will be referred to the social work faculty for review of status in the Social Work Program.
8. Both the agency instructor and student provide written interview feedback to the field director.
9. The field director determines agency placement based on agency and student feedback in addition to information gained in the semester-long matching process.
10. The field director notifies the agency and the student of their placement with an electronic letter which officially confirms the placement.

IMPORTANT FIELD PLACEMENT INFORMATION

- **All referrals for interviews are made by the field director. In no case may a student contact agency for possible placement or self-refer for a placement interview. The final decision for placing the student is made by the field director.**
- The purpose of the interview is to determine the suitability of the student for an educationally focused generalist practice directed field placement. The student is not interviewing for employment.
- In no case will an agency be asked to accept a student for Field Education when there are concerns by any party that the student may not meet minimum requirements.

- The ultimate responsibility for securing a field placement is the student's responsibility. The field director facilitates the interview process but does not guarantee a placement for the student.
 - It is the student's responsibility to adhere to the schedule and deadlines for the field selection process as established by the field director and documented on the Field Calendar. The Viterbo University Field Director is under no obligation to secure a field interview or placement for students who do not adhere to the calendar.
-

SECTION SIX: THE FIELD EDUCATION SEMESTER

STUDENT ORIENTATION

Orienting the student to the agency is very important to a successful start for everyone. Many things commonly taken for granted in the agencies are unfamiliar to students. The following checklist can help provide direction in structuring the orientation process with the student.

Before the Student Arrives

- _____ Let others in the agency know the student is arriving
- _____ Establish a work space for the student (desk/table, phone, computer, email access)
- _____ Order a name tag
- _____ Develop a list of abbreviations, symbols, and terminology unique to the agency context
- _____ Schedule trainings and meetings for the student with other key staff (e.g., administrative assistants, computer staff, phone training, copy machine instruction, etc.)
- _____ Have a local map available
- _____ Arrange materials—policy manuals, etc.
- _____ Provide directions and parking information

The First Day

- _____ Arrange time/place to meet student the first day
- _____ Provide an agency tour
- _____ Introduce key staff
- _____ Possible neighborhood tour
- _____ Informal information (lunches, staff gatherings, vending machines, bathrooms)

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and safety procedures and protocol

Agency Policies and Protocols - Review the following:

- _____ Office procedures, supplies, and provisions
- _____ Telephone and communication/computer utilization
- _____ Intake/admissions/eligibility policy and procedures
- _____ Internal communication
- _____ Parking details
- _____ Mileage policy
- _____ Agency, department, and/or unit meeting schedule
- _____ Client record/charting, policies and procedures
- _____ Form for documentation /accountability
- _____ Regulations regarding confidentiality, release of information, etc.
- _____ Client fees/payment schedule
- _____ Client emergency protocol
- _____ Child or elder abuse reporting protocol
- _____ Work schedule, including lunch and breaks
- _____ Information/referral policy

- _____ Agency policy regarding harassment and discrimination
- _____ Agency policy regarding the Americans with Disabilities Act and OSHA

Field Instructor/Student - Responsibilities Review the following:

- _____ Expectations for supervision and schedule
- _____ Plan for diversity/multi-cultural experiences
- _____ Plan for monitoring of student hours (by both field instructor and student)

SOWK 482: SENIOR CAPSTONE — 3 Credits

Concurrent with Field Education, students are in SOWK 482: Senior Capstone. SOWK 482 is a three credit-hour course held once a week during the Field Education semester. The Capstone course has two components; first, a small group seminar led by the faculty liaison that is designed to support the unique needs of students in their field practicum. The second component supports students in their transition from academia to generalist social work practice in the agency setting. Course outcomes emphasize the connection between theory and practice; course content includes organizational theory, ethics in agency settings, supervision, organizational functions, and client systems. Information on credentialing, licensure, and career development further the students' identification as a professional social worker. For more information, refer to the course syllabus for SOWK 482. SOWK 482 and SOWK 480: Field Education are concurrent courses. **Students will complete both courses successfully to graduate from the Social Work Program.** See the Field Education Handbook page 20-25 regarding Field Education and course appeal or grievance policies.

SUPERVISION IN FIELD EDUCATION

The relationship between the student and agency instructor is essential to the Field Education process. Each week, the agency instructor schedules and provides one hour of face-to face supervision to the student. In the event that the agency instructor does not schedule supervision, the student is expected to request a session. Initial supervisory sessions focus on the orientation to the agency and review of the primary responsibilities of agency instructors and students.

The student is expected to be prepared for the supervisory session by giving thought to issues for discussion regarding agency activities, course assignments and personal learning needs. Through supervision, the student can identify and discuss feelings, attitudes and concerns encountered in the agency. Students should be encouraged to assess their practice behavior strengths and challenges through positive as well as instructive feedback. Students provide the agency instructor regular integrative journals, which can be discussed at the supervision sessions.

Supervisory Relationship

At the beginning of field placement, the agency instructor model's empathy and understanding to clarify roles and expectations. The student begins to understand how professional supervision differs from other types of supervision. The agency instructor formulates a beginning assessment of the student's level of competencies and behaviors. This initial assessment provides a basis for assigning suitable and manageable agency activities that will teach and offer the opportunity to practice generalist social work. In this process the agency Instructor becomes acquainted with the student's abilities, experiences, and learning style.

In addition to the agency instructor, the student maybe assigned a task supervisor, an agency social worker, or employee who works directly with the student providing case-based support and guidance. In this situation the task supervisor, agency instructor, and faculty liaison work in collaboration to assure that the student is provided formal supervision, learning opportunities, and agency activities to allow the student to practice social work.

Supervised Agency Activities

Once agency orientation is completed and the Learning Contract developed, the agency instructor begins assigning actual "cases" or learning activities. A student's first cases are often task-oriented, an opportunity for students to learn their role in the agency and begin to gain confidence in working with a client. If possible, the presenting concerns of the first cases are concrete and can be resolved through contacts within the agency or community resources, so the student can experience tangible success. This learning process gradually eases the student into

social work practice, builds self-confidence, and prepares the student for more difficult challenges and building toward the field competencies.

Students may share in the responsibility of a complex case with a staff member. Working on cases with agency social workers is a way to learn policies, procedures, and agency documentation. Keep in mind that the student is not being trained to work for the specific agency alone but to learn generalist social work practice skills that can be applied to variety of settings. Students can provide value-added client services beyond the time constraints of staff such as home visits, mentoring youth, and supervised visits.

Students need guidance when assigned their first cases. Student anxiety will be decreased if the agency instructor or task supervisor helps the student deal with their concerns or fears in the supervisory sessions. Take time to prepare students before their first client contact or activity and review the experience with them when it is completed.

Weekly supervision provides on-going evaluation and progress in the development of the student's behaviors. Students will then be well aware of any issues or concerns prior to the formal evaluation at midterm and final.

- Communicate the attitude that students are learners and not workers.
- Invite students to feel comfortable with their learning status and to take advantage of educational opportunities.
- Be direct and honest in evaluating the students' work.
- Help the student view evaluation as crucial to their practice development.
- Be open with sharing your own learning experiences in the field. This helps students realize that agency instructors were students once and that supervisors are also still learning.
- Schedule ample supervision time for both case discussion and processing of the student's experiences in practicing social work.
- Arrange for back-up supervision when you are not available.

Supplemental Supervision

To ensure that the social work perspective is represented and integrated into Field Education experience, the Field Director will provide supplemental supervision to any Student placed in an Agency without an individual holding a BSW + 5 years practice experience or an MSW +2 years practice experience. The Field Director will reach out to the Student to schedule initial supervision, and sessions should be held regularly throughout the remainder of the field semester.

PROFESSIONAL PRACTICE IN FIELD EDUCATION

In addition to adherence to the Viterbo University Social Work Program Student Professional Development, Retention and Termination Policy (pp. 19-20) and the Academic and Professional Standards for Ethical and Professional Behavior (pp. 21-23) included in this handbook, **students will abide by the following practices during Field Education.**

Field Hours:

Field Education begins the first day of the semester and ends the last day of classes of the semester.

- In **no case** will a student begin Field Education before the first day of the semester nor extend field hours beyond the last day of finals.
- In **no case** may students end their field placement before the Friday of the last week of classes even if their 450 hours have been completed.
- The Social Work Field Education Program does **not** require students to complete field work during Viterbo University Spring Break, although students may choose to complete field hours during break.
- Students are expected to contact the agency instructor in case of illness or family emergency. Neither illness nor family emergency will reduce the required 450 hours to complete Field Education.
- There may be times when the demands of field exceed 30 hours per week and the student may accumulate compensatory time with agency instructor approval.

- Students are *usually* allowed to take holidays listed on the Viterbo University calendar that fall on field days if they make the agency instructor aware of these holidays in advance. The student is usually allowed holidays observed by the Field Education agency.
- It is the student's responsibility to manage their field hours so that **450 hours and their Field Education responsibilities are completed by the end of the semester**.
- It is the student's responsibility to obtain the initials of the agency instructor on the Hours Record at the end of each week in field. The Hours Record is turned in to the faculty liaison at the end of the semester before Field Education credit is granted.
- SOWK 482: Senior Capstone course work will be completed outside of field hours and, ordinarily, students will not be asked to fulfill field obligations during the Senior Capstone Course time.
- In extraordinary circumstances and with permission of the field director an alternate field schedule may be allowed for the student who submits a specific request one semester in advance of the Field Education practicum.
- Policy changes may be dictated by external events, additional statements and policies will be issued as needed. We will make every attempt to honor our partner agencies' situations and student needs while keeping student and client safety in the forefront.

Liability Insurance: Viterbo University provides liability insurance for social work students during the Field Education course beginning the first day of the semester and ending on the last day of finals. A student may purchase liability insurance at their own cost (NASW provides liability insurance for practicum students at a reasonable cost).

Transportation: Students will provide their own transportation to and from the agency. Transportation and insurance will meet Agency criteria.

Dress: The student is expected to dress according to the agency's dress code policy.

Confidentiality: The student, under no circumstances, is to discuss clients or agency information outside the agency. If the student uses client-related material in class, information will be changed so no one can identify the client or others whose privacy might be disclosed.

Termination: Ending the practicum with the Field Education agency may be initiated by the student, field agency, or the Viterbo University Social Work Program. The ending will be planned with the field director and the student will appropriately terminate contact with clients and complete documentation as the field agency specifies.

Alcohol/Substance Use: The student will pass drug screens as required by the agency or the Social Work Field Education Program. Students refrain from illegal drug use and demonstrate behavior consistent with the policies of Viterbo University, the Field Education agency, and the NASW *Code of Ethics*.

Cell Phone Use: To maintain personal and professional boundaries and provide for student safety, students are not allowed to use their personal cell phone to contact clients. If cell phone contact with clients is necessary for student to gain a satisfactory learning experience, the agency needs to provide the student with a cell phone for that purpose (Adapted from the School of Social Work at Concordia University)

As Field Education is a learning experience, and students are in a professional setting, students will refrain from personal cell phones for personal use during field hours. Students will discuss and clarify any personal cell phone use (such as communicating with field instructors) at the beginning of Field Education. To maintain client confidentiality, client information should not be accessed or shared via personal cell phones.

Social Media Use: Students should not access social media during field hours, unless approved by a supervisor on a designated break. To maintain confidentiality and personal boundaries, students should not discuss any aspect of their Field Education experience on social media. Cell phone and social media transcripts may be subpoenaed by an agency or state in case of disputes or ethical inquiries.

Inclement Weather: In cases of inclement weather, students should utilize their own judgement regarding the safety of travel to and from their Field Education site. In the event that the university cancels classes due to

inclement weather, students should utilize their judgement regarding travel, however may attend Field Education. **Inclement weather nor agency closure will reduce the required 450 hours to complete Field Education, it is the responsibility of the student to ensure that their 450 hours and field responsibilities are completed by the end of the semester.**

Health and Safety related to COVID-19: For the health and safety of students, faculty, staff, and our field partners, all students must follow all COVID-19 related university and agency safety practices.

<https://www.viterbo.edu/moving-forward-viterbo>

SAFETY

It is recognized that students cannot be insulated from the risks of providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. **The following safety practices are offered as basic guidelines for Field Education:**

Orientation: The Social Work Program requests that all field agencies provide a student orientation that includes discussion about safety, high-risk situations, and violence issues that are relevant to the individual agency. Items for inclusion in this orientation might include but are not limited to: building and office security, emergency procedures (including when and how to summon security or police assistance), safety on home visits and in the surrounding service communities, and staff procedures for management of violent or potentially violent clients. The orientation may take the form of a formal presentation and will include an individual student session that reviews existing agency safety policies and procedures and presents an opportunity for the student and field instructor to discuss these issues in depth.

Incident Report: If an incident occurs during Field Education in which a student is personally threatened or hurt, the student, agency instructor, or agency director will immediately contact the field director. The field director will identify what actions the agency and Viterbo University will take to insure the student's physical and emotional well-being. The field director is responsible for documenting the incident and the steps taken to resolve the situation. A copy of this report will be forwarded to the Social Work Program Director.

Home Visits: It is important for students to know and always be aware of the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the agency instructor and the student will discuss issues related to safety and security in the setting and develop a safety plan.

Security of Belongings: Students are expected to have a secure place to keep handbags and other belongings while in their field placements. It is preferable that the space be one that can be locked in a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended even in an office with the door closed. Valuables will not be brought to placement setting, left in cars, or placed in view.

Client Safety: When working with clients, it is important to remember that the change process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to challenges with impulse control and can raise issues of safety for the client, the social worker and others. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some individuals may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we emphasize that students consult with agency instructors regarding preparation for and handling specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safe Client Meetings: When a student is scheduled to meet with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency instructor in advance of the meeting. When considering the location of the meeting, it might be helpful to think about:

- a. What is in the room

- b. Whether there is more than one exit
- c. Where each person might sit
- d. Whether to include someone else in the meeting
- e. What to wear
- f. Whether to leave the door ajar

If the meeting is planned for a neutral place or the student is accompanied by another social worker or professional, an itinerary including location, phone number, and time of visit will be left with the agency instructor. Make home visits during the early part of the day.

Safe Car Travel: When a student is traveling by car to an agency or to home visits, it is advisable to know the location of the destination and map the route before driving to unfamiliar areas. In general, remember to be alert, lock doors, close windows, and have a full tank of gas.

Safe Travel by Foot or Public Transportation: When traveling by foot or public transportation, it is advisable that students carry the least number of valuables as possible. Money, licenses, keys, and other essentials might be carried in a pocket. If a handbag or other item is grabbed, it is best to let go of it. Dress in comfortable clothes that are loose fitting, and wear sturdy, flat walking shoes. Remain alert and walk with a purpose with a clear destination and awareness of people in the immediate area.

“Safety Tips” developed by Katherine S. Gong, Boston University, School of Social Work, Curriculum Guide for Field Education 1994-1996.

Siegel, Marci, Director of Field Education. (1996). Graduate Field Placement Instructor Manual.

AGENCY CONCERNS

Acceptance of Gifts: As a student of Viterbo University and as a professional in the field of social work, you may not accept gifts or gratuity of any kind (money, clothing, food discounts, and memberships) from an individual or agency as the result of your position in the field agency. Students are strictly prohibited from borrowing money or belongings from consumers, clients or colleagues under any circumstances. Due to the appearance of impropriety students will not cash checks for clients.

Sexual Harassment: Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, or other physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment.
- Submissions to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual, or such conduct has the purpose or effect of creating a hostile or offensive working environment.
- Such conduct has the purpose or effect of creating a hostile or offensive working environment.

All incidents of sexual harassment must be immediately reported to your agency instructor and the Viterbo University Social Work Field Director.

REPORTING OF CHILD ABUSE AND NEGLECT

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of 18 come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. This includes

abuse or neglect that occurs off campus and/or at a child's home, if a Viterbo University employee observes or learns about it in the course of his or her employment.

A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall in turn report the incident to the President as soon as possible. The official repository for all incident reports will be with the Vice President for Academic Affairs.

These reporting requirements are mandatory and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith will not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law.

All questions or concerns regarding this matter should be directed to one of the named administrators listed above.

Approved 11/14/12 from Viterbo University Handbook

FORMAL EVALUATION

Social work practice evaluation is an ongoing process that starts with the student's first day in the field agency and culminates in a final evaluation at the end of the semester. Ongoing evaluation of the student's progress in developing the competencies is a built-in aspect of supervision. Students are expected to develop the ability to evaluate their own practice throughout the field experience with specific assessment measures articulated in the Learning Contract. As a result of regular discussion, guidance and support, the student will know what to expect in the evaluation meetings. Formal evaluation occurs at midterm and final through a meeting with the faculty liaison, student and agency instructors. The Learning Contract and practice behavior rating scale serve as the evaluation instrument. The agency instructor and student complete the Learning Contract competency ratings prior to the meeting with the faculty liaison. The meeting can then be used to discuss overall student progress and plan for additional practice opportunities with the faculty liaison.

GRADING

The faculty liaison assigns the grade, credit or no credit for SOWK 480: Field Education. Grades are based on the collaborative assessment of the students' Field Education performance of the behaviors by the agency instructor and faculty liaison. A grade of "credit" indicates that the student performed at an overall satisfactory level for the Field Education course. Students will be informed of their grade status at midterm and at the final evaluation.

ENDING FIELD PLACEMENT

Students may start to experience increased anxiety along with positive anticipation during the final weeks of their field practicum. Students may be concerned whether they will accomplish all the agency activities in the time that is left. Or the student also becomes focused on their own impending life changes. It is important to respond directly to indicators of ambivalence, avoidance, anxiety, and withdrawal as expected ending responses. By discussing endings and transitions in the supervisory relationship and the parallel process that occurs with clients, the student develops the ability to deal with the ending phase of professional practice.

Students are required to remain at the agency until the last day of the Viterbo University semester. Students will submit their Hours Record and completed Learning Contract for agency instructor approval in order to receive credit for the course. It is the student's responsibility to ensure that the signed Learning Contract with final evaluation scores and signed Hours Record are returned to the faculty liaison by the last day of the semester.

SECTION SEVEN: STUDENT RIGHTS AND PROGRAM POLICIES

VITERBO UNIVERSITY SOCIAL WORK PROGRAM STUDENT PROFESSIONAL DEVELOPMENT, RETENTION AND TERMINATION POLICY

The social work major at Viterbo University is a professional program which requires that students meet standards of academic and professional comportment. Becoming a professional social worker involves maturation of a professional identity in addition to academic success. The Viterbo University Social Work Program is committed to assisting students in their development as a professional social worker. The National Association of Social Workers (NASW) *Code of Ethics* and the Council on Social Work Education (CSWE) *Educational and Accreditation Policy* serve as the guiding documents in this process. Professional development occurs over the duration of the social work curriculum throughout all social work courses including Field Education. Students become familiar with the expectations and requirements of professional social work practice throughout the major and are provided multiple opportunities to develop professionally.

The Social Work Program uses a developmental process to assist students in reaching their goal of becoming a social worker. The process is educationally focused, supportive and directive. Professional social work standards and expectations are detailed in the Social Work Program Student Handbook and Field Education Handbook, course syllabi and other documents. In each core social work course students learn about professional expectations through the NASW *Code of Ethics* which specifies the standards for appropriate social work practice. Students are offered opportunities to observe and practice professional behaviors in a number of increasingly complex social work settings. The social work curriculum facilitates individual growth and empowers each student to become a unique practitioner grounded in the values and standards of the social work profession. Students are encouraged to share challenges and questions about their professional development with faculty at any time.

Procedures for Professional Development, Retention and Termination Policy

It is the intention of the Social Work Program to facilitate and support the success of students through a collaborative professional development process. Students are expected to be proactive in communicating to the social work faculty concerns or personal changes which may affect their professional development and success.

The process utilized by the Viterbo University Social Work Program to support students to develop an identity as a social work professional is operationalized as follows:

- Students are encouraged to meet individually with their advisor and/or instructors throughout their academic program to discuss issues, questions, and challenges related to academic and professional success in the major. It is important that students inform their advisor or instructor of any concerns that may affect their professional development.
- Upon application to the professional phase of the Social Work Program, students receive and are asked to sign the Viterbo University Social Work Program's *Academic and Professional Standards* which articulates the ethical and professional behaviors expected of students in the program.
- The social work faculty holds regular program meetings where concerns are discussed that may be affecting students' success. These concerns may be brought forward by students, classroom instructors, academic advisors, agency field instructors, faculty field liaisons, or other Viterbo University employees. The purpose of these faculty discussions is to provide opportunity for early intervention to support student success. If there are issues identified that could be a barrier to professional development and academic success the faculty may contact the student to discuss the issues further.
- At the end of each semester the social work faculty reviews the progress of each student utilizing the *Academic and Professional Standards* and course policies to guide this review in light of each individual student situation.
- If there are significant concerns that are identified at any time during the professional phase of the social work program, the student may be put on "Conditional Standing" in the social work program. Students are directed to meet with his/her academic advisor or other members of the social work faculty and discuss steps to address the concerns and review university resources available to support student success. Ultimately, it is the student's responsibility to demonstrate behaviors that address the identified concerns.
- The *NASW Code of Ethics*, the *Academic and Professional Standards* for admission to Field Education, performance in field or specific course expectations are used to determine progress toward addressing the identified concerns. If the identified concerns are not resolved, the faculty may be required to make decisions about the suitability of a student for the social work profession.
- All students on "Conditional Standing" will be formally reviewed by the faculty minimally at the end of each semester to determine whether a student should be continued "Conditionally" under the current or revised plan, moved to "Good Standing", advised to change majors or formally dismissed from the Social Work Program. If dismissed, the Student's academic advisor would assist the Student in selecting a new major.
- The Social Work Program retains the right to dismiss a Student without placing a student on "conditions" if there is an egregious violation of the *NASW Code of Ethics*, the *Academic and Professional Standards* or another student behavior that would prohibit the individual from being credentialed as a professional social worker.
- Students who are not in agreement with the social work faculty's decision can utilize the Social Work Program Appeal Process.

(Adopted 7-21-09, Revised 6-25-14)

Also, please review the Field Handbook Grievance and Appeal (pg. 24) for additional information.

VITERBO UNIVERSITY SOCIAL WORK PROGRAM ACADEMIC AND PROFESSIONAL STANDARDS

Purpose

The Viterbo University Social Work Program is committed to assisting students in their development as a professional social worker. Professional development occurs over the duration of the social work curriculum, throughout all social work courses including Field Education. Students become familiar with the expectations and requirements of professional social work practice throughout the major and are provided multiple opportunities to develop professionally.

The Social Work Program is a professional academic program. Therefore, the faculty has a responsibility to the standards of the profession, to the Field Education agencies, to the students, and ultimately, to the clients our students are educated to serve. It is with these obligations in mind that the following standards are implemented.

The standards and criteria for the Academic and Professional Standards are based on numerous sources, including the NASW *Code of Ethics*, the Council on Social Work Education (CSWE) *Educational Policy and Accreditation Standards* and the social work education literature.

Professional Standards

CSWE requires that social work programs have policies and standards to determine students' competency and readiness for professional social work practice. What follows are the ethical and professional behaviors that Students are expected to demonstrate in the Professional Phase of the Social Work Program. Behavior that does not meet these standards may indicate that a student requires development or support to follow the standards of the NASW *Code of Ethics* and the behavioral criteria of the Social Work Program. The following is not intended to be all-inclusive and will be used as guide for faculty to review student progress. Students who do not meet these standards will be reviewed by the social work faculty and may be placed on "Conditional Standing" or dismissed from the Social Work Program.

ACADEMIC AND PROFESSIONAL STANDARDS

The following student standards are indicators of the requisite knowledge, values and skills of a developing professional social worker. *Students will commit to these standards upon application to the professional phase of the Social Work Program.*

Accountability: The student demonstrates responsibility to profession, field agency, colleagues, clients, faculty, student peers and self.

- Comes to class and field agency on time and prepared with readings and assigned work complete.
- Turns in assignments and field tasks complete and on time.
- Makes arrangements for his/her special needs.
- Abides by course attendance policies and follows the University and Field Education calendar.
- Actively participates in discussion and activities in class and in the field agency.
- Is responsible to peer group or field colleagues with assignments/tasks completed at the student's current developmental level.
- Engages in proper physical contact with peers, faculty, co-workers and clients.
- Engages in personal behavior that does not impede academic and field responsibilities.

Communication: The student strives to improve verbal and written communication with instructors, peers, and clients.

- Practices positive, constructive, respectful, and professional communication skills with peers, instructors and field individuals.
- Demonstrates developing skill in correct spelling, proper use of punctuation, clear structure, paragraphing, organization, and logical sequence in written assignments and client records.

- Demonstrates ability to communicate verbally through clear articulation of ideas, thoughts, and concepts.
- Demonstrates ability to use electronic communication platforms in an ethical and professional manner.

Competence: The student applies self to all academic and field pursuits seriously and conscientiously. The student constantly strives to improve abilities.

- Comes to class with books, handouts, syllabus, and necessary learning tools.
- Takes responsibility for the quality of academic and fieldwork, tests, and assignments.
- Demonstrates ability to work cooperatively with others.
- Demonstrates developing judgment, decision-making, and problem-solving skills.
- Forms effective client-student social work relationships.
- Uses critical thinking skills in academic and fieldwork.
- Accepts constructive feedback from peers, faculty and field agency instructor.
- Develops a plan and seeks suitable support and services when experiencing personal or academic difficulties to ensure academic and field success.

Diversity: The student is open to inclusivity, ideas, ability, and creeds that are unfamiliar and embraces diversity.

- Demonstrates a willingness to learn about diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk.
- Maintains speech and behavior free of racism, sexism, ageism, heterosexism, and stereotyping.
- Demonstrates sensitivity to diversity and inclusion when serving individuals.
- Demonstrates an understanding of how values and culture interact.

Integrity: The student practices honesty with self, peers, instructors and field professionals.

- Completes and takes credit for one's own work.
- Abides by university standards regarding honesty and plagiarism.
- Demonstrates ability to use citations *according to APA*.
- Follows university and agency alcohol and drug use policies.
- Honest representation of caregiver and criminal background.
- Honest representation on Application for Admission to Field Education.

Professional Identity and Conduct: The student develops the behavior, values, skills, and knowledge of a professional social worker.

- Practices personal reflection and self-correction to assure professional development.
- Understands the effect of one's behavior on others.
- Seeks support and guidance regarding personal or academic challenges.
- Attends to professional roles and boundaries.
- Uses supervision and consultation.
- Both in-person and in virtual environments, acts professionally in demeanor, behavior, appearance and communication.

Respect: The student treats all members of the university and social work community with dignity and respect at all times.

- Listens while others are speaking.
- Shows respect for others' opinions.
- Provides constructive and sensitive feedback to peers.
- Responds to uncomfortable topics or emotional issues with regard for others and self.
- Approaches differences and conflict in a cooperative manner.
- Demonstrates respect and dignity in all forms of electronic communication and social media on and off campus.

Confidentiality: The student regards personal information heard or observed from peers, instructors, clients, or field individuals as strictly confidential.

- Maintains information shared in class, dyads, small groups, or field agency.
- Demonstrates development of professional boundaries when self-disclosing personal information in class or in field agency.

- Never uses names of clients or discloses identifying information in the classroom or written work.
- Maintains confidentiality on all electronic communication networks.

Academic Performance: The student will demonstrate academic competency for entry-level social work practice.

- Maintains an overall grade point average of 2.5.
- Receives minimum grade of C or higher in all prerequisite (ENGL 103, 104, SOCL 125, PSYC 171, POSC 121, BIOL 203) and support (SOCL 320, MATH 130 or PSYC/SOCL 223, PSYC 340) courses.
- Achieves a 2.5 cumulative grade point average in the following courses: SOWK 240, 280, 321, 331, 341, 451, 479, 482, and SOCL 338.
- Receives a minimum grade of B or better in SOWK 210: Introduction to Social Work.
- Receives a minimum grade of C or better in all foundational social work courses (SOWK 240, 275, 280, 321, 331, 340, 341, 451, 479, 482, and SOCL 338).
- Receives a grade of “credit” in SOWK 480.

Statement of Understanding and Practice

I understand as a social work student, I am expected to adhere to the values, ethics and standards of the profession of social work as stated in the NASW *Code of Ethics*. I will practice using the *Code of Ethics* and following the Viterbo University Social Work Program’s Academic and Professional Standards listed in this document.

Student Signature: _____

Date: _____

Updated 6-6-18

ENDING OR MOVING STUDENT DURING PLACEMENT

In the event of serious difficulties during Field Education, the field agency, agency instructor, faculty liaison or the student may request or require that a student be moved from the agency prior to the conclusion of the semester. If the student or any of the involved Field Education professionals have serious concerns regarding a placement the faculty liaison will be contacted as soon as concerns are identified. The faculty liaison will expediently determine the most appropriate action for this placement situation. The liaison will document the circumstances of the situation, actions taken, and final decision, including a written statement from the field agency. This document is provided to the field director with specific recommendations regarding continuation in Field Education. Possible recommendations could include, but are not limited to, moving the student to another agency unit, assigning a different field instructor or task supervisor, placement in a different field education agency, or discontinuation of field placement.

After thorough review the field director will determine if another field placement is advisable. If the student continues in Field Education, a new timetable will be established for completion of the required 450 hours. If the decision is made to discontinue a student in Field Education or it becomes impossible to enlist a placement agency for the student a Field Education course grade of no credit will be given for SOWK 480: Field Education. Next, the field situation will be referred for regular program review by the faculty.

A student choosing to appeal this action will follow the Academic Due Process policy in the Viterbo University Student Handbook. If a student withdraws from SOWK 480: Field Education within the time permitted by the University, the student must notify the field director. Subsequent enrollment in SOWK 480 would require reapplication to Field Education.

FIELD EDUCATION APPEAL PROCEDURES

The Field Education appeal procedure will provide adjudication of grievances for field students and any of the field education professionals (agency instructor, task supervisor, faculty liaison, or field director) regarding the following: Field Education interview decisions, Field Education matching decisions, termination of Field Education, dismissal from Field Education, or other Field Education conflicts or decisions. (Appeals regarding grades should follow the academic due process policy of the *Viterbo University Student Handbook*.)

Other matters regarding the student's education and welfare will be referred to the appropriate Viterbo University policy including the Viterbo University Social Work Program Student Professional Development, Retention and Termination Policy (pg 19 & 20).

The following steps will be taken by the student and/or field professional in order to expedite a satisfactory and acceptable solution to the parties involved in the grievance:

STEP 1:

1. Initial discussion of the appeal should take place between the student and the agency instructor.
2. If the issue cannot be resolved a conference should take place with the student, agency instructor, and the faculty liaison.
3. If the issue is still unresolved, the field director will be consulted by any of the parties involved. Then a conference will be arranged with the individuals involved in the situation.
4. Every effort will be made to resolve the issue at this level. However, if the issue cannot be resolved at Step 1, Step 2 will be initiated.

STEP 2:

1. A grievance letter will be presented to the field director. The letter will contain the following:
 - a. Explanation of issue
 - b. Timeframe and dates of situation
 - c. Steps taken to resolve the issue by each of the parties involved
2. Upon receipt of the appeal letter, the field director will arrange:
 - a. Individual meetings with the student, agency instructor, faculty liaison and other involved parties.
 - b. A conference with all parties involved based on the outcome of the individual meetings.
3. If the issue cannot be resolved at Step 2, Step 3 will be initiated

STEP 3:

1. The grievance letter, the field director's written assessment of Step 2, and other supporting documentation will be presented to the Social Work Program Director.
2. A conference may be arranged with the student, agency instructor, faculty liaison, field director and the Social Work Program Director.
3. Any issue that cannot be resolved at this level will advance to the Viterbo University Social Work Program procedures for review and action decision.

SOCIAL WORK PROGRAM APPEAL PROCESS

Appeals may include, but are not limited to: mistreatment by faculty, adjunct faculty, or staff, decisions regarding admission, dismissal or readmission to the Social Work Program, being placed on conditions, Field Education decisions, (discrimination on the basis of age, race, religion, color, sex, physical condition, disability, sexual orientation, national origin or other improper treatment). Grades in specific courses may be grieved following the Grade Appeals procedure outlined in the *Viterbo University Student Handbook*.

The following procedures are applicable for a student with an appeal request:

1. Discuss the issue with the person(s) alleged to have caused the grounds for the appeal.
2. If the matter is not resolved after discussion with the person(s) involved, the student should contact the Social Work Program Director to discuss the matter.
3. If the matter is not resolved after discussion with the Social Work Program Director, the student may request that the matter be reviewed by the Social Work Program Appeals Committee. Such a request shall be made in writing and must be received by the Social Work Program Director within 15 working days of the discussion of the matter with the Program Director.
4. The Social Work Program Director shall convene a four-member Appeals Committee appointed for this purpose. Committee members may include the Chair of the Department of Social Work/ Community, Criminal Justice or his/her designee, a Faculty member from an accredited professional program at Viterbo University, and a third faculty member. The Social Work Director may add/remove members to the Appeal Committee as relevant. The Social Work Program Director will serve as an ex officio (non-voting) member of the Appeals Committee.
 - a. The student shall present the appeal electronically to the Committee with any necessary documentation. Additional evidence may also be presented orally.
 - b. A copy of the appeal shall be presented to the aggrieved party who in turn shall present electronically a response with any necessary documentation. After studying the documentation, the Committee shall meet separately with the student and the aggrieved party.
 - c. If desired, either or both parties may have legal or other counsel in attendance at hearings in an advisory capacity only; other than advising his/her client, counsel shall not play a participating role in the proceeding.
 - d. The committee shall meet in closed session to make a decision.
 - e. The committee shall submit its findings and recommendations in writing to both parties of the dispute.
5. The decision of the Social Work Program Appeals Committee may be brought by either party to the Dean of the College of Engineering, Letters, and Sciences for review. The request for review must be written and submitted to the Dean within two weeks of the decision by the Appeals Committee. After considering the matter, the Dean may grant or deny the review and shall notify both parties of the decision within one week of this review.

SOCIAL WORK MAJOR WITH CRIMINAL BACKGROUND

From time to time the Viterbo University Social Work Program receives inquiries regarding how a person's past conviction of a crime could affect their becoming a social worker. There is no simple or easy answer to these questions. What we can share with you is some general information and some of our experiences; however, you need to be aware that the ultimate decision regarding your eligibility to be a credentialed social worker is up to others and you need to check into how the law applies to your circumstances.

Can I become a social work major?

At this time the Viterbo University Social Work Program does not have any policy pertaining to criminal convictions that would prevent you from declaring a social work major. However, one of the main requirements of the major is a Field Education experience in your senior year. The application for Field Education requires a caregiver background check. The result of your caregiver background check may have

bearing on your admission to Field Education, your ability to secure a Field Education placement or even employment as a social worker.

We strongly encourage you to review the following website from the Wisconsin Department of Health Services that offers a detailed section on Caregiver Program Rules and Regulations.

Go to: <https://www.dhs.wisconsin.gov/caregiver/index.htm>

On the site, click on the [Background Information Disclosure \(BID\) form, F82064](#). On the form you will find a list of type of agencies that require the background check.

Field Education Placements

Agencies take social work Field Education students on a volunteer basis. An agency can decide not to accept a student with a conviction for Field Education if the agency feels that the nature or severity of the conviction would put the population they serve at risk. Therefore, if you have a conviction, we cannot guarantee that you will be able to secure a field placement.

Keep in mind that our Field Education director will work with you to find an appropriate field placement. However, if you have not been accepted after two interviews then we are under no obligation to keep looking for a Field Education placement for you.

Our experience has been that our certified Field Education agencies evaluate these situations on a case to case basis. The social work profession believes that people grow, develop and can make changes in their lives so agencies are likely to consider a number of factors when considering a social work student with a criminal background for field placement. The Field Education director along with our certified field agencies will want to know what happened and what have you done to change since then. Are you clean and sober?

Have you had subsequent encounters with the criminal justice system? How long has it been since your conviction? Who can speak to your character? These factors will be taken into consideration by the social work program before admitting you into Field Education and by agencies considering taking you for a Field Education placement.

Can I Become Certified or Obtain a License?

If you graduate as a social work major and wish to apply for certification (BSW) or go on to get a master degree (MSW) and apply for licensure, again a caregiver background check is required in the state of Wisconsin. Other states may have different requirements. Information about state social work credentialing can be found at www.aswb.org.

In Wisconsin, all professions are subject to the [Wisconsin state law](#) (sections 111.321, 111.322, and 111.335, Stats.) that prohibits discrimination against applicants based on conviction records unless convictions are substantially related to the practice of the profession. The phrase “substantially related” is interpreted broadly in order to protect the public especially in health service professions where licensees interact with vulnerable populations, so convictions that involved harm to others or that suggest an impaired ability to perform licensed duties will probably be considered to be substantially related to the practice of the profession. *For example, persons convicted of felony sexual assault are typically unable to obtain a credential.*

If you apply to the [Wisconsin Department of Safety and Professional Services](#) (Social Worker Section) and your application is denied, it is common for the section to ask the applicant to appear in person, to explain the circumstances of his or her conviction record, and to discuss the person’s development since the offense(s). Once the Social Worker Section evaluates all the information submitted by the applicant, including any in-

person interview, the section then has wide discretion to grant or deny the application. Being denied for a certification/license would not prevent a person from applying again later.

- ii. provide the agency, prior to student placement, relevant information about the student's academic achievement and previous work experience, making a reasonable effort to select students for field who meet any exceptional criteria specified by the agency.
 - iii. select qualified agency instructors (the person responsible for assigning tasks and supervising the student in the agency) that meet the Council on Social Work Education Field Education Standards and provide periodic training workshops for those agency instructors.
 - iv. provide all agency instructors with a "Viterbo University Field Education Handbook" which includes relevant information about the Social Work Program, policies and procedures as they relate to Field Education, the Learning Contract which describes competencies with corresponding behaviors to be developed in Field Education, and evaluation tools for assessing student performance.
 - v. provides the student educational supplemental supervision by a qualified social worker in the case when the agency that does not have a qualified agency instructor to provide the student professional social work supervision.
 - vi. provide liability coverage for participating Social Work Program employees and students beginning on the first day of the semester and ending on the last day of the semester.
 - vii. hold harmless the agency and its employees from any and all claims, losses, or expenses, including attorney's fees, arising out of injury to any third party, including claims for professional negligence or claims for injury to agency employees, or any other claims by third parties, except to the extent such injury is due to the fault of the agency, its agents, or employees.
 - viii. hold harmless the agency and its employees from any and all claims, losses, or expenses, including attorney's fees arising out of injury to any student or Social Work Program employee while participating in Field Education, except to the extent such injury is due to the fault of the agency, its agents, or employees.
- b. The Social Work Program makes no agreement to supply any specific number of students to the agency, and the agency makes no agreement to accept a specified number of students from the Social Work Program.
5. Cooperating Agency responsibilities:
- a. The agency agrees to:
 - i. abide by the National Association of Social Workers Code of Ethics and maintain standards which make it eligible for approval as a field instruction facility in keeping with guidelines set by the Council on Social Work Education.
 - ii. provide generalist social work practice opportunities for the student including participation in overall agency programs and activities as appropriate to developing the social work competencies of Field Education.
 - iii. furnish in writing to the Social Work Program Field Director any exceptional criteria it considers necessary for the selection of a Student placed with the agency.
 - iv. participate in the Social Work Program's procedure for matching student and agency.
 - v. assign an agency instructor to provide professional supervision to the student.
 - vi. provide the agency instructor sufficient time for planning, supervision, training, and evaluation of the student.
 - vii. assign a task supervisor to support and guide the day-to-day activities of the student if determined appropriate by the agency instructor and faculty liaison.
 - viii. inform the student's faculty liaison in a timely manner, of any difficulties a student is having which might result in termination of the placement or a failing grade. The agency will be responsible for documenting student difficulties and efforts to remedy the situation.
 - ix. guarantee the student's right to refuse any assignment which the student deems too dangerous to complete at the time.
 - x. provide the use of agency facilities as necessary to accomplish the learning task and the student's responsibilities in the agency. (This includes mileage reimbursement for students following the usual standards and practices of agency employees.)

- xi. inform the Social Work Program Field Director, in a timely manner, of any changes in policies, procedures, and/or staffing that might affect the quality or nature of field placements or this agreement.
6. Students:
- a. Status of Students:
 - i. the student possesses the status of social work learner.
 - ii. the student, during Field Education, is subject to the same standards as are set for employees at the agency relating to the welfare of clients.
 - iii. the student is expected to adhere to the National Association of Social Workers Code of Ethics, the Social Work Program Academic and Professional Standards, and the standards and practices of the agency.
7. Grievance:
- a. The agency and the Social Work Program agree to utilize the grievance process established by the Social Work Program in the event a student feels he/she has been unjustly treated during the field placement. A copy of the process will be in the Field Education Handbook provided to all agency instructors and students.
8. Non-Discrimination Statement:
- Viterbo University is committed to providing equal educational and employment opportunities regardless of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin in compliance with Title VI, Title IX, and Section 504.

This document certifies that the agency named below does not discriminate in its employment practices or in its service delivery practices on the basis of race, color, creed, national origin, age, gender, or disability.

9. Signatures:

- a. For the Agency by _____
 (Administrator/CEO – please print)
 _____ on _____
 (Administrator/CEO - signature) (Date)
- b. For Viterbo University by _____ on _____
 (Vice President for Academic Affairs) (Date)

****Please sign and return to:***
Viterbo University Social Work Program
Erin Miess, Field Director
900 Viterbo Drive
La Crosse, WI 54601

etmiess@viterbo.edu
 608-796-3724



**Viterbo University
Social Work Program
Field Education Agency Instructor Information**

Date _____

Name Agency

Title

Telephone E-mail

Street address City State Zip

Optional: Sex Race/Ethnicity

Years in Agency _____ # Years of Social Work Experience _____

Prior experience as Field Education Instructor Yes ___ No ___

If yes, which educational institution did you provide student supervision?

Undergraduate Degree: School _____ BSW ___ other degree _____ Year _____

Graduate Degree: School _____ MSW ___ other degree _____ Year _____

Certification/License type _____ State _____ Year _____

Describe the client population you serve: _____

Describe the organizational dynamics in your department by placing an "X" on the continuum below.

High structure ----- Low structure

Hierarchical ----- Collaborative

High level of predictability ----- Low level of predictability

High level of control over one's work ----- Low level of control over one's work

Describe your supervisory style: (i.e.: teacher, model, evaluator, mentor, counselor, advisor, administrator.)

Will the social work field student be located near your office? Describe. _____

In your setting, what qualities are most important in a successful social work field student?

Describe unique learning opportunities available to a social work field student in your setting.

Describe your plan for supervision of the social work field student.

Please return to:

Viterbo University
Erin Miess, Field Director Social Work Program
900 Viterbo Drive
La Crosse, WI 54601

Telephone: (608) 796-3670
E-mail: etmiess@viterbo.edu

For Office Use Only:

CSWE Accredited

Program: _____ BSW or BS/BA and Social Work Major ___+5ys. _____

MSW ___ +2yrs. Supplemental Supervision required _____ if yes, until _____



Viterbo University

APPLICATION FOR FIELD EDUCATION

- Student submits electronic application on Moodle
- An electronic copy of this application is sent to the Agency Instructor prior to the interview.

Section A

Date: _____

-
1. Name: _____
 2. Local Address: _____
City: _____ State: _____ ZIP: _____
 3. Local Phone: _____ e-mail _____
 4. Permanent Home Address: _____
City: _____ State: _____ ZIP: _____
 5. Permanent Home Phone: _____
 6. Cumulative Grade Point Average:___ Credits Completed **before** field semester: _____
 7. Other academic courses I will be completing **with** Field Education and Senior Capstone.

8. Do you have transportation? Yes / No
 - a. Do you have access to a car during your placement? Yes / No
 - b. Do you have car insurance? Yes / No

9. In case of emergency notify

Name:

Relationship:

Phone:

10. Please indicate three broad areas of **generalist social work practice** that interest you. (do **not** include specific Agency names)

- 1.
- 2.
- 3.

Section B

Social work is a profession with a foundation of self-awareness and competency development. The following information will be useful to the Social Work Field Program and agency instructors to determine an appropriate agency match.

1. Describe how you became interested in social work as a career.
2. Describe your strengths as a social work student:
3. Describe areas of growth or limitations as a social work student:
4. Provide important and pertinent information regarding your achievements. (internships, awards, scholarships, volunteering, service trips, employment or leadership roles).
1. What are your specific goals for Field Education?
6. What type of supervision or supervisor would enhance your learning in Field Education?
7. What type of climate or learning environment in a Field Agency that will enhance your generalist social work learning?
8. What are your short-range career goals, next 2–5 years?

REFERENCES: Some field agencies request references, in that case please provide the names, addresses, and phone numbers of **two** individuals who will act as references for you. One can be your social work advisor and the second is a person of your choice.

- a. Name: _____ Title _____ Phone _____
Organization: _____
Address: _____
City: _____ State _____ ZIP _____
- b. Name: _____ Title _____ Phone _____
Organization: _____
Address: _____
City: _____ State _____ ZIP _____

STUDENT RELEASE

- I understand that during Field Education I will adhere to the values, ethics and standards of the profession of Social Work as stated in the **NASW Code of Ethics**. I will practice using the *Code of Ethics* and follow the Viterbo University Social Work Program's **Academic and Professional Standards**.
- I understand that a **Caregiver Background Check** will be conducted before the Field Education practicum and that the results of this background may impact my ability to secure a Field Education placement. I agree to notify my academic advisor or the Social Work Field Director within 24 hours of any criminal charges while enrolled in the Field Education Preparation Seminar and Field Education/Senior Capstone semester.

By checking the above boxes and typing your name on the signature line I am agreeing to the Student Release conditions above.

Student's Signature: _____

Submit the application electronically on Moodle in the Field Education Group Site



AGENCY INSTRUCTOR'S ASSESSMENT OF PRE-PLACEMENT INTERVIEW

To be completed by the Agency Instructor

Complete online:

Student Name _____ Agency Instructor _____

Interview Date _____ Agency _____

Erin Miess
Social Work Program Field Director
Viterbo University
900 Viterbo Drive
La Crosse, WI 54656

608-796-3724

e-mail: etmiess@viterbo.edu

A. Does the Student have the ability to learn the responsibilities and carry out the activities of a student social worker in your agency?

Yes ___ No ___ (Comments)

B. In the interview, did the student demonstrate professional demeanor in behavior, appearance, and communication? *This information will be compiled for the entire group of students and no one student will be individually indicated in the collected data.*

On a scale from **1 to 5**, to what extent did the student demonstrate professional demeanor in behavior, appearance, and communication.

___ **5** Excellent ___ **4** Above Average ___ **3** Average ___ **2** Below Average ___ **1** Absence of Behavior

(Comments)

C. Are you willing to accept this student for placement with your agency?

Yes ___ No ___ (Comments)

Thank you!!!



SOCIAL WORK FIELD EDUCATION OATH OF CONFIDENTIALITY

I, the undersigned, make oath that any information of a personal and/or a confidential nature regarding agencies, agency clients or fellow students that I may obtain as a result of my participation in the Social Work Field Program will be held in the strictest confidence.

SICK and PERSONAL LEAVE POLICY

This document certifies that the individuals who sign below agree to complete 450 Field Education hours and that time taken from field must be made up by the end of finals week of the semester in which the student is enrolled in SOWK 480 and SOWK 482. Make-up time in the agency needs to take place during hours in which social work supervision can be provided.

RELEASE OF INFORMATION

I give my approval for agency field instructors/supervisors and faculty liaisons to share information about student issues and concerns that are relevant for educational purposes.

Student

Faculty Liaison

Agency Instructor

Date

Viterbo University Social Work Program
PRACTICUM HOURS RECORD – Semester _____



Student: _____

WEEK DATES	WEEKEND	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL	CUMULATIVE TOTAL	AGENCY INSTRUCTOR INITIALS

Total hours: _____

A minimum of 450 hours is required over the 15-week semester. All hours are to be negotiated with Agency Instructor. Any hours missed due to illness will be made up. You may “bank” hours ahead of time in anticipation of an absence. The Agency Instructor will initial the hours at the end of each week. Field Education credits will be granted when this signed form is submitted to Field Director by the last day of the 15-week semester.

Agency Instructor, _____ verifies that _____ has completed 450 hours of field practicum.
 (Signature required)



Viterbo University Social Work Program

LEARNING CONTRACT AND EVALUATION OF FIELD EDUCATION
SOWK 480 Field Education – 9 credits

	Name and Address	Phone and Email
Student		
Agency Instructor		
Faculty Liaison		

Anticipated Weekly Schedule: Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Signatures indicates acceptance of Learning Contract and Placement Agreement

Student: _____ **Date:** _____

Agency Instructor: _____ **Date:** _____

Faculty Liaison: _____ **Date:** _____

Practicum Evaluation

Mid Term Initials and Date—Student, Faculty Liaison, Agency Instructor _____

Final Evaluation Signature Sheet last page of Learning Contract

Grade Recommended for SOWK 480 (Credit/No Credit) **Mid-term:** _____ **Final:** _____

Learning Contract and Evaluation of Field Education

Name of Student _____

Date _____

Instructions for using the Learning Contract:

- The Learning Contract is composed of **nine social work competencies** and corresponding **behaviors** that the student will learn in their social work practice in the field agency.
- The student and agency instructor identify **specific tasks or activities** that will enable the student to use **each behavior** in their Field Education.
- **One activity may incorporate several behaviors.** For examples see page 11.
- The Agency Instructor evaluates the Student at midterm and final on their **behavior development** using the evaluation scale below.
- A formal **Learning Contract evaluation** takes place with the agency instructor, Task supervisor and Student **prior** to the midterm and final evaluation meeting with the Faculty Liaison. During the midterm and final evaluation meeting the agency instructor, student, and faculty liaison discuss the student's progress in each of the **nine competencies**.
- The **student is responsible** for returning the original Learning Contract electronically with the **signed signature pages** to the faculty liaison at the end of the semester.

Instructions for Rating Students using the Social Work Competencies:

At the beginning of the practicum and through midterm the student is evaluated as a senior student learning and practicing beginning social work. By the end of the practicum, the evaluation is based on the practice of a new beginning-level social worker. The nine competencies and corresponding behaviors of the Learning Contract were established by our national accrediting organization, the Council on Social Work Education and adopted as one program evaluation instrument of the Viterbo University Social Work Program. Under each competency statement are the corresponding behaviors that we ask that you rate using the following criteria.

Please evaluate the student's competency using the following criteria:

- 5 Excellent:** The student demonstrates this practice behavior with a high degree of competence; behavior is well integrated into social work practice.
 - 4 Above Average:** The student demonstrates consistent growth and development of this practice behavior; functions with better-than-average competence in this area.
 - 3 Average:** The student meets minimum competency expectations for this practice behavior and is working on improvement.
 - 2 Below Average:** The student is aware but is having difficulties in developing this practice behavior; demonstrates minimal evidence of competence, growth and change.
 - 1 Absence of Development:** The student has not developed this practice behavior despite the availability of opportunities to do so.
- NA Midterm Only:** Student has not had the opportunity to demonstrate competence in this area, a plan is developed to implement competency in second half of practicum.

Comments may be made under any competency statement or practice behavior. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. **This evaluation is crucial to the student's Field Education.** Your evaluation, both the ratings and identification of strengths and areas of improvement is essential to the student's developing practice of social work. The agency instructor's rating of these items will not directly

be used to calculate the grade that is given to the student. The faculty liaison has the responsibility of assigning the grade for the course. If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss with the faculty liaison.

Please evaluate the student's competency using the following criteria:

- 5 Excellent:** The student demonstrates this practice behavior with a high degree of competence; behavior is well integrated into social work practice.
- 4 Above Average:** The student demonstrates consistent growth and development of this practice behavior; functions with better-than-average competence in this area.
- 3 Average:** The student meets minimum competency expectations for this practice behavior and is working on improvement.
- 2 Below Average:** The student is aware but is having difficulties in developing this practice behavior; demonstrates minimal evidence of competence, growth and change.
- 1 Absence of Development:** The student has not developed this practice behavior despite the availability of opportunities to do so.
- NA Midterm Only** Student has not had the opportunity to demonstrate competence in this area, a plan is developed to implement competency in second half of practicum.

Competence #1: Demonstrate Ethical and Professional Behavior.				
Behaviors: At the end of this course Student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</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			
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			
	Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication			
	Use technology ethically and appropriately to facilitate practice outcomes			
	Use supervision and consultation to guide professional judgment and behavior			

Comments:

Competency #2: Engage Diversity and Difference in Practice				
Behaviors: At the end of this course Student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</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			
	Present themselves as learners and engage clients and constituencies as experts of their own experiences			
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			

Comments:

Competence #3: Advance Human Rights and Social, Economic and Environmental Justice				
Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</i>
	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			
	Engage in practices that advance social, economic, and environmental justice			

Comments:

Competence #4: Engage in Practice-informed Research and Research-informed Practice				
Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</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			
	Use and translate research evidence to inform and improve practice, policy, and service delivery			

Comments:

Competence #5: Engage in Policy Practice				
Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</i>
	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			
	Assess how social welfare and economic policies impact the delivery of and access to social services			
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, social, economic, and environmental justice			

Comments:

Competence #6: Engage with Individuals, Families, Groups, Organizations, and Communities				
Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</i>
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies			
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			

Comments:

Competence #7: Assess Individuals, Families, Groups, Organizations, and Communities				
Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</i>
	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			

Comments:

Competence #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</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 inter-professional collaboration as appropriate to achieve beneficial practice outcomes			
	Negotiate, mediate, and advocate with an on behalf of diverse clients and constituencies			
	Facilitate effective transitions and endings that advance mutually agreed-on goals			

Comments:

Competence #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Behaviors: At the end of this course student will be able to:		Activities designed to learn or demonstrate behavior, described in observable, measurable terms.	Use the 1-5 rating scale to indicate the level of practice in each behavior	
			<i>Mid-Term</i>	<i>Final</i>
	Select and use appropriate methods for evaluation of outcomes			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes			
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

Comments:

MIDTERM Overall Evaluation

Please check one of the following at the **midterm evaluation**. At the final evaluation do NOT complete this section.

- This student is excelling in field placement by performing above expectations for BSW students.
- This student is substantially meeting the expectations of a student in Field Education.
- This student is meeting the expectations of students in Field Education.
- This student is functioning below the expectations of a student in Field Education and is at risk of receiving a grade of No Credit for this course without substantial improvement. There is a question whether this student will be ready for beginning level social work practice by the end of placement. The Student will develop a plan of action within one week of midterm evaluation to address concerns.
- This student is functioning substantially below the expectations of a field placement student and will likely receive a grade of No Credit for this course. There is considerable concern that this student will not be ready for beginning level social work practice by the end of placement. This student should consider dropping this course and evaluate her/his suitability for the social work profession. If the student chooses to continue in this course, the student will develop a plan of action within one week to address concerns and meet weekly with the Field Education Director for the remainder of the course.

Areas of strength:

Areas for further development:

FINAL OVERALL EVALUATION

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This student has excelled in field placement by performing above expectations for students. If an appropriate position were open at this agency, for a beginning level Social Worker, this student would be considered among the candidates for this position.
- This student has substantially met the expectations of a student in Field Education and would receive a strong recommendation for beginning level social work practice.
- This student has met the expectations of the field placement. This student is ready for beginning level social work practice.
- This student is not yet ready for beginning level social work practice.
- This student is not yet ready for beginning level social work practice, and has demonstrated serious concerns in performance, and should reassess suitability for the social work profession.

Areas of strength:

Areas for further development:

FINAL EVALUATION SIGNATURE PAGE

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section is completed by the student:

My agency instructor and faculty liaison have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation <input type="checkbox"/>	I do not agree with evaluation <input type="checkbox"/>
Y	Y

Student's Signature _____ Date _____

- If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor will then be held to discuss the practicum.

Signature of Faculty Liaison _____ Date _____

Code of Ethics of the National Association of Social Workers

Approved by NASW Delegate Assembly 2017. (revised by NASW 2/19/21)
(The following is not the entire code of Ethics. It does not include the "Preamble" nor the "Statement of Purpose.")

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 should take measures to care for themselves professionally and personally. 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

- (a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should demonstrate knowledge that guides practice with their clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must act against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.
- (c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.
- (d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.
- (e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be

considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social Workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential

or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of client's records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social Workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social Workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with

whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the Social Worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

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

2.06 Sexual Relationships

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

2.09 Incompetence of Colleagues

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

2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should act 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 (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

4.06 Misrepresentation

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

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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