CMU, an AA/EO institution, is strongly and actively committed to increasing diversity and providing equal opportunity within its community. CMU does not discriminate in employment against persons based on age, color, disability, gender, familial status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight (see www.cmich.edu/aaeo.html).
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Introduction and Program Overview
Welcome from the Field Director

Welcome, students!

The upcoming academic year promises to be an exciting opportunity for learning. One of the pleasures of participating in field instruction, for me, is sharing with you in the process by which all of you will move into a genuine sense of belonging to the profession of social work. This year will provide many opportunities to learn and grow. Sometimes that growth will be easy and fun; sometimes it will be difficult. Our hope is that it will always lead you more deeply into an identity as a social worker, and that you will learn the skills and knowledge needed to begin your first jobs as BSW.

The field experience is one that many students approach with some apprehension, but also with a great deal of excitement. The social work faculty and field instructors share that excitement with you as we all welcome you to this experience. I encourage you to make the commitment to learn as much as possible during the year. Keep in mind that the year will just fly by!

Welcome and thank you, field instructors!

It is a privilege and also a joy for the faculty in the social work program to work with all of you as you give so much of yourselves to encourage and support these students in pursuit of their dreams of becoming social workers. Your hard work and dedication make it possible for the students to have, year after year, wonderful and enriching experiences in a wide variety of field settings.

For those of you who are serving as field instructors for the first time, the faculty and students of CMU’s social work program very much appreciate your willingness to take on this new responsibility. For continuing on, your support of the education of past BSW students has already been key in their transition from student to professional. To all of you, thank you in advance for your service to this next generation of social workers! I hope you enjoy the experience as much as I always enjoy working with each of you throughout the year.

Sincerely,

Allison Putnam, MSW
Director of Field Education
Preface

This manual is meant to be a guideline for undergraduate field placements. The objectives of the manual are to:

- Orient students, agency supervisors, and new faculty to the structure and mechanics of field placements;
- Define the overall learning that is expected within field education.
- Outline the policies and procedures of participating field placement agencies and social work faculty relative to their role, responsibilities, and expectations in providing an educationally productive field experience for undergraduate social work majors.

Field placement provides students with an opportunity to learn within an agency setting and to employ the social work knowledge, skills, and values acquired through their on-campus course work. Undergraduate social work education is a professional educational program, and field placement is a key factor in the development of professional skills and identity.

This handbook is for use by both students and field instructors. It provides an overview of the field education experience of the Social Work Program at the Central Michigan University. Hopefully, this manual will be useful in answering questions about the Field Instruction component of the program. The areas in the handbook that deal with program policies are presented to clarify our policies and procedures. The various forms used for reporting are included for use in reporting requested information.

Thank you for your cooperation, participation, and support. The social work faculty welcomes any suggestions or recommendations that you might offer.
# Contact Information 2016-2017

## Social Work Program Faculty and Staff

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## Electronic Communication

### Web Based:
- Social Work: [www.chsbs.cmich.edu/social_work](http://www.chsbs.cmich.edu/social_work)
- Blackboard: [www.blackboard.cmich.edu](http://www.blackboard.cmich.edu)
- Sociology, Anthropology and Social Work: [www.chsbs.cmich.edu/sasw](http://www.chsbs.cmich.edu/sasw)
- National Assoc. of Social Workers: [www.socialworkers.org](http://www.socialworkers.org)

### E-mail:
- Social Work email: swk@cmich.edu
- Student Social Work Association: cmusswa@yahoo.com

### Fax:
- Social Work Fax: (989)774-2140

### Mailing Address:
- Social Work Program
  - 034 Anspach
  - Mount Pleasant, MI 48859
Accreditation Status

The BSW Program at CMU is accredited through 2024 by the Council on Social Work Education (CSWE), the professional accrediting body for social work education in the United States. The current standards for accreditation are found beginning on page 33 of the field manual. These standards provide considerable information relevant to the curriculum, including these policies and procedures.

Social Work Program Mission Statement

The mission of the Central Michigan University Social Work Program, working from a strong liberal arts base, is to prepare students for generalist social work practice. The program develops and enhances critical thinking, client-oriented solutions and capacity building, and ethical decision-making. The program provides students with the knowledge base to work and live in a diverse and global society and promotes growth and empowerment of individuals, families, groups, organizations, and communities to work toward social and economic justice.

The Social Work Program seeks to serve the people of Michigan, with an emphasis on rural areas, through the preparation of capable and effective generalist social work practitioners; through the development of scholarship related to social work and societal needs; and through the promotion of service.
# Social Work Program Goals and Objectives

The social work program has established the following goals to guide the activities of its faculty, students, and staff.

<table>
<thead>
<tr>
<th>CMU BSW Program Goals</th>
<th>Program Objectives</th>
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| **Program Goal #1:** to prepare students with the foundational knowledge, skills, and values needed for capable and effective generalist social work practice. | Students completing the BSW degree will be able to:  
• identify as a professional social worker and conduct oneself accordingly.  
• apply social work ethical principles to guide professional practice.  
• apply critical thinking to inform and communicate professional judgments.  
• engage in research-informed practice and practice-informed research.  
• implement stages of engagement, assessment, intervention, and evaluation. |
| **Program Goal #2:** to prepare students to become culturally competent social workers who demonstrate the skills and knowledge needed to work effectively with diverse populations. | Students completing the BSW degree will be able to:  
• engage diversity and difference in practice.  
• advance human rights and social and economic justice.  
• identify social work practice considerations for working with people living in rural areas. |
| **Program Goal #3:** to prepare social work students to facilitate the empowerment of individuals, families, groups, organizations, and communities. | Students completing the BSW program will be able to:  
• respond to contexts that shape practice.  
• apply knowledge of human behavior and the social environment.  
• identify practice considerations for working with people. |
| **Program Goal #4:** to contribute to the advancement of social work as a discipline through scholarship and professional development. | Faculty will demonstrate their commitment to the scholarship of:  
• discovery through publication and attendance and presentations at local, regional, national, and/or international conferences.  
• teaching and learning through their use of innovative pedagogies in the social work classroom. |
| **Program Goal #5:** to provide service to human service organizations and communities in Central Michigan University’s service region. | • Faculty will interact with and contribute expertise to human service organizations in our region.  
• Students will volunteer in community-based human service agencies. |
We don't receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us

....................Marcel Proust (1871-1920)

Overview of Field Education
Undergraduate Field Instruction
Preparation for Generalist Social Work Practice

Undergraduate field instruction is the final and most complex element of the
generalist social work curriculum at CMU. CSWE places great emphasis on Field
Education and consider it the signature pedagogy, the place in the BSW curriculum to
perfect and demonstrate the integration of classroom knowledge, including skills and
values with professional practice. This is accomplished in a guided, professionally
supervised educational experience within an agency setting. The intent is to deliver an
educationally oriented experience in which the student has the opportunity to develop
competency in generalist social work skills. Students will experience and become
equipped to handle increasingly more challenging practice situations. By the end of the
field placement, social work interns will be ready to assume the responsibilities of a
beginning level generalist practice social worker.

While undergraduate field instruction is individualized for each student, there are
five common areas of expectations for students in the field setting. These include
student participation in the following areas:

1. **Direct Practice Experience**: Students need the opportunity to practice all the
   skills used in generalist social work practice. This includes direct client system
   contact and communication. Observation of the work of others is appropriate for the
   first weeks of placement and for new activities introduced throughout the placement.
   However, the majority of the student field practicum experience needs to be direct
   practice activities with clients and client systems, and should include relevant policy.
   Clients may be individuals, groups, families, organizations, and/or communities.

2. **Preparation for Social Work Generalist Practice**: Undergraduate social work
   education is of a generalist practice nature as articulated in CMU Social Work
   Program Statement of Generalist Practice. This includes actions of social workers
   that: 1) empower client systems; 2) use the generalist intervention model; 3) align
   with social work values and ethics; 4) are sensitive to the uniqueness of diverse
   groups and cultures; 5) promote positive relationships and effective communication;
   and, 6) are consistent with BSW broad-based professional competencies. Students
   should not be engaged in Masters Level Advanced Practice activities, such as
   psychotherapy and non-crisis counseling.
3. **Diversity and Cultural Sensitivity**: Generalist practice includes social work knowledge, skills and values that respect and work within the unique characteristics, needs and resources of diverse, at-risk and/or historically oppressed groups, e.g., people of color, women, children, elderly people, immigrants, rural people, people with disabilities, people with diverse religious affiliations, ethnic backgrounds, and sexual orientation or gender identity, and people who are economically disadvantaged. The generalist practitioner recognizes and uses professional competencies to combat oppression and discrimination of any kind. At the same time, generalist practitioners recognize that individuals are unique and that there are great differences within any population.

4. **Relationship Development and Communication**: Generalist social work practice includes a strong emphasis on the development of positive relationships with client systems, colleagues, community resource providers, and policy makers. Generalist practitioners communicate effectively with a wide range of people for help client systems move toward attainment of client system-generated goals and objectives. Effective communication includes listening skills, empathic responses and awareness of verbal and non-verbal communications as well as collaboration and respect.

5. **Professional Competencies**: The generalist practitioner is not a specialist. Specialized training is available to the generalist practitioner either through an advanced educational experience or through additional in-service training once in practice. The generalist social worker is prepared to provide competent broad and non-specialized services to clients. That level of service is particularly helpful to BSW level practitioner who, like those trained at Central Michigan University, work in a rural and geographically isolated settings and see a large variety of clients. Further, the generalist practitioner understands that immediate provision of services in crisis situations may not permit continued work that may require specialized services. Finally, the generalist practitioner understands that specialized service is a function of advanced training and is prepared to pursue educational opportunities to permit more training as needed. The generalist social worker recognizes the importance of and is committed to lifelong learning.
Learning Objectives: SWK 470 (First semester of field education)

The general purpose of the field practicum is to prepare the student for professional practice at the generalist entry level, through observation and analysis of a variety of learning experiences in a social work agency or human service organization setting. Each student’s individual activities and opportunities are negotiated and presented in detail in the learning contract. These will vary with the agency/program setting and needs. However, in combination, the field seminar and practicum have the following objectives.

Upon completion of the field practicum, the student will have demonstrated the ability to:

1. Demonstrate professional social work behaviors including appropriate appearance, written and oral communications, and effective use of supervision and has ability to discuss the importance of continuing professional education and lifelong learning on professionalism. (Competency 1; Behaviors a, b, c, d, e, f)
2. Apply social work ethical principles, listed in the National Association of Social Workers’ Code of Ethics and manage personal values when working with client systems. (Competency 2; Behaviors g, h, i, j)
3. Drawing from many sources, apply critical thinking to inform and guide professional decisions and judgments. (Competency 3; Behaviors k, l, m)
4. Recognize the impact of culture, racism, sexism, classism, and other forms of oppression on client systems and demonstrate understanding of how oppression affects the development of clients’ lives as well as the student’s life. (Competency 4; Behaviors n, o, p, q)
5. Utilize knowledge on oppression to formulate actions and policies to advance human rights and social and economic justice and to improve service delivery. (Competency 5; Behaviors r, s, t)
6. Demonstrate capacity to assess his/her practice with client systems and to modify practice when needed. (Competency 6; Behaviors u, v)
7. Review, synthesize, and interpret professional research to guide practice with client systems. (Competency 7; Behaviors w, x)
8. Apply knowledge of human behavior and the social environment to understand a client’s biological, sociological, psychological, and spiritual development to better assist the client. (Competency 8; Behaviors y, z)
9. Demonstrate ability to assess communities and social service networks and synthesize the assessment information into interventions with client systems. (Competency 9; Behaviors aa, ab)
10. Engage, assess, intervene, and evaluate practice with client systems employing a generalist social work practice model. (Competency 10; Behaviors ac, ad, ae, af, ag, ah, ai, aj, ak, al, am, an, ao)
11. Identify Practice Considerations for working with people living in rural areas. (Competency 11; Behaviors, ap, aq, ar, as)
Learning Objectives: SWK 471
Upon completion of the course, students will be able to:

1. Practice personal reflection and self-correction to assure continual professional development. (Competency 1; Behavior b)
2. Use professional roles and boundaries. (Competency 1; Behavior c)
3. Demonstrate professional demeanor in behavior. (Competency 1; Behavior d)
4. Use supervision and consultation. (Competency 1; Behavior f)
5. Apply strategies of ethical reasoning to arrive at principled decisions. (Competency 2; Behavior j)
6. Analyze the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (Competency 4; Behavior n)
7. Describe themselves as learners and engage those with whom they work as informants. (Competency 4; Behavior q)
8. Discuss the forms and mechanisms of oppression and discrimination. (Competency 5; Behavior r)
9. Substantively & affectively prepare for action with individuals, families, groups, organizations, & communities (Competency 10; Behavior ac)
10. Identify informal and formal resource systems within a specific rural area. (Competency 11; Behavior ap)
11. Describe specific challenges of the rural context to the agency’s social service delivery system. (Competency 11; Behavior aq)
12. Identify methods of handling dual relationships and if they occur, resolve them. (Competency 11; Behavior ar)
13. Identify and help resolve client needs that are specific to rural settings (e.g., transportation). (Competency 11; Behavior as)
Learning Objectives: SWK 480 (Second semester of field education)

The general purpose of the field practicum is to prepare the student for professional practice at the generalist entry level, through observation and analysis of a variety of learning experiences in a social work agency or human service organization setting. The seminar provides a forum for integration of prerequisite theoretical and applied course work with the practice experience.

As this course is a continuation of SWK 470, many objectives are also continued from SWK 470. However, individualized activities and opportunities as well as seminar activities and assignments will reflect the increased complexity of application expected in the second semester of field practicum. Each student's individual activities and opportunities are negotiated at the beginning of the semester by the student and field instructor. These are presented in detail in the learning contract, and form the basis for the evaluation of field placement. Individual activities and experiences will vary with the agency/program setting and needs. The following objectives are congruent with CSWE designated competencies and practice behaviors and for the concurrent seminar.

Upon completion of the field practicum, the student will have demonstrated the ability to:

1. Demonstrate professional social work behaviors including appropriate appearance, written and oral communications, and effective use of supervision and has ability to discuss the importance of continuing professional education and lifelong learning on professionalism. (Competency 1; Behaviors, a, b, c, d, e, f)

2. Apply social work ethical principles, listed in the National Association of Social Workers' Code of Ethics and manage personal values when working with client systems. (Competency 2; Behaviors g, h, i, j)

3. Drawing from many sources, apply critical thinking to inform and guide professional decisions and judgments. (Competency 3; Behaviors k,l,m)

4. Recognize the impact of culture, racism, sexism, classism, and other forms of oppression on client systems and demonstrate understanding of how oppression affects the development of clients' lives as well as the student's life. (Competency 4; Behaviors n,o,p,q)

5. Utilize knowledge on oppression to formulate actions and policies to advance human rights and social and economic justice and to improve service delivery. (Competency 5; Behaviors r,s,t)

6. Demonstrate capacity to assess his/her practice with client systems and to modify practice when needed. (Competency 6; Behaviors u,v)

7. Review, synthesize, and interpret professional research to guide practice with client systems. (Competency 7; Behaviors w,x)

8. Apply knowledge of human behavior and the social environment to understand a client’s biological, sociological, psychological, and spiritual development to better assist the client. (Competency 8; Behaviors y,z)

9. Demonstrate ability to assess communities and social service networks and synthesize the assessment information into interventions with client systems. (Competency 9; Behaviors aa, ab)
10. Engage, assess, intervene, and evaluate practice with client systems employing a generalist social
work practice model. (Competency 10; Behaviors ac, ad, ae, af, ag, ah, ai, aj, ak, al, am,an,ao)

11. Identify practice considerations for working with people living in rural areas. (Competency 11;
Practice behaviors, ap, aq,ar,as)

Learning Objectives: SWK 481
Upon completion of the course, students will be able to:

1. Practice personal reflection and self-correction to assure continual professional development.
   (Competency 1; Behavior b)

2. Identify and manage personal values that allows professional values to guide practice. (Competency
1; Behavior g)

3. Demonstrate ethical decisions by applying standards of the NASW Code of Ethics. (Competency 2;
Behavior h)

4. Tolerate ambiguity in resolving ethical conflicts. (Competency 2; Behavior i)

5. Collect, organize, and interpret client data. (Competency 10; Behavior af)

6. Distinguish, appraise, integrate multiple sources of knowledge, including research-based knowledge,
& practice wisdom. (Competency 3; Behavior k)

7. Demonstrate effective oral and written communication in working with individuals, families, groups,
organizations, communities, and colleagues. (Competency 3; Behavior m)

8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working
with diverse groups. (Competency 4; Behavior o)

9. Recognize and communicate their understanding of the importance of difference in shaping life
experiences. (Competency 4; Behavior p)

10. Apply practices that advance social and economic justice. (Competency 5; Behavior t)

11. Demonstrate use of practice experience to inform scientific inquiry. (Competency 6; Behavior u)

12. Apply research evidence to practice. (Competency 6; Behavior v)

13. Develop a mutually agreed-on focus of work and desired outcomes. (Competency 10; Behavior ae)

14. Facilitate transitions and endings, e.g. of services with clients. (Competency 10; Behavior an)
Description of Student Field Experiences: Parameters, Requirements and Expectations
SWK 471 and 481 Seminars

Students enrolled in social work practicum are also required to participate in the field seminar, a weekly in-class instruction provide by social work faculty. Requirements of the seminar are provided in the course outlines for SWK471 and SWK481. The seminars are intended to assist the student in the overall learning experience of social work practice. This supports integration of prior course work, e.g., theories, ethics, and strength based assessment, with the practice experiences of the field practicum setting. The seminar also provides the opportunity for the instructor to assist students in completing necessary requirements of the placement, including development of learning goals and objectives. In addition to the academic requirements, the seminar provides a setting for students to engage in peer-to-peer learning regarding the connection between their course work and the field experience.
Field Instruction Admissions Process and Procedures

Requirements:

The field instruction part of the curriculum consists of four courses: SWK 470 Field Practicum I (4 cr), SWK 471 Field Practicum Seminar I (2 cr), SWK 480, Field Practicum II (4 cr), and SWK 481 Field Practicum Seminar II (2 cr). A student is eligible for admission to the field placement sequence after being formally admitted into the Social Work Program and after completing the following courses:

- SWK 100 - Introduction to Social Work
- SWK 250 - Social Welfare Policies and Services I
- SWK 315 - Social Work Generalist Practice I:
- SWK 321 - Social Work Generalist Practice II
- SWK 350 - Research Methods
- SWK 374 - Social Work and Human Behavior I
- SWK 375 - Social Work and Human Behavior II
- SWK 450 Social Welfare Policies and Services II * for those students entering into summer field SWK 450 must be taken the spring semester just before entering into field. Students entering academic year field education are required to take this course concurrently with SWK 480.

Students should review their bulletin year for detail related to the BSW major.

Entering field:

All students wishing to enter field are required to attend a field information meeting held in the fall semester prior to the year he/she is expecting to enter field. At that time, students receive a field application packet and complete the student
information form. To prepare for the process of matching students and prospective field placement sites begins, an interview is held with each student individually to identify potential interest areas and any special needs. Attendance at the information meeting is mandatory as is the interview; students who fail to attend may be excluded from field for the upcoming cycle. In the event of exceptional difficulty in attending the meeting, a student is expected to contact the field director in advance to discuss the situation. All applications for field placement are reviewed by the field director, and each student’s eligibility for field is determined. For eligible students, individual needs, strengths and interests as well as the educational resources and opportunities of each agency or program are considered. Other faculty may be consulted for additional information regarding student learning needs, level of skill, and potential. On the basis of the above information, initial matches are made.

**Securing the field site-student match:**

For each match, a letter is sent to the student. A letter and the student resume are sent to the agency. The student is responsible for initiating contact to arrange an interview with the field placement site. The field instructor interviews the student to discuss the placement, mutual expectations, available learning opportunities and whether or not the match will be acceptable to each of them. They then sign and return the field placement report. In the event that an initial match is not acceptable to either the student or the field instructor, an alternative match is sought. Except in very rare cases, a student is required to attend the interview with the matched agency before a reassignment will be considered. However occasionally, due to emergent circumstances or program needs, a match already approved may be changed prior to the start of the first semester of field.
Addiction Solutions
Adoption Option
Bay Area Women’s Center
Bethany Christian Services Refugee Resettlement
Big Brother Big Sisters in the Heart of Michigan
Bullock Creek Public School
Catholic Family Services
Child and Family Enrichment Council
Clare County Department of Health & Human Services
Clare County Senior Services
Community Mental Health for Central Michigan
Disability Network Mid-Michigan
Family and Children’s Services
Gratiot County Community Mental Health
Gratiot County Department of Health & Human Services
Gratiot County Commission on Aging
Isabella County Commission on Aging
Hemlock Schools
Isabella County Department of Health & Human Services
Isabella County Trial Court Adolescent Drug Court
Isabella County Day Treatment
Jackson County Department of Health & Human Service

Listening Ear Crisis Center

McBride Quality Care

Masonic Pathways

Medilodge of Mt. Pleasant (formerly Tendercare)

Mid Michigan Big Brother Big Sister

Mid Michigan Community Action Agency

Midland Juvenile Care Center

Northern Michigan Children’s Assessment Center

Saginaw Chippewa Andahwod Continuing Care and Aging Services

Saginaw Chippewa Prosecutors Office Victims Unit

Saginaw Youth Council

Sanilac County Community Mental Health

Shepherd Public Schools

Spectrum Health Care Systems
Field Practicum Schedule

At Central Michigan University, the majority of students participate in a traditional fall-spring field placement, which is a senior year learning experience. Field placements require about 14 hours of field learning activities per week in the practicum setting during the academic year field experience. These are supervised by the assigned agency Field Instructor. The student shall accumulate a minimum of 200 hours for each of two consecutive semesters, a total of at least 400 hours in the field experience. Students are expected to remain in the field practicum through the entire semester even when that will result in more than 200 hours during the semester. In general, students are expected to be in field two days per week. In some cases, by mutual agreement a student may be in field one full day, then split the remaining time across multiple days. If a student participates in activities at the field agency other than during the actual semester in which she is enrolled for field, the student is participating strictly as a volunteer. No hours can be accumulated for field education if the student is working in the capacity of a volunteer for the agency. Hours may not be accrued toward the next semester of field education in advance of that semester.

SWK 471 and 481 Seminars

Students enrolled in social work practicum are required to participate in the field seminar, weekly in-class instruction on campus. The seminars are intended to assist the student in the overall learning experiences and integration of the social work perspective, particularly for those students not under the direct instruction of a social worker. Requirements of the seminar course are found in course outlines provided in class. Sample course outlines are provided in appendix B.
<table>
<thead>
<tr>
<th></th>
<th>Due Date</th>
<th>Where?</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mandatory Field Orientation Meeting(s)</strong></td>
<td>scheduled 1-2 semesters before the student begins field</td>
<td>on campus</td>
<td>All students going into field during the coming year.</td>
</tr>
<tr>
<td><em>field manual secured</em></td>
<td></td>
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</tr>
<tr>
<td><strong>Pre-placement Interview</strong></td>
<td>scheduled the semester before student begins field</td>
<td>social work offices</td>
<td>All students entering field that year and Field Director</td>
</tr>
<tr>
<td>* resume, pre-placement form, field manual agreement, Hepatitis B form and criminal background form submitted*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Placement Letter</strong></td>
<td>by end of semester preceding placement</td>
<td>to student and field instructor</td>
<td>Field director</td>
</tr>
<tr>
<td><strong>Placement Interview</strong></td>
<td>scheduled before the student begins field</td>
<td>at Agency</td>
<td>Student and Field Instructor</td>
</tr>
<tr>
<td>* placement agreement*</td>
<td></td>
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</tr>
<tr>
<td><strong>Field Instructor Workshop</strong></td>
<td>scheduled near the beginning of the academic year July 14, 2016</td>
<td>on campus</td>
<td>Field instructors and field director/social work faculty</td>
</tr>
<tr>
<td><em>agency will receive field manual, affiliation agreement, agency data form and field instructor data form</em></td>
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</tbody>
</table>
## Field Schedule 2016-2017

### DUE DATES

| **Learning Contract**<br>Be sure it is signed! | 4th Friday of Semester<br>**September 23, 2016**<br>To Field Director | student responsible for delivering |
| Field Visit | During Semester | At Agency | student coordinates scheduling |
| **IPE Student Activity Event** | **October 5, 2016<br>1:00 PM – 5:00 PM**<br>On-campus, Bovee UC | Student attendance required |
| **Mid-Year Evaluation** | 15th Friday of Semester<br>**December 9, 2016**<br>To Field Director | Field instructor writes; student delivers |

### Semester Two (SPRING)

| **Learning Contract** | 4th Friday of Semester<br>**February 3, 2017**<br>To Field Director | Student Responsible for delivering |
| Field Visit | During Semester | At Agency | Student Coordinates Scheduling |
| **IPE Student Activity Event** | **March 22, 2017<br>1:00 PM – 5:00 PM**<br>On-campus, Bovee UC | Student attendance required |
| **Semester Evaluation**<br>Be sure it is signed, has HOURS, includes recommended grade | 15th Friday of the semester<br>**April 28, 2017**<br>to Field Director | Field instructor writes up; student delivers |
| **GPS form**<br>*must be on GOLD paper | 15th Friday of the semester<br>**April 28, 2017**<br>to Field Director | Field instructor writes up |
| **Field instructor Evaluation of Field**<br>*must be on PURPLE paper | 15th Friday of the semester<br>**April 28, 2017**<br>to Field Director | Field instructor completes |
| **Student evaluation of field**<br>*must be on GREEN paper | 15th Friday of the semester<br>**April 28, 2017**<br>to Field Director | Student completes |
Summer Block Placement

Completion of hours

The summer block consists of two semesters, each six weeks long, with 200 hours of instructional time required in the field placement each semester. It is expected that students will be at the placement four or five days per week, to assure the immersion experience needed for learning during the block placement.

Weekly schedule of in-class instruction (SWK 471 & 481) will be scheduled for each semester, as during the regular academic year. Students may be expected to attend multiple seminars per week due to the compressed timeframe of the summer field experience.

SWK 331 Social Work Practice III

The third practice course is taken concurrently with field education. Times for this class will be arranged across the twelve weeks of summer field education.

SWK 450 Social Welfare Policy II

Taken immediately prior to the summer in which the student enters the summer block placement.

Work load expectations

The summer block for field education is intensive. Students seeking to complete field education in the summer are expected to be able to focus on their learning during this critical experience. An estimate of the contact time required for field practicum, the field seminar and SWK331 is about 45-50 hours per week all summer. Additional time is needed for completion of the course requirements for the seminar and SWK331. Thus, students expecting to take additional courses or work full time are unlikely to be allowed to complete field education in the summer block.

Students needing to work more than a few hours per week will rarely be eligible for summer field. If there is a question, students should consult with their advisor or the field director about appropriate work load during the summer block field practicum experience.

Additionally, the field experience is typically a daytime activity because of the activities needed for learning and due to the availability of field instructors. Other obligations must allow the student to be in the field practicum during the hours deemed most appropriate by the field instructor.
“It is easy to dodge our responsibilities, but we cannot dodge the consequences of dodging our responsibilities.” — Josiah Charles

Student Responsibilities
The Social Work Student in placement is responsible for:

1. Attending the Field orientation meeting, typically the fall semester following admission;

2. Submitting required forms and resume to the Field office to facilitate placement;

3. Sign up for an interview with Director of Field Education;

4. Scheduling an interview with field instructor and returning field placement agreement;

5. Reviewing and understanding the requirements and expectations set out in this Field Manual;

6. Following the procedures, policies, and requirements of the Social Work Program and the Placement Agency;

7. Completing in a satisfactory manner all assignments and expectations associated with the field experience, both in the seminar and at the practicum placement agency;

8. Actively participating in the practicum learning experience toward the attainment of one’s individualized learning contract;

9. Attending scheduled field seminars;

10. Completing in a satisfactory manner all assignments;

11. Accepting constructive feedback from Agency Field Instructors, the Field Director, social work faculty, and others;

12. Contacting the Field Director promptly in the event of any concerns regarding placement;

13. Developing positive relationships with clients, peers, colleagues, professors, and supervisors within the Social Work Program and Agency settings;

14. Practicing in accordance with the National Association of Social Workers Code of Ethics;

15. Examining one’s own value orientations and feeling about clients and clients’ significant others;

16. Assessing one’s own potential as a social worker including current performance, strengths, areas to improve, areas of difficulty, and professional work place behaviors. Discussion of these and other constructs within agency supervision is expected;

17. Maintaining concurrent enrollment in required university courses and meeting all of the academic requirements of the school;

18. Integrating classroom and field learning, such as application of theories to practice; and

19. Other activities consistent with increasing one’s skills to become a generalist social work practitioner.
“We are responsible for the effort, not the outcome”
—Anonymous

Field Director and Instructor Roles
FIELD EDUCATION ROLES

At Central Michigan University, the Director of Field Education oversees the field practicum of all students within the social work program. The Director of Field Education coordinates with the Social Work Program Director. The agency social worker who provides supervision to the student in the placement is the Field Instructor. In this document, the terms field placement, site, agency, and practicum are used interchangeably. In addition, each practicum site is assigned a designated faculty who serves as the field liaison. The role of the field liaison is to conduct agency visits, to maintain contact with the field instructor, and to be the initial respondent to problem situations in field placements. The liaison also oversees the general learning experience of the student. At present, the Director of Field Education serves as liaison to all sites, and attendant responsibilities are therefore shown under the Director of Field Education.

The **Director of Field Education** is responsible for:

1) Recruiting and assuring the qualifications of agency practicum sites and field instructors;

2) Gathering information from students for application to practicum;

3) Assuring that students requesting placement have meet the prerequisites;

4) Making student assignments to field sites;

5) Coordinating and implementing student orientation to field placement;

6) Coordinating and implementing orientation and training of Field Instructors;

7) Communicating with students, Field Instructors, and the Program Director pertaining to student progress. (Liaison function.)

8) Assisting and supporting field instructors of students experiencing difficulties in field (Liaison);

9) Assisting in resolution of issues of student difficulties with practicum sites/supervisors. (Liaison);

10) Conducting at least one visit to each placement site and contacting the field instructor one other time to discuss student progress across the two semester placement. (Liaison);

11) Reviewing student performance and field placement site data;

12) Participating in other activities pertinent to administration of the field practicum activities including initiating and securing an affiliation agreement between the agency and the university; and,
14) Assigning the final grade for SWK470/480, with consideration of the field instructor recommendation.

**The Agency Field Instructor is responsible for:**

1) Providing the primary oversight of generalist social work professional training for assigned student(s);

2) Attending Field Instructor orientation and trainings. Examples of training content include areas emphasized by the Social Work Program, e.g., evidence-based practice, strengths perspective, advocacy, and rural practice, diversity and non-discrimination.

3) Becoming familiar with the criteria set out in this field manual;

4) Understanding and providing appropriate experiences for students in placement, as a continuation of the overall generalist social work practitioner curriculum;

5) Completion of required forms, as directed within this manual;

6) Working with the student collaboratively to prepare learning contract and semester evaluations. The Field Instructor shall regularly provide students with feedback on their practicum performance. Feedback shall include supervisory discussion as well as formal review of evaluation documents;

7) Cooperating with the Field Director in determining the kinds of assignments to be selected for the social work student’s field work, as well as the size and diversity of the student’s practice load;

8) Conducting regularly scheduled weekly conferences with the social work student and being available for unscheduled consultation, as needed when the student is in the agency;

9) Communicating with the Field Director and the student. This includes meeting deadlines for submission of reports, surveys, and evaluative surveys and conferences;

10) Providing agency orientation for the student social worker;

11) Contacting the Field Director promptly in the event of any concerns regarding student in placement;

12) Supervising student with regard to professional practice, including oversight of the student’s work with agency clientele;

13) Recommending credit/no credit to the Field Director. (The Field Director shall assign final student grades for the field practicum SWK 470 & 480).

14) Assuring other activities that facilitate a positive learning environment within the student’s field practicum experience.

15) Assisting the field director in assuring that a signed affiliation agreement between the agency and the university is in place prior to the student starting field.
“Well done is better than well said”

—Benjamin Franklin

Core Competencies and Practice Behaviors: The Student Learning Contract
Field Practicum Core Competencies and Practice Behaviors  
(Learning Contract)

The Learning contract is designed to be an evolving document, to provide guidance and structure to the student’s learning experience. It is developed around the core generalist practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards by the Council on Social Work Education (CSWE). The core competencies and measurable practice behaviors identified and designated by CSWE were developed from knowledge, values, and skills that are consistent with Accredited BSW Program Objectives. The goal of the outcome approach is for the student to demonstrate the integration and application of the competencies in their practice. The 11 core competencies (10 designated by CSWE and 1 developed to address the rural context of our program) as well as operational practice behaviors are listed in the Learning Contract for the Student. An important element of this process is the active participation of the student and the field instructor in assessing individualized student needs, and in identifying and developing activities and opportunities available at the field agency to allow the student’s learning to occur.

The learning contract must be signed by both the student and the field instructor. These signatures indicate agreement on the specific terms of the placement and are the basis for each semester’s evaluation. The learning contract is due to the Field Director by 5:00 Friday of the fourth week of the semester. See pages following this section for learning contract guidelines.

To move toward increased demonstration of evidence-based social work education and practice, the program has developed a scale for assessing students’ attainment toward competencies and practice behaviors. The GPS is found, with instructions, in the evaluation section. This is due on the final Friday of the academic year. The date is on the schedule distributed each year.

Finally, the evaluation of student performance is conducted each semester using the learning contract as a basis. This evaluation is collaborative, allowing the student to conduct a self-assessment narrative of activities completed that demonstrate achievements toward attainment of
practice behaviors and then providing for field instructor feedback to the student. It is the prerogative of the field instructor to include items with which the student does not necessarily agree. These may be discussed or mediated with the Field Director, if requested.

Development of the learning contract

An outline of the required Core Competencies and practice behaviors is included in the section that follows. Using these as a base, the learning contract is developed by each student and field instructor. Students and Field Instructors will develop unique learning activities to assist the student in achieving competence in all practice behaviors. In a few situations, a specific practice behavior may be unattainable or may not be attainable within the first semester. In such cases, the student and/or field instructor should note this in the learning contract and the field liaison will address this during the first agency visit.

For each of the core competencies, a set of practice behaviors are identified that will demonstrate achievement of the competency. Together the student and field instructor develop activities and opportunities for the practice behaviors. Some activities may address several practice behaviors, however it is important to be mindful of students current level.

The learning contract guidelines provide the student and field instructors with the means to consistently structure the learning experience. It provides the field liaison important information for assisting the field instructor and student during the field experience. Lastly, this document is the basis for the semester-end evaluation.

It is expected that the student and field instructor will work together to develop the learning contract. This process begins during the first week of the semester for fall, and can begin for spring during the final evaluation of fall semester. Field seminar meet weekly each semester to provide assistance to the students as needed. In addition, the field director is available to provide assistance as needed.
Writing the learning contract

Objectives of Student Learning Contract

I. To assist the student in demonstrating the ability to construct a plan that states learning goals in specific student performance and skill in the social work practice behaviors. There should be measurable outcomes of student learning.

II. To assure that student learning contract activities will meet both student and agency needs.

III. To provide adequate opportunity for student social worker to develop needed generalist practitioner skills.

Eleven core competencies are identified. For each competency, specific practice behaviors are identified. The learning contract consists of:

1. Stating activities for each practice behavior listed for designated competencies. The practice behaviors actually state what the student should learn. *These should be tailored to the activities and learning environment of the agency/program and student needs.* Often activities developed for the first semester will be continued into the second semester of field, with new or additional tasks during the second semester. In general, the expectation is that the complexity of skill and the sequence of activities and tasks to be completed will increase in the second semester. For example, a student might identify the practice behavior of advocacy relevant to a client or the program’s goals with an activity such as “observe a staff member conducting advocacy with a client system” during the first semester. In the second semester, the activity might remain the same, but the activity would be related to the student actually conducting advocacy.

   To be useful and to be appropriate for evaluation, student activities must be measurable. The SMART guideline may be used to develop useful student activities, experiences, and opportunities:

   - Specific
   - Measurable
   - Achievable
   - Reliable
   - Timeframe

2. Specify a *sequence of tasks or activities* by which the student will experience the learning.
3. Identify the means by which the evaluation will occur. This step is important to assure that the intended outcome is assessed. It is expected that for some but not all objectives, the student will do a self-assessment at the beginning of the semester (pre-test) and will do a second self-assessment (post-test) at the end of the semester. The evaluation should avoid simple self-report, although it is important for students to be self-reflective. Evaluation should be both (a) whether the student completed expected tasks, and (b) more importantly, whether the student achieved learning as stated in the student activities. If the learning to be accomplished or pursued is not clear, then the activities should be rewritten.

4. For the practice behaviors deemed most important for the student, by the student and/or the field instructor, the student will do a self-assessment at the beginning and at the end of the semester. (Pre-/Post assessment of own skill level or proficiency is in Field Practicum Workbook.)

The format for the learning contract is provided below. The specifics related to the learning contract guidelines follow. Please use this form for your learning contract.

This document is due to the Field Office by 4:00 PM Friday of the fourth week of the semester.
Student Learning Contract  
Central Michigan University  
Social Work Baccalaureate Program

Student Name_________________________________________________________________________  
Field Instructor_________________________________________________________________________  
Date__________________________________________________________________________________  
Agency__________________________________________________________________________________

Course:  SWK470          SWK480

Learning contract instructions:  Student and field instructor should work together to develop suitable and sound learning experiences appropriate to the agency that will work toward achievement of each practice behavior.  Upon completion of this document both student and field instructor sign the document, confirming that they are in agreement of the educational experience for that semester.

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>a. Advocate for client access to the services of social work.</td>
<td></td>
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<tr>
<td>b. Practice personal reflection and self-correction to assure continual professional development.</td>
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<tr>
<td>c. Attend to professional roles and boundaries.</td>
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<tr>
<td>d. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>e. Engage in career-long learning.</td>
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<tr>
<td>f. Use supervision and consultation.</td>
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<tr>
<td>Comments:</td>
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</table>

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>g. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td>h. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
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</tr>
<tr>
<td>i. Tolerate ambiguity in resolving ethical conflicts.</td>
<td></td>
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<tr>
<td>j. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td>Comments:</td>
<td></td>
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</table>
3. **Apply critical thinking to inform and communicate professional judgments:** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>k. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td></td>
</tr>
<tr>
<td>l. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>m. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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</tbody>
</table>

Comments:

4. **Engage diversity and difference in practice:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>n. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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</tr>
<tr>
<td>o. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td></td>
</tr>
<tr>
<td>p. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>q. View themselves as learners and engage those with whom they work as informants.</td>
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</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>r. Understand the forms and mechanisms of oppression and discrimination.</td>
<td></td>
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<tr>
<td>s. Advocate for human rights and social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>t. Engage in practices that advance social and economic justice.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>u. Use practice experience to inform scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>v. Use research evidence to inform practice.</td>
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</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
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</thead>
<tbody>
<tr>
<td>w. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td></td>
</tr>
<tr>
<td>x. Critique and apply knowledge to understand person and environment.</td>
<td></td>
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</tbody>
</table>

Comments:

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8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services:** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and service; the role of policy in service delivery; and the role of practice in policy development.

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>y. Analyze, formulate, and advocate for policies that advance social well-being.</td>
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</tr>
<tr>
<td>z. Collaborate with colleagues and clients for effective policy action.</td>
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</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>ab. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The student’s work will develop the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td></td>
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<tr>
<td>ac. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
</tr>
<tr>
<td>ad. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>ae. Use empathy and other interpersonal skills</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>af. Collect, organize, and interpret client data</td>
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</tr>
<tr>
<td>ag. Assess client strengths and limitations</td>
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</tr>
<tr>
<td>ah. Develop mutually agreed-on intervention goals and objectives</td>
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</tr>
<tr>
<td>ai. Select appropriate intervention strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>aj. Initiate actions to achieve organizational goals</td>
<td></td>
</tr>
<tr>
<td>ak. Implement prevention interventions that enhance client capacities</td>
<td></td>
</tr>
<tr>
<td>al. Help clients resolve problems</td>
<td></td>
</tr>
<tr>
<td>am. Negotiate, mediate, and advocate for clients</td>
<td></td>
</tr>
<tr>
<td>an. Facilitate transitions and endings</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>ao. Social workers critically analyze, monitor, and evaluate interventions.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
11. Identify social work practice considerations for working with people living in rural areas.

<table>
<thead>
<tr>
<th>The student’s work reflects the ability to:</th>
<th>Student list activities and experiences during field to demonstrate practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ap. Identify informal and formal resource systems within a specific rural area.</td>
<td></td>
</tr>
<tr>
<td>aq. Describe specific challenges of the rural context to the agency’s social service delivery system.</td>
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<td>ap. Identify methods of handling dual relationships and if they occur, resolve them.</td>
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<td>ar. Identify and help resolve client needs that are specific to the rural setting (e.g. transportation)</td>
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<td>as. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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</tr>
</tbody>
</table>

Comments:

Student Signature:_________________________________________________________________ Date:_____________

Field Instructor Signature:_________________________________________________________ Date:_____________

Developed By:  Allison Putnam, MSW

This document is due to the Field Office by 4:00 PM Friday of the fourth week of the semester.
Evaluation of Student and Field Experience
Evaluation of Student Practicum Performance

Purposes of Evaluation

The integration of evaluation into the field experience serves several purposes. First, it provides students with an immediate context for understanding the importance of an evidence-based approach to social work practice. Second, it gives students the opportunity to learn skills needed for conducting accountable professional practice and programs. Third, it provides mechanisms for all individuals involved in the field experience to provide feedback to others. This feedback, in turn, is essential to student professional development, improvement of the social work program generally and specifically the field component of the program, and improvement of the field placement itself. Finally, the design of the learning contract and evaluation of the student serves as a model for the client-social worker planning and outcome evaluation process, providing both an objective mechanism for evaluating students and a skill-building exercise related to client services for the student.

Field Liaison Reports

The faculty members who serve as field liaisons maintain a written log of their contacts and site visits with students and Field Instructors throughout the semester. The log includes date, contact person, type of contact, and any relevant information. These records are kept in the Field Office at Central Michigan University. Individual records for students are placed in the student field file, which is kept in the field office.

Evaluation of Student Performance: Tools

Evaluation of student placement performance and competency attainment is an ongoing, goal-directed process within social work supervision. Thus, the informal evaluation process begins with discussion and negotiation of the student's individual learning activities for learning contract. It also includes the mid-year evaluation of progress toward competencies and practice behaviors. In addition, the Field Instructor reviews the weekly journals completed by each student.
Several formal evaluations are completed at the conclusion of the first and/or second semester of the practicum and are listed below. Specific instructions for the use of each form are found with the form later in this section. The evaluation of the student’s learning contract includes competencies and practice behaviors for the semester along with several areas of professional conduct. Due: Friday of 15th week of each semester.

1. Mid Year Evaluation (student and field instructor complete, due at the end of first semester)

2. Year End Evaluation (student and field instructor complete, due at the end of second semester)

3. Generalist Practice Skills (field instructor completes, due at the end of second semester)

4. Student evaluation of the field experience (student completes, due at the end of second semester).

5. Field instructor experience of the field placement (field instructor completes, due at the end of second semester).

Evaluation includes sharing the above data with students and the Central Michigan Social Work Program. Additionally, the Field Liaison will make at least one agency site visit over the two semesters, and may have up to two visits across the field experience. Determination of the timing of the field visits is contingent upon the needs of individual students and field instructors. During the site visits, the field liaison may engage in such activities as reviewing the learning contract and progress toward competencies and practice behaviors, listening to student case presentations, discussing seminar assignments related to the actual placement, reviewing expectations, and addressing any concerns of student or field instructor.

End of semester evaluation

Each semester, the field instructor is responsible for evaluating the student, based on the learning contract developed at the beginning of the semester, and recommending credit/no credit using the Mid-year or Year-end evaluation form. The expectation or norm is that the student will satisfactorily complete the activities and tasks agreed upon in the learning agreement.
Credit/no credit

The learning contract, which identifies core competencies, practice behaviors, and activities, form the basis for the evaluation. The student and field instructor collaboratively complete the evaluation of learning. The student will write a narrative of achievements completed toward each practice behavior in “Activities” area, clearly identifying how the practice behavior was met. The field instructor will also complete a narrative and rating of quality of work completed toward practice behaviors and competencies. This narrative discusses activities, both listed and unlisted in the learning contract, that contributed to the learning that occurred. The evidence of learning should be included. Activities planned but not achieved should also be addressed, but students should not be penalized for failure to complete tasks that were planned but not available for reasons outside their control.

The method of evaluation is both narrative and rating scale and any evidence toward achievements should be referenced. The narrative should be sufficiently detailed to make clear the final recommendation. To assist the student and field instructor in establishing continuity from one semester to the next, it is suggested at the time of evaluation for first semester; the learning contract for the second semester could be started.

In addition to the narrative, the following are required elements: the credit/no credit determination, the number of hours completed (must be at least 200), and BOTH field instructor and student signatures. Credit/no credit will not be recorded for a student if these are missing. The student signature on the evaluation indicates receipt of the evaluation; in the event of an unreconciled disagreement, the student is entitled to submit an explanatory addendum to the evaluation, which the field instructor should review and sign.
Mid-Year Evaluation  
Central Michigan University  
Social Work Baccalaureate Program  
Fall Semester/SWK470

Student Name_________________________________________ Date____________________

Field Instructor________________________________________ Agency____________________

Student evaluation instructions: Evaluation of the student’s achievements toward practice behaviors and core competencies is an on-going process, done throughout the semester and within supervision. It also includes a midyear review. Student completes a narrative of how they achieved practice behaviors in the “activities” area. Field instructor completes the mid-year student evaluation by providing a rating for each practice behavior, with a detailed narrative to support the rating and credit/no credit. Upon completion of this evaluation the field instructor should review this with student and both sign. Along with rating and narrative total number of hours and recommended credit/no credit must be included. The student’s signature of this document indicates receipt of the grade.

SCALE:
Below BSW entry level skills means that a student would need extra supervision, or is in one or more important ways not close to the needed level of competency.
Almost BSW entry level skills means that the student's competency is not quite at BSW entry level in some way but will be with a bit more practice.
Meets BSW entry level skill means a student’s competency in that area is where one would expect if hiring a person just completing a degree.
Exceeds BSW level means a student is more proficient and/or can work more independently than one would expect of a person just completing a degree.
No evidence means the field instructor has not observed the student’s activities sufficiently to be able to determine how the student will perform in this area of practice.

1. Identify as a professional social worker and conduct oneself accordingly: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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<td>e. Engage in career-long learning.</td>
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<td>f. Use supervision and consultation.</td>
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Comments:
2. **Apply social work ethical principles to guide professional practice**: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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<tr>
<td>g. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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</tr>
<tr>
<td>h. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
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<td>i. Tolerate ambiguity in resolving ethical conflicts.</td>
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Comments:

3. **Apply critical thinking to inform and communicate professional judgments**: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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<td>k. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>l. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>m. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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Comments:
4. Engage diversity and difference in practice: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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<td>o. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<tr>
<td>p. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>q. View themselves as learners and engage those with whom they work as informants.</td>
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</table>

Comments:

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

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<tr>
<td>r. Understand the forms and mechanisms of oppression and discrimination.</td>
<td></td>
<td></td>
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<tr>
<td>s. Advocate for human rights and social and economic justice.</td>
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<tr>
<td>t. Engage in practices that advance social and economic justice.</td>
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</tbody>
</table>

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

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<tr>
<td>u. Use practice experience to inform scientific inquiry.</td>
<td></td>
<td></td>
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<tr>
<td>v. Use research evidence to inform practice.</td>
<td></td>
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</tbody>
</table>

Comments:

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

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<tr>
<td>w. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td></td>
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</tr>
<tr>
<td>x. Critique and apply knowledge to understand person and environment.</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and service; the role of policy in service delivery; and the role of practice in policy development.

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<tbody>
<tr>
<td>y. Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td></td>
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<tr>
<td>z. Collaborate with colleagues and clients for effective policy action.</td>
<td></td>
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</tbody>
</table>

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

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<tbody>
<tr>
<td>aa. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td></td>
<td>Below</td>
</tr>
<tr>
<td>ab. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tr>
</tbody>
</table>

Comments:

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

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<tr>
<td>Engagement</td>
<td></td>
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</tr>
<tr>
<td>ac. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
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<tr>
<td>ad. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>ae. Use empathy and other interpersonal skills</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>af. Collect, organize, and interpret client data</td>
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<tr>
<td>ag. Assess client strengths and limitations</td>
<td></td>
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<tr>
<td>ah. Develop mutually agreed-on intervention goals and objectives</td>
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<td>ai. Select appropriate intervention strategies</td>
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The student’s work reflects the ability to: Student reflects on performance and writes a narrative of experiences during field to demonstrate practice behaviors

| Mid-Year evaluation of BSW student practice behaviors expected for entry level social work |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Below                           | Almost at       | Meets           | Exceeds         | No evidence     |

**Intervention**

aj. Initiate actions to achieve organizational goals

ak. Implement prevention interventions that enhance client capacities

al. Help clients resolve problems

an. Negotiate, mediate, and advocate for clients

ao. Social workers critically analyze, monitor, and evaluate interventions.

**Evaluation**

ao. Social workers critically analyze, monitor, and evaluate interventions.

Comments:

**11. Identify social work practice considerations for working with people living in rural areas.**

The student’s work reflects the ability to: Student reflects on performance and writes a narrative of experiences during field to demonstrate practice behaviors

| Mid-Year evaluation of BSW student practice behaviors expected for entry level social work |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Below                           | Almost at       | Meets           | Exceeds         | No evidence     |

ap. Identify informal and formal resource systems within a specific rural area.

aq. Describe specific challenges of the rural context to the agency’s social service delivery system.

ar. Identify methods of handling dual relationships and if they occur, resolve them.

as. Identify and help resolve client needs that are specific to the rural setting (e.g. transportation)

as. Apply strategies of ethical reasoning to arrive at principled decisions.

Comments:

Number of hours completed: ____________

Credit [ ] No Credit [ ]

Student Signature: ___________________________________________ Date: ____________________

Field Instructor Signature: ____________________________________ Date: ____________________

Developed By: Allison Putnam, MSW Based on the General Practitioner Scale
The Mid-Year Evaluation is due to the Field Office by 4:00 Friday of the last week of the semester.

(Note that student signature does not indicate agreement, but rather that the student has received the evaluation.)
Social Work Generalist Practice Scale (GPS) Instructions

This form is used to evaluate student skills and proficiency of core competencies at the completion of the BSW program at CMU. It is completed at the end of the 2nd semester (see schedule for due dates.) Another primary purpose of the GPS is to assist the program evaluation process for the BSW program; the field instructor is encouraged to use it to provide feedback to the student about progress in skill development.

The GPS is based on the core competencies, practice behaviors and supported by program objectives; each set of practice behaviors pertains to a core competency that students should have mastered by end of the field practicum. For each item, rate the level of student proficiency based on the skill level expected for an entry level BSW social worker; students are not expected to be a BSW level in all areas. Please use the following guidelines:

**Below BSW entry level** skills means that a student would need extra supervision, or is in one or more important ways not close to the needed level of preparation.

**Almost BSW entry level** skills means that the student's competency is not quite at BSW entry level in some way but will be with a bit more practice.

**Meets skill for BSW entry level** means a student’s competency in that area is where one would expect if hiring a person just completing a degree.

**Exceeds BSW level** means a student is more proficient and/or can work with more independently than one would expect if hiring a person just completing a degree.

**No evidence** means the field instructor has not observed the student’s activities sufficiently to be able to determine how the student will perform in this area of practice.
Ratings should be completed based on entry level BSW skills. The GPS is to be completed at the end of the field experience, by the field instructor. Comments should support rating.

1. **Identify as a professional social worker and conduct oneself accordingly:** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

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<td>e. Engage in career-long learning.</td>
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3. **Apply critical thinking to inform and communicate professional judgments:** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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<td>k. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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4. **Engage diversity and difference in practice:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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<td>n. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<td>o. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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</tr>
<tr>
<td>p. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>q. View themselves as learners and engage those with whom they work as informants.</td>
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</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>The student can:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>r. Understand the forms and mechanisms of oppression and discrimination.</td>
<td></td>
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<tr>
<td>s. Advocate for human rights and social and economic justice.</td>
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<tr>
<td>t. Engage in practices that advance social and economic justice.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>In implementing the helping relationship, the student:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>u. Use practice experience to inform scientific inquiry.</td>
<td></td>
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<tr>
<td>v. Use research evidence to inform practice.</td>
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</tbody>
</table>

 Comments:

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

<table>
<thead>
<tr>
<th>Student demonstrates ability to:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>w. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td></td>
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<tr>
<td>x. Critique and apply knowledge to understand person and environment.</td>
<td></td>
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</tbody>
</table>

 Comments:

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services:** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and service; the role of policy in service delivery; and the role of practice in policy development.

<table>
<thead>
<tr>
<th>Student is able to:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>y. Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>z. Collaborate with colleagues and clients for effective policy action.</td>
<td></td>
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</tbody>
</table>

 Comments:

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

<table>
<thead>
<tr>
<th>Student is able to:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td></td>
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<tr>
<td>ab. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The student was able to:</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td></td>
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<tr>
<td>ac. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
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<tr>
<td>ad. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>ae. Use empathy and other interpersonal skills</td>
<td></td>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
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<tr>
<td>af. Collect, organize, and interpret client data</td>
<td></td>
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<tr>
<td>ag. Assess client strengths and limitations</td>
<td></td>
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<tr>
<td>ah. Develop mutually agreed-on intervention goals and objectives</td>
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<tr>
<td>ai. Select appropriate intervention strategies</td>
<td></td>
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<tr>
<td><strong>Intervention</strong></td>
<td></td>
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<tr>
<td>aj. Initiate actions to achieve organizational goals</td>
<td></td>
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<tr>
<td>ak. Implement prevention interventions that enhance client capacities</td>
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<tr>
<td>al. Help clients resolve problems</td>
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<tr>
<td>am. Negotiate, mediate, and advocate for clients</td>
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<tr>
<td>an. Facilitate transitions and endings</td>
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<tr>
<td><strong>Evaluation</strong></td>
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<tr>
<td>ao. Social workers critically analyze, monitor, and evaluate interventions.</td>
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</tbody>
</table>

Comments:

11. **Identify social work practice considerations for working with people living in rural areas.**

<table>
<thead>
<tr>
<th>Student is able to</th>
<th>Below BSW entry level skills</th>
<th>Almost at BSW entry level skills</th>
<th>Meets BSW entry level skills</th>
<th>Exceeds BSW level skills</th>
<th>No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ap. Identify informal and formal resource systems within a specific rural area.</td>
<td></td>
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<tr>
<td>aq. Describe specific challenges of the rural context to the agency’s social service delivery system.</td>
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<tr>
<td>ar. Identify methods of handling dual relationships and if they occur, resolve them.</td>
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<tr>
<td>as. Identify and help resolve client needs that are specific to the rural setting (e.g. transportation)</td>
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</tbody>
</table>

Comments:

Developed By: Susan Grettenberger, PhD, MSW
Joanne Riebschleger, PhD, MSW
Social Work Program, Central Michigan University

Acknowledgment to Renison College, University of Waterloo for the original format on which the GPS is based.

Revised: Revised July 13, 2007, Susan Grettenberger, PhD, MSW
Revised February 5, 2013, Susan Grettenberger, PhD, MSW
Revised July 11, 2013, Allison Putnam, MSW
Full Name of Agency: ___________________________________________________________

Agency Field Instructor: _______________________________ Term/Year: ________________

This form is completed by the student at the end of the field experience. Please give your reaction to the following statement by circling the response that best corresponds to your opinion:

1. Strongly Disagree (SD)                              4. Agree (A)
2. Disagree (D)                                        5. Strongly Agree (SA)
3. Neither Agree/Disagree (N)                          Not Applicable or no basis for assessment (N/A)

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My field practicum was generally stimulating and often required me to think independently and creatively.</td>
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<tr>
<td>2. The tasks assigned to me were appropriately geared to my learning needs.</td>
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<tr>
<td>3. My previous social work courses, assignments, training and experiences helped prepare me for this field practicum.</td>
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<tr>
<td>4. Overall, my work in the field related to my social work courses.</td>
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<tr>
<td>5. I did not feel hampered because of my student status in the agency.</td>
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<tr>
<td>6. The morale of the agency staff had a positive influence on my work.</td>
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<td>7. The policies and practices of the agency enhanced my ability to perform assigned tasks.</td>
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<tr>
<td>8. Generally, my personal values were consistent with those of the agency where I was placed.</td>
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<tr>
<td>9. Generally, my personal values were consistent with those of my field instructor.</td>
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<tr>
<td>10. In general, the location of the field practicum did not pose serious transportation problems.</td>
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<tr>
<td>11. I was often encouraged to be innovative in my selection and use of various practice techniques.</td>
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<td>12. Usually, I was assigned an appropriate amount of work.</td>
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<tr>
<td>13. As a result of this experience, I acquired knowledge that is relevant to my career goals.</td>
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<tr>
<td>14. The standards for student performance and evaluation were reasonable and clear.</td>
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<tr>
<td>15. My field instructor was available to me and gave assistance when needed.</td>
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<tr>
<td>16. Generally, I felt encouraged to make independent decisions and to take initiative.</td>
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<tr>
<td>17. My field instructor was/is competent in teaching me social work practice skills.</td>
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<tr>
<td>18. The amount of supervision I received was adequate for my learning needs.</td>
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<tr>
<td>19. I had opportunities at my agency (vs. class assignments) to practice/learn skills the following area:</td>
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<tr>
<td>Direct work with client groups</td>
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</tr>
<tr>
<td>Research</td>
<td></td>
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</tr>
<tr>
<td>Theory -such as taught in SWK374 &amp; 375</td>
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</tbody>
</table>
Policy related affecting our agency and/or clients
Social work ethics

20. This field practicum was appropriate for me.

21. At a future date, I would consider working in this type of setting.

22. I would recommend this agency as field practicum for other students.

23. I would recommend my field instructor to other students.

Please comment on the quality of our field practicum experience in the following section provided.

In particular provide information about why you would/would not recommend the agency or your field director to others, and about your learning opportunities. This document is confidential.

____________________________________  ______________________
Student’s Signature                          Date

Students are to complete this evaluation at the end of the field practicum experience and return it to the social work office:

Director of Field Education
Social Work Program
034 Anspach
Mount Pleasant, MI  48859
Please give your reaction to the following statement by circling the response that best corresponds to your opinion:

1. Strongly Disagree (SD)  2. Disagree (D)  3. Neither Agree/Disagree (N)  4. Agree (A)  5. Strongly Agree (SA)  Not Applicable or no basis for assessment (N/A)

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was ample opportunity to confer with the student prior to the start of the field practicum in order to assure that mutual interest and needs could be met.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2. The social work program provided the agency with adequate information regarding the student to be placed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Materials provide and information received, including that about the student, were provided in a timely fashion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. The student seemed adequately oriented to the procedures and requirements of the field practicum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>5. I understood the University’s expectations, goals and objectives for the field practicum experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6. There was a clear relationship between social work courses and student assignments to the field practicum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>7. The student and I arrived at a common understanding regarding the role of the student at the agency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>8. The Learning Contract and other required assignments helped me guide the student’s learning experience in the field practicum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>9. The role of the faculty Field Liaison was clear to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>10. There was ample opportunity to meet or talk with the Faculty Field Liaison to discuss the student’s learning experiences in field or to address concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>11. There was ample opportunity to meet or talk with the Faculty Field Liaison regarding evaluating the student’s performance in field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>12. The visits with the Faculty field Liaison were useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Overall, I am satisfied with the help and support I received from the Faculty Field Liaison.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>14. Overall, I am satisfied with the Field Practicum Program at Central Michigan University.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>15. The agency was able to provide opportunities for the student to practice the problem solving process with client systems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>16. The agency was able to provide opportunities for the student to understand social and agency policy concepts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>17. The agency was able to provide opportunities for the student to understand research and/or practice evaluation concepts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>18. The agency was able to provide opportunities for the student to practice the roles of a beginning generalist social work practitioner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
19. The agency was able to provide opportunities for the student to understand the major concepts and principles of social work including the ecological perspective (person-in-environment); system theory and a strengths based approach to working with client systems.  

20. In general, this practicum experience helped the student understand the importance of social work values and ethics in practice.  

21. Considering all expectations for learning, I felt prepared to serve as a field instructor.  

22. The training provided for field instructors was helpful in preparing me for my role as a field instructor. (Check N/A if you did not attend this year’s training.)  

As always, thank you for all your work with CMU social work students!

Please indicate any specific comments and suggestions which you feel will be helpful to the Central Michigan University Social Work faculty regarding field practicum. The more specific the comments, the more useful they are in assisting with program improvement.

____________________________  ____________________
Field Instructor Signature     Agency

____________________________________
Date

Please return this completed form to:  Social Work Program  
034 Anspach  
Mount Pleasant, MI 48859  
Phone: 989-774-3591
The only way to make sense out of change is to plunge into it, move with it, and join the dance. 

Allan Watts

Agency Selection Process
Criteria for Selecting Field Agencies

The Social Work Program seeks out agencies in rural Central Michigan to serve as Field Practicum Sites. Agencies that are selected offer potential for high quality field experiences presenting breadth and depth of social work practice within the generalist model of practice. Agencies are expected to support the efforts of the Field Instructors who provide this important service to the social work profession. Agency support includes sufficient time to supervise students (at least one [1] hour of scheduled time per week) and to attend the field orientation and one training held at Central Michigan University. Prospective agencies are evaluated in terms of their congruence with the goals, objectives, and mission of the Social Work Program and their use of the social work generalist practice model of service delivery. Agencies are expected to provide clear support of learning experiences for students.

1. Students must be permitted to carry responsibility for direct work with clients and/or projects.

2. The agency philosophy must be compatible with the educational objectives, values and ethics of the University and the profession of social work.

4. The mission and goals of the University must guide site selection.

5. The agency must provide suitable accommodations and support services for students.

6. The scope of the program should be such as to offer students a responsible range of appropriate experiences, especially practice with oppressed persons, groups, families, and communities.

7. A qualified field instructor must be available as described on page 71.

8. Agency must have a current, signed affiliation agreement on file with the university. Field Director assures the document is in place but feel free to contact the social work office to confirm this is in place. 989-774-2690.
This form is used to update our information system regarding your agency and to plan placements for the next placement period.

**AGENCY INFORMATION**

Agency Name__________________________________________________________

Director/Department Head:____________________________________________________

Address:____________________________________________________________________

City_________________________   Zip Code____________

Telephone: ______________________________Fax: _____________________________

Please designate someone to serve as an Educational Liaison to act as the primary contact. This person will receive all mailings from the Social Work Program.

Name___________________________________Title__________________________________

Address (if different than above)___________________________________ Zip ____________

E-mail_______________________________________ Fax _______________________

How many students do you anticipate being able to accommodate? _______

(Students are required to complete approximately 14 hrs/wk or 200 hrs/each of two semester.)

Please list special requirements that your agency requires of interns (e.g. use of personal vehicle, background checks, and previous experience)._________________________________________

__________________________________________________________________________

Agency Hours (indicate if evenings are required)_________________________________________

__________________________________________________________________________

Description of Agency (including theoretical focus if applicable)_________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
<table>
<thead>
<tr>
<th>Service areas of the agency - Check all that apply</th>
<th>Populations served by agency - Check all that apply</th>
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</thead>
<tbody>
<tr>
<td>Addiction/Substance Abuse</td>
<td>Aging/Gerontology</td>
</tr>
<tr>
<td>Adoption</td>
<td>Children 0-5</td>
</tr>
<tr>
<td>Adult Psychiatry/Mental Health</td>
<td>Children school-age</td>
</tr>
<tr>
<td>Child Welfare</td>
<td>Other diverse populations (circle): Native American, African-American, Latino, Asian-American, LGBTQ, persons with developmental disabilities, persons with other disabilities, e.g. deaf</td>
</tr>
<tr>
<td>Community Based Services</td>
<td></td>
</tr>
<tr>
<td>Community/Locality Development</td>
<td>Primarily men</td>
</tr>
<tr>
<td>Corrections/Criminal Justice</td>
<td>Specialized Women’s services</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>Veterans</td>
</tr>
<tr>
<td>Early childhood intervention</td>
<td>Youth</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Food assistance</td>
<td></td>
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<tr>
<td>Foster care</td>
<td></td>
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<tr>
<td>Government Policy/Planning</td>
<td></td>
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<tr>
<td>Health</td>
<td></td>
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<tr>
<td>HIV/AIDS</td>
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<tr>
<td>Home care</td>
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<tr>
<td>Homeless/housing</td>
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<tr>
<td>Physical/Developmental Challenges</td>
<td></td>
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<tr>
<td>Rehabilitation</td>
<td></td>
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<tr>
<td>Social supports</td>
<td></td>
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<tr>
<td>Social Planning/Research</td>
<td></td>
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<tr>
<td>Other (list below)</td>
<td></td>
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</tbody>
</table>
### Types of Generalist Social Work Experiences Available

<table>
<thead>
<tr>
<th>Experience</th>
<th>Observer</th>
<th>Co facilitate with other practitioners</th>
<th>Work independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy/Social Action - Individual</td>
<td></td>
<td></td>
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<tr>
<td>Advocacy/Social Action - Macro</td>
<td></td>
<td></td>
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<tr>
<td>Assessment (psychosocial, intake, and/or client interview about current situation)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Case Management; individuals, families, couples, and/or groups</td>
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<td></td>
<td></td>
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<tr>
<td>Child welfare case management</td>
<td></td>
<td></td>
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<tr>
<td>Committees</td>
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<td></td>
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<tr>
<td>Community organization (Mezzo)</td>
<td></td>
<td></td>
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<tr>
<td>Court Liaison</td>
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<td></td>
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<tr>
<td>Crisis Intervention</td>
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<tr>
<td>Educational intervention</td>
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<tr>
<td>Fundraising</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Group Projects</td>
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<tr>
<td>Individuals (Micro)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interdisciplinary Team</td>
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<tr>
<td>Interventions with individuals, couples, families or group to enhance or restore the capacity for social functioning</td>
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<tr>
<td>Monitor client’s compliance with program expectations</td>
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<tr>
<td>Policy/Macro</td>
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<tr>
<td>Program Evaluation/Assessment</td>
<td></td>
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<tr>
<td>Provide life-skills training</td>
<td></td>
<td></td>
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<tr>
<td>Referral to community resources</td>
<td></td>
<td></td>
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<tr>
<td>Victims assistance</td>
<td></td>
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<tr>
<td>Workshops/Seminars</td>
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</tbody>
</table>

Possible Project Assignments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Field Instructors (a more detailed form is to be completed by field instructors.)

Field Instructor__________________________ Degree/Qualifications__________________________
Program Area____________________________ Treatment Model (e.g. assessment & referral, community service, rehab, residential) _________________________________
Has supervised CMU social work interns in the past Yes ☐ How Long______________ No ☐

Field Instructor__________________________ Degree/Qualifications__________________________
Program Area____________________________ Treatment Model (e.g. assessment & referral, community service, rehab, residential) _________________________________
Has supervised CMU social work interns in the past Yes ☐ How Long______________ No ☐

Field Instructor__________________________ Degree/Qualifications__________________________
Program Area____________________________ Treatment Model (e.g. assessment & referral, community service, rehab, residential) _________________________________
Has supervised CMU social work interns in the past Yes ☐ How Long______________ No ☐

Name and title of individual filling out form

Date

Please return completed form and any brochures describing the agency and its services to:

Social Work Program
034 Anspach Hall
Mount Pleasant, MI 48859
A new position of responsibility will usually show a man to be a far stronger creature than was supposed. .......... William James

Field Instructor Selection
Field instructor selection criteria

Field instructors are an integral part of the field practicum experience. The field instructor selection process is intended to assure that each student has available a social work mentor and instructor who will guide the field practicum experience.

The field instructor data form must be on file with the social work program for each person who wishes to serve as a field instructor. Persons holding the BSW or MSW from Council on Social Work Education accredited programs and who have a minimum of two years of post-completion social work practice experience will be eligible to serve as field instructors. Others holding non-social work degrees or social work degrees from non-accredited programs with at least three years of social work/social service experience will be considered on a case-to-case basis.

For further information, contact the Director of Field Education at the Social Work Program.
Central Michigan University
Department of Sociology, Anthropology, and Social Work
SOCIAL WORK PROGRAM

Field Instructor Data Form

Name: _______________________________  Job Title  _______________________________

Agency: ______________________________________________________________________

Address: _____________________________________________________________________

Phone: ___________________ fax: ____________  E-mail Address: ______________________

Home Address (optional):

____________________________________________________

Ethnicity/other diversity (optional) _________________________________________________

Undergraduate degree: _______Major(s): _________________________  Date: ____________

University: ____________________________________________________________________

Graduate degree: _______Major(s): _________________________  Date: ____________

University: ____________________________________________________________________

Professional Experience (please include dates):

<table>
<thead>
<tr>
<th>Years</th>
<th>Experience/agency</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Present Position (brief description): _____________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Practice Experience with multicultural clients and other diversity: 
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Specific interest in supervising students from varied backgrounds: 
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

**Supervisory and Field Instruction Experience:**

Most recent CMU social work field instructor training, if any: 
_____________________________________________________________________________

Teaching Experience: 
_____________________________________________________________________________

Current Membership in Professional Organizations: 
_____________________________________________________________________________

Additional Data (publications, significant professional accomplishments, workshops, etc.): 
_____________________________________________________________________________

Current licensures: 
_____________________________________________________________________________

Certifications and specialties: 
_____________________________________________________________________________

Date: ___________________________

For office use only

Reviewed by __________________________  Approved as field instructor________________

Revised: July 27, 2015 Field instructor data form
After the student-field instructor interview, please use this form to report on the outcome of the interview to the Social Work Program. If both people decide they need more time to think about it, please indicate that on the space for “Comments.” If you have any questions at all, do not hesitate to contact Allison Putnam, Field Director at (989) 774-3432, or leave a message with Jacqui Pridgeon, Program Secretary, at (989) 774-2690.

Name of Agency: ________________________________________________________________

Name of Field Instructor: __________________________________________________________

Name of the student: _______________________________________________________________

Date of the interview: __________________

Please list any requirements that your agency requires of interns (e.g. use of personal vehicle, background checks, and previous experience). Attach separate sheet if necessary.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________
To be completed by the agency representative:

I understand that BSW students must receive regular supervision from a field instructor and have weekly contact with a social worker to address social work content. These do not have to be the same person. Please check which the student will receive.

A. _____ The field instructor has a social work degree from an accredited program.

B. _____ The field instructor does not hold a social work degree, and the student will receive this content through: ( ) MSW trained worker at the agency/on Board or ( ) BSW worker at the agency/on Board. I also understand that the social worker and daily supervisor have joint responsibility for determining the learning contract and for the student’s evaluation.

C. _____ There is no social worker available. We have requested that the social work program provide that social work content. (This MUST be arranged and approved by the Field Director in advance.)

Signature _____________________________________ Date: _________________

Printed name (agency representative) ________________________________

Agency ___________________________________________________________

Please assure that the CMU social work program has an information form on any individuals working with students.

Name of daily supervisor ________________________________

Name of social work supervisor ________________________________

Comments:

________ Yes the placement is acceptable

Field Instructor Signature:________________________________________

Student Signature:______________________________________________

Please return signed form to: Allison Putnam, MSW
Field Director
034 Anspach
Mount Pleasant, MI 48859
Phone: (989) 774-3432
Email: putna1al@cmich.edu
Policies and Procedures
Professional conduct

The field practicum is the professional practice sequence. Enrolled students are expected to demonstrate professional conduct in the practicum placement and seminars.

Field Practicum Attendance

Students are expected to be punctual and in attendance at the field practicum site as scheduled. They are expected to notify the agency at the beginning of the workday if they will be absent or late due to illness or serious emergencies. The equivalent of 16 hours of absence from field practicum per semester or block period may be permitted each term for compelling reasons, providing the time is made up. The Field Instructor is asked to notify the Field Director of excessive absences, as this is an area of potential concern regarding student performance. If students lose considerable field practicum time during a semester, they may receive an incomplete, with timeframes for completion of the hours to be negotiated by the Field Director and the Field Instructor. The Field Instructor and Field Director will determine what action to take if there are significant absences and/or chronic lateness on the part of a student.

Important: Students cannot receive credit for field practicum until they have completed the required number of clock hours.*

* Central Michigan University Social Work Program Policy 2002-2003
Involvement with the Criminal Justice System

Many agencies routinely request background checks on student interns and employees. Students in the BSW program should be aware that prior problems with the law, even things that may have been expunged or which may have occurred while a minor may be considered in decisions to accept a student for placement or a social worker from employment. Some types of prior convictions may make it difficult to practice in social work or at least in certain areas of social work.

If you have had ANY involvement with the legal system, consulting with your social work advisor, the state board of social work licensure and/or possibly an attorney might be advisable. It is important if you are asked about prior history of any criminal charges against you by an agency to be as honest as possible in presenting such information. Students have been refused field practicum placements in the past because they did not disclose records. Their failure to disclose that information (not necessarily the nature of the conviction itself) precluded the student’s involvement in that agency.
Criminal Background Check Form

Date:_________________

I have been advised that some field practicum agencies require a criminal background check. I understand that an existing record or an effort to conceal such record may result in my being rejected by an agency or my field practicum terminated.

__________________________
Signature

__________________________
Name Printed
**Policy Involving the Use of Human Subjects in Research**

All research involving the use of human subjects conducted by CMU faculty, staff, or students, or sponsored in part or whole by CMU must be reviewed and approved prior to the start of the project and then conducted in full compliance with Institutional Review Board (IRB) policies and procedures. This includes research conducted in conjunction with classroom assignments as well as a student’s dissertation, thesis or Plan B paper. It also includes all interviews, questionnaires, surveys, observations, educational tests, and secondary analysis of data previously collected.

If at any time a student is unsure what to do, thinks that specific research might involve special circumstances, has questions about the policies or procedures, or needs additional information, please call the IRB, Office of Research and Sponsored Programs, Foust 251, (989) 774-ORSP, or go online http://www.orsp.cmich.edu/pdf/irb_pol.pdf.

**Life Experience Credit Policy**

The Central Michigan University Social Work Program does not provide credit for life experience or previous work experience. The Council on Social Work Education prohibits granting credit for life experience for the professional core courses of the field practicum. Students may, however, test out of a select set of courses in the general education block. In keeping with college policy, these courses are limited and are determined by individual departments. Thus, the Social Work Program does not provide for any life experience or previous work experience credit within the major.
Policy Regarding Placement in Agencies in Which Students Are Employed

Students are discouraged from seeking to use their place of employment as a field practicum since a concern exists as to whether the student will have an educational experience or continue on in the capacity of an employee of the agency. This could create a conflict of interest and seriously jeopardizing the educational component of the experience. However, in some situations a placement at the agency in which a student is employed may be deemed appropriate educationally and logistically feasible. Before a student may be placed in an agency where they are employed, the following are necessary:

1. The student must be assigned to an entirely new function in the agency, preferably in a different program. This function must meet the requirements set out elsewhere regarding what is acceptable to the social work program, including availability of 400 hours of appropriate activities.

2. The field instructor may not be the supervisor of regular employment.

3. The field instructor would meet the credential requirements for field instructors and be willing to attend field practicum training sessions as scheduled.

4. The student will meet and complete all other requirements of the field practicum.

Performance Difficulties for Students in Field Practicum

If the Field Instructor perceives at any time that the student manifests field practicum performance difficulties, these should be discussed with the student directly. If the difficulty is severe and/or if the situation does not improve in a reasonable time period, the field instructor should contact the Field Liaison to discuss the situation. Generally, the field liaison will
schedule a conference with the student and the field instructor to discuss the difficulties. The Field Instructor, Field Liaison, and the Student may choose to execute a written, signed corrective action plan. The Field Liaison may also elect to refer the student to the Student in Difficulty Committee of the Social Work Program and/or to apply other actions as outlined in the student concerns regarding placement herein. In addition, other response options may be considered. Collaboration and solution finding methods shall be used as much as possible.

**Expenses**

Expenses related to intern practice responsibilities will ordinarily be met by the student. In some cases, students are reimbursed for travel by the Agency for travel or other expenses. Agreements about student expenses should be discussed in the pre-placement interview and agency orientation.

**Student Concerns Regarding Placement**

If the student perceives that one’s learning needs are not being met, the following procedures should be followed:

1. The student should discuss the issue with the Field Instructor.

2. If there is no resolution, the student shall contact the social work program Field Director.

3. The Field Director shall meet with the student and Field Instructor within ten calendar days to identify the problem areas.

4. A written report summarizing the problem areas and the course of agreed actions shall be prepared.

5. If the difficulty continues, the Field Director will organize a review with the Field Instructor, and the student. This review shall determine a decision to either continue the placement with agreed upon goals and actions, or to relocate the student to a different practicum setting.
Grading

While the Agency Field Instructor makes the recommendation of credit/no credit for the field practicum, program faculty retain the final decision regarding grading. Grading decisions are based on the credit/no credit determination and achievement toward competencies and practice behaviors for students in field placement. The evaluation submitted by the Field Director and/or Faculty Field Liaison are confidential and exist as privileged information of the agency, faculty members, and the student unless a grade grievance of field is filed by the student. In that case, evaluation information is made available to others responsible for determining the outcomes of the grievance.

Students on probation from the social work program must complete all conditions set forth in their probation letter to receive” credit” in SWK 470 or SWK480.

Field Practice Loads

The overarching purpose of the field practicum is education, not service. Hence practice loads must be selective to allow for adequate time for evaluation and reflective learning.

Remuneration

Students may in some cases receive a stipend during their field practicum. This is to be discussed in advance with the Field Director to assure that there are no conflicts of interest in so doing. Students may not charge client fees other than those that may be usual for the agency to charge. Where stipends or other forms of compensation are available, the agency must be clear that the stipend is for the field practicum, and that students are not to be considered regular employees subject to employee expectations and regulations. Students are under the guidelines of the field practicum expectations and requirements only, as directed by the field instructor.
**Liability Insurance**

Central Michigan University provides general liability coverage for social work interns on practicum practice assignments. The policy covers bodily injury, property damage, and malpractice insurance. Liability insurance does not include insurance for driving one’s personal automobile. Students are expected to show evidence of automobile insurance.

**Safety Policy**

Social work faculty discusses safety issues in social work course work but the information is very brief and annotated. It is expected that field instructors will: 1) assess the student’s knowledge of safety issues; and 2) discuss safety concerns and agency policies related to safety issues. Students with specific safety concerns should contact the field liaison for further discussion and guidance.

Safety issues include emergency procedures on and off agency premises, potential health risks in the work environment, and the need for vaccinations, health screenings, and physicals. The student is responsible for any costs for these procedures and checkups beyond those covered by the agency. Students are expected to maintain health insurance during the course of their field practicum and to inform field instructors of any health conditions that could potentially affect students’ performance of duties in field. The CMU social work program will not be held responsible in the event of a safety related matter.

On an ongoing basis, field instructors will assist student in developing skills to assess the potential dangers of interacting with clients and communities, and provide instruction on how to diffuse these situations if possible and to assure access to appropriate assistance when needed. Students are not permitted to be in the agency without a qualified supervisor available for supervision. Students are not allowed to make unsupervised home visits within the first six
weeks of field placement. At the end of six weeks, students may make unsupervised home visits if the following criteria are met: the client is known to the agency and poses a minimal risk to the student’s safety; the neighborhood surrounding the client’s home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgments in the face of unanticipated events. It is the right of social work students to defer performing an unsupervised home visit due to concerns about safety. Students should not be required to transport clients in personal automobiles.
High professional standards and measures of appropriate relationships guide Social Work practice between the social worker, client and the outside environment. The Social Work Program at Central Michigan University has accepted and is guided by the National Association of Social Work (NASW) Code of Ethics as the standard of appropriate practice for faculty and students. Instruction on the use of the Code of Ethics is provided throughout the curriculum. Although the faculty uses the NASW Code of Ethics as the standard of ethical behavior, there are additional ethical criteria (i.e. human subject, agency standards, state registration) utilized when appropriate to the specific situation. Faculty encourages students to understand that ethical standards apply to professional contact per the values of social work. There is a copy of the NASW Code of Ethics in the Appendix.

University Policy on Sexual Harassment

University policy and the Michigan Civil Rights act prohibit sexual harassment of any person. The university is committed to maintaining an educational and working environment free of conduct which degrades or subjugates individuals, including conduct which constitutes sexual harassment. Students who have questions or concerns about sexual harassment on the campus should contact the office of student life.
Definitions of Sexual Harassment

Elliott-Larsen Civil Rights Act 453 of 1976 as Amended by Public Act 202 of 1980:

Sec 103(h) Discrimination because of sex includes sexual harassment, which means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when:

(i) Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain employment, public accommodations or public services, education, or housing.

(ii) Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment, public accommodations or public services, education, or housing.

(iii) Such conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public accommodations or public services, education, or housing, or creating an intimidating, hostile, or offensive employment, public accommodations, public services, education, or housing environment.

This information and more is available from the Michigan Department of Civil Rights (http://www.mdcr.state.mi.us) Online Pamphlet website. The pamphlet is called, "Unlawful Sexual Harassment: How to Recognize It, How to Stop It, Where to Go for Help."
Student Conduct

The Code of Student Rights, Responsibilities and Disciplinary Procedures at Central Michigan University establishes the procedures followed and outlines the possible consequences for students found in violation of the "Code of Conduct." The disciplinary procedures outlined in this document do not replace or substitute for filing charges through law enforcement agencies if it is determined that such action is appropriate.

This document originally was formally adopted by the Board of Trustees for Central Michigan University on December 16, 1972. Since that time, it has been periodically reviewed and revised as needs changed. The President and the Board of Trustees approved this revision on December 6, 2001.

The President is responsible for promulgating rules and regulations pertaining to student rights and responsibilities, including regulations governing student organizations, in keeping with the policies and goals established by the Board of Trustees. In fulfilling this responsibility, the President is obligated to assure the right of due process for students.

The President has designated the Dean of Students as the person charged with the administration of student discipline. The Dean of Students appoints a Judicial Proceedings Officer to answer questions concerning the rights and responsibilities of students, to receive complaints as they are reported, and to follow through with discipline cases to their resolution.
These policies and procedures are further outlined on Central Michigan University’s Code of Student Rights web page located at <http://www.cmich.edu/policies-procedures/code-student-rights.htm>.

**Client Service Continuity Policy**

Prior to the beginning of placement in the field practicum setting students and field instructors should discuss agency expectations for student availability during semester breaks. An agreement should be made during the initial interview between the student and the field instructor. Whenever the student and the field instructor have agreed that the student will continue to provide services in the agency during semester breaks, the student must inform his/her field liaison of the intention to continue with client contact. The liaison must also be informed about the arrangements for liability coverage during semester or holiday breaks at this time.

Students are expected to develop and maintain significant and meaningful relationships with agency clients and/or other constituents during their field placements. Because commitment to the clients is the primary responsibility of the social work practitioner (see appendices for the NASW Code of Ethics), some flexibility in academic scheduling may be required of students during time when the University designates a holiday or semester break. Although scheduled exams take precedence over field instruction, students are expected to consider client needs when scheduling absences from agencies during semester breaks.

Semester breaks are an important time for students to rest, spend time with significant others and attend to non-academic obligations. The Program intends for all students to have breaks between semesters. Students are not required by the Program
to maintain a presence in the field agency during semester breaks, although students in schools settings which have a separate spring break schedule may be expected to complete field hours during the Central Michigan University spring break, but not the school’s break.

Students are covered by the University’s comprehensive liability insurance while engaged in field instruction administered by the Social Work Program. Coverage is in effect whenever students are working toward completion of academic credit for which they are currently registered. University liability coverage is not in effect beyond the official end of a semester unless the student has received an “Incomplete” for the prior semester and is working to complete field requirements. Unregistered students who continue to provide services in agencies during semester breaks are not covered under the University’s general liability protection.

In order to be protected by liability insurance during semester breaks students must be:

A. Working toward completion of an “Incomplete”; or

B. Working as an agency volunteer under the agency’s liability coverage, if any.
Appendix A
Curriculum Model

Field
* Continuing Professional Development
* Professional Identity as a Social Worker
* Ability to Work Independently Within a Human Services Agency

Practice
* Theories for Generalist Social Work Practice
* Ethical Problem Solving
* Respect for Diverse Groups
* Subjective & Objective
* Evidence Based Practice
* Using and Critiquing Research to Improve Social Work Practice
* NASW Values & Ethics

Policy
* Social Work Policy
* Developing Advocacy Skills & Recognizing their Importance
* NASW Values & Ethics

HBSE
* Individuals, Families, Groups, Organizations & Communities
* Micro, Mezzo & Macro Assessment
* NASW Values & Ethics

Research
* Assessment Skills

Sociology
* Diverse Groups

UP’s
* Knowledge of Self
* Critical Thinking
* Written & Oral Communication
Appendix B
Rationale for the Social Work Curriculum
COUNCIL ON SOCIAL WORK EDUCATION

The Social Work Program at Central Michigan University has been developed in compliance with the Council on Social Work Education Curriculum Policy Statement. This statement outlines the knowledge, skill, and values necessary for baccalaureate social work students. This statement is also the guiding principle of the accreditation process. The entire statement is included in the student handbook in to provide the student with a clear understanding about the objectives for each course and the reason for the overall curriculum design. Please read and be familiar with these standards.

The Social Work Curriculum

The baccalaureate degree in social work (BSW) curriculum is based upon a liberal arts foundation (University Program requirements) and professional foundation courses consisting of the following content areas:

1. Values and Ethics
2. Diversity
3. Social and Economic Justice
4. Populations at risk
5. Human Behaviors and the Social Environment
6. Social Welfare Policy and Services
7. Social Work Practice
8. Research
9. Field Practicum
These nine subject areas are distributed throughout the following five major groups of social work coursework which are listed below:

A. **SOCIAL WELFARE POLICY AND SERVICES SEQUENCE:** The objectives of the social welfare policy and services sequence are to provide students with basic knowledge about the root forces and circumstances that shape and direct social legislation and social policy. The goals of the sequence are on the development of skills necessary to assess situations holistically. The sequence also helps students learn to evaluate social welfare policies and services and to formulate and advocate for more effective policies and services. The three courses that provide the basic content for this area are Introduction to Social Work (SWK 100), Social Welfare Policies and Services I (SWK 250) and Advanced Social Welfare Policies and Services II (SWK 450).

B. **SOCIAL WORK AND HUMAN BEHAVIOR SEQUENCE:** This sequence is designed to build on the knowledge base obtained from the prerequisites that provide students with an understanding of social welfare policy, the profession of social work, theories of practice, diversity issues, and the human biological development. The content of the sequence provides social work theories and a knowledge base of human bio-psycho-social development that includes the range of social environments in which individuals live (families, groups, organizations, institutions, and communities). The coursework is designed to enhance the social work students’ knowledge and skills in the area of applied social work to increase the client systems’ social functioning. The interactions between and among human biological, social, psychological, and cultural
systems as they affect and are affected by human behavior will be studied from the social work perspective and framework. Content is provided on the social and economic forces that deter or promote people in maintaining or achieving optimal social functioning and well-being. Social work values are emphasized throughout the course. Students are taught to evaluate social work theories and practice as they are applied to client(s) situations.

The second course (SWK 375) builds on the foundation of theories and skills by increasing the knowledge of the key concepts required for client assessment and treatment. The content has a focus on social work theoretical perspectives and concepts that connect with the social work practice process, employed throughout the life span of clients. The content presents a significant number of key concepts germane to the social work profession. The coursework is designed to assist social work students to be able to interrogate developmental considerations with their knowledge of social systems. A multidimensional framework is presented for assessing human behavior and applied social work practice to increase the social work knowledge base of biological, social, multicultural, and gender content. Social work values and the National Association of Social Work Code of Ethics (Appendix E) are emphasized throughout these courses.

The courses that provide this orientation are: Social Work and Human Behavior I (SWK 374) and Social Work and Human Behavior II (SWK 375).

C. **SOCIAL WORK PRACTICE METHODS SEQUENCE:** This content area is designed to help students learn to effectively utilize specific skills. These skills
include the engagement, problem assessment, planning, intervention, termination, and evaluation, and follow up. The professional aspects of this content include 1) an understanding of the principals and concepts of practice, 2) developing an ability to analyze effectively and use skills, 3) recognizing the effective use of skills, and 4) applying the understanding to actual practice with various systems and in a variety of settings. Three courses provide the foundation in this content area. They are Social Work Generalist Practice I: Social Work Communications (SWK 315), Social Work Generalist Practice II (SWK 321), and Social Work Generalist Practice III (SWK 331). Students are enrolled in Social Work and Human Behavior I (SWK 374) and Social Work and Human Behavior II (SWK 375) concurrently with the practice skill instruction courses.

D. **RESEARCH INSTRUCTION:** This content area is concerned with teaching the process associated with an orderly, systematic examination of questions related to practice and research utilization. The student is introduced to problem formulation, sampling, observation, measurement, and data collection analysis, quantitative and qualitative methods and program evaluation. The course also includes a component on single unit analysis so that students can begin the process of evaluation of their practice and includes information on evidence-based practice. The core courses for this subject area are Introduction to Social Research and Analysis (SOC200) and Social Research Methodologies (SWK350).
E. FIELD PRACTICUM: This sequence is designed to provide a professionally reflective, self-evaluating experiential learning opportunity for students to apply the knowledge values and skills learned in the classroom. There are fifteen on-campus contact hours and are the seminars and a 200-hour per semester practicum in a human service or social service agency. Under certain circumstances, field practicum may be taken in the summer as a 400-hour block but must be approved by the director of field practicum. Four courses support the components of this curriculum content: Social Work Practicum I (SWK 470), Social Work Practicum Seminar I (SWK471), Social Work Practicum II (SWK 480), and Social Work Practicum Seminar II (SWK481). Throughout the professional foundation courses, the content includes the social work values and ethics, issues of diversity, social and economic justice and populations at risk.
Appendix C
Diversity Statement

Several goals in CMU’s mission statement provide basis for developing a strategic, university-wide plan for achieving diversity:

1. Encourage the development of values pertaining to character and citizenship, including concern for the welfare of humanity, dedication to public service, and awareness of the social issues confronting an increasingly diverse society. Students should develop respect and understanding for people from all backgrounds and cultures, and be able to engage in constructive discussion of significant social and ethical issues.

2. Provide students with support services and a physical environment that will meet their needs contribute to their satisfaction, and improve their chances for academic success.

3. Offer co-curricular and out-of-classroom activities that provide students with opportunities for educationally purposeful interaction with faculty, staff, and peers and that enhance student learning and personal development including intellectual, cultural, social, ethical, physical, and emotional development.

4. Create and nurture a campus environment that attracts and retains a student body, faculty, and staff, representative of the cultural and racial diversity of American and global society, and that prepares students to engage in this society.

5. Provide students, faculty, and staff with courses and experiences that will enhance their sense of community with mutual trust of, and respect for people from all backgrounds, including international and American cultures.

In accordance with these goals, the Office of Institutional Diversity has developed the following objectives and recommendations that include programmatic and curricular initiatives for increasing underrepresented groups on campus and for creating a purposefully inclusive community. The plan is designed as a comprehensive model for achieving diversity and so includes initiatives that are already either partially or completely in place.
Goal # 1: Create a Community that Values Diversity*

Objective # 1: The President and his/her staff must take an active role in defining and prioritizing campus climate and diversity goals.

Objective # 2: A president’s advisory committee should be maintained and charged with making recommendations on affirmative action to the president and to the university community. This committee should include members of different employee classifications and members of groups protected under federal and state civil rights laws and university policy, and students.

Objective # 3: Establish a campus climate advisory committee that would monitor the progress toward achieving the diversity goals in CMU’s vision and mission statements.

Objective # 4: Include climate, diversity, and affirmative action criteria in all university employee and organizational unit performance evaluation processes; highlight that achieving diversity is the responsibility of the entire university community, not only of offices specifically charged with promoting diversity.

Objective # 5: Recognize individuals and organizational units for exceptional progress in advancing campus climate objectives.

Objective # 6: Explore ways to promote closer collaboration between the Office of Institutional Diversity and the Office for International Education.

Objective # 7: Work with community groups and take a leading role in making the Mt. Pleasant community more welcoming to students, staff, and faculty from underrepresented groups.

Objective # 8: Review and update programs, projects and other activities required by guidelines for accommodating persons with disabilities.

Objective # 9: Continue to promote a wide variety of activities that promote communication, student involvement, and cultural appreciation.

Objective # 10: Infuse “the celebration of diversity” into the physical environment of campus.

Goal # 2: Support the administrative and organizational structure needed to coordinate and monitor campus climate progress.

Objective # 1: Roles and responsibilities of the Affirmative Action Officer and the Assistant Vice President for Institutional Diversity should be clarified so that their activities and efforts can be coordinated and unnecessary overlap avoided.
Objective # 2: Continue to institutionalize and staff the Office for Institutional Diversity and related offices, as well as establish a process for adequately funding these offices in accordance with CMU’s diversity goals.

Objective # 3: Recognize and enhance support for various diversity programs that historically have played a leadership role in the retention of CMU’s diverse student population.

Goal # 3: Recruit, hire, retain, and promote faculty and staff who will enhance diversity across all levels and areas of the university.

Objective # 1: Increase efforts to recruit, hire, and retain employees from underrepresented groups at all levels of the university.

Objective # 2: Develop and implement a mentoring program for faculty and staff.

Objective # 3: Continue to make services and employment available to persons with disabilities.

Goal # 4: Recruit and retain students from a diversity of backgrounds, especially those from underrepresented groups.

Objective # 1: Regularly review and update CMU’s recruitment goals and the plan for achieving them.

Objective # 2: Develop and encourage connections with the local community and feeder schools.

Objective # 3: Strengthen and promote scholarship for undergraduate students from underrepresented groups.

Objective # 4: Aggressively recruit highly qualified students from underrepresented groups to CMU’s prestigious undergraduate programs.

Objective # 5: Strengthen existing programs for retaining students from underrepresented groups.

Objective # 6: Ensure that housing policies and practices meet the needs of a diverse student population.

Objective # 7: Provide diversity training for all students during orientation and as part of special courses for incoming students.

Objective # 8: Educate students about the grievance processes available to them.
Objective # 9: Review and strengthen efforts to recruit graduate students from underrepresented groups.

Objective # 10: Identify and staff a meeting area for informal gatherings of students, especially those from underrepresented groups.

Objective # 11: Provide more entry-level internship/part-time/full-time work opportunities for students in all departments and programs.

Goal # 5: Provide professional development activities that assist all personnel in the understanding of their own and other cultures.

Objective #1: Develop and implement a campus-wide affirmative action and diversity training and professional development program.

Goal #6: Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect for diverse perspectives.

Objective #1: Institute and provide seminars to help faculty develop culturally sensitive educational opportunities for all students.

Objective #2: Fund the addition of a research component to the Multicultural Education Center to bring the best scholarly minds to bear on issues of diversity and multiculturalism.

Objective #3: Encourage the promotion and development of study programs and courses that enhance student learning about diversity, underrepresented groups, and global issues.

*As derived from the Strategic Plan for Achieving Diversity at Central Michigan University provided by the Office of Institutional Diversity.
Appendix D
Code of Ethics of the National Association of Social Workers

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.
The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

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

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

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

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

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

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

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

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

1.04 Competence

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

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

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

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

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

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

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

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

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

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

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

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

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the
services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of
services and to ensure continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and
should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access.
Records should be maintained for the number of years required by state statutes or relevant contracts.

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

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

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet
clients' needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. Social Workers' Ethical Responsibilities to the Broader Society

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

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

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

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.