COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Field Education Manual

2024-2025

Social Work Program | 034 Anspach
989-774-2690 | swk@cmich.edu

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Introduction and Program Overview

Welcome from the Social Work Program

Welcome, students!

The upcoming academic year promises to be an exciting opportunity for learning. Field Education is 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 as you learn and practice the skills and knowledge needed to begin your first jobs as BSW graduates.

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 Agency Field Instructors share that excitement with you as we all welcome you to this experience. We encourage you to make the commitment to learning as much as possible during the year.

Welcome and thank you, Agency 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 Agency 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. We are also grateful for the returning Agency Field Instructors; 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! We hope you enjoy the experience, and we look forward to working with each of you throughout the year.

Sincerely,

CMU Social Work Faculty and Staff

Preface

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

- Orient students, agency supervisors (Agency Field Instructors), and new faculty (field liaisons) 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 Agency Field Instructors. It provides an overview of the field education experience of the Social Work (BSW) Program at Central Michigan University. Our hope is that 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 are included for reference 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

Social Work Program
Anspach Hall 034
1429 S. Washington St
Mount Pleasant, MI 48859

Phone	989-774-2690
Email	swk@cmich.edu
Text	989-209-7847
Website	class.cmich.edu/socialwork

Faculty and Staff

NAME, TITLE	OFFICE	PHONE	EMAIL
Susan Grettenberger, PhD, LMSW, MPA Professor, Program Director	Anspach 034C	989-774-3591	grett1se@cmich.edu
Lissa Schwander, PhD, LMSW Associate Professor, Field Education Director	Anspach 034E	616-581-1405	schwa1l@cmich.edu
Erica Shifflet-Chila, PhD, LMSW, RP Lecturer, Field Coordinator & Field Liaison	Anspach 034D	810-620-1296	shiff1e@cmich.edu
Valerie Austin, LMSW Lecturer	Anspach 034F	989-774-2690	austi1vk@cmich.edu
Jason Luna, LMSW-C Lecturer	Anspach 034A	989-774-2690	pitts1dm@cmich.edu
Selene Wadhawan, LLMSW Lecturer	Anspach 034B	989-774-2690	wadha1s@cmich.edu
Jacqui Pridgeon Executive Office Specialist	Anspach 034	989-774-2690	pridg1ja@cmich.edu

Accreditation Status

Central Michigan University's Bachelor of Social Work Program received initial accreditation from the Council on Social Work Education in February 2004 and, in 2024, was reaffirmed until 2032. The Council on Social Work Education accredits Baccalaureate and Master's Social Work Programs in the United States.

Social Work Program Mission Statement

The mission of the Central Michigan University Social Work Program is to prepare students for generalist social work practice. Using a strong liberal arts foundation, the program develops and enhances critical inquiry and ethical practice with an emphasis on building relationships across difference, commitment to integrity and the professional competence of graduates. It provides students with the knowledge base and flexibility to pursue economic, environmental, and social justice with diverse populations and in a global context. It promotes growth and empowerment of individuals, families, groups, organizations, and communities, as well as changes to social structures that oppress. The program responds to changing social contexts and practice modalities, with an emphasis on understanding the impact of rural and other environments on those served.

The Social Work Program prepares responsive and effective generalist social work practitioners to serve in Michigan and beyond, through the development of scholarship related to social work and societal needs, the promotion of service and a commitment to equity for our students and across society. (Updated December 19, 2022)

Social Work Program Goals and Objectives

The Social Work Program at CMU seeks:

1. to prepare students with the foundational knowledge, skills, and values as well as sufficient affective and cognitive processes for capable, effective, and ethical generalist social work professional practice, and who identify as professional social workers and conduct themselves accordingly.
   - Competency 1: Demonstrate Ethical and Professional Behavior
   - Competency 4: Engage In Practice-informed Research and Research-informed Practice
   - Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
   - Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
   - Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
   - Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2. to prepare students to be social workers who demonstrate the skills, knowledge, the affective as well as cognitive processing ability and values needed to work and advocate with diverse populations.
   - Competency 2: Engage Diversity and Difference in Practice
   - Competency 5: Engage in Policy Practice

3. to prepare social work students to partner with and facilitate the empowerment of individuals, families, groups, organizations, and communities.
   - Competency 2: Engage Diversity and Difference in Practice
   - Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

4. to contribute to the advancement of social work as a discipline through scholarship and professional development.
   - Competency 4: Engage in Practice-informed Research and Research-informed Practice

5. to provide service benefiting human service organizations and communities in Central Michigan University's service region.
   - Competency 1: Demonstrate Ethical and Professional Behavior

Statement of Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, 2015 EPAS)

Field Education Roles

Key Contacts

- Field Director: A faculty member with overall responsibility for the Practicum Program at CMU, such as policy and problems in the practicum.

- Field Coordinator: A faculty member who works with all agencies and students to determine matches and assists in problem solving related to the Practicum.

- Field Faculty Liaison: Staff or faculty assigned directly to individual students/agency partners to support the learning process; teaches the professional seminar course; and meets each semester with the agency and student. Serves as the first point of contact for problems identified by student or agency staff that require intervention. The Field Coordinator may serve as a liaison.

- Program Support Staff: Can assist as needed in reaching appropriate individuals or securing needed materials related to the practicum.

Director of Field Education Responsibilities

- Monitor and evaluate the quality and integrity of the Field Education experience;
- Recruit, assess, and select agencies;.
- Ensure all agency affiliation agreements are current before the placement starts;
- Ensure compliance with university policies and procedures with respect to student interns and academic requirements;
- Coordinate and implement student orientation to field placement;
- Coordinate and implement orientation and training of Agency Field Instructors; and,
- Ensure practicum sites provide appropriate and adequate opportunities for student learning.

Coordinator of Field Education Responsibilities

- Assist with recruitment and assurance of qualifications of agency practicum sites and Agency Field Instructors;
- Gather information from students for application to practicum;
- Assure that students requesting placement meet the prerequisites;
- Make student assignments to field sites;
- Coordinate with and communicate field education-related issues and concerns to the Director of Field Education and/or Social Work Program Director.

- Review and approve placement plans for students seeking to complete their practicum experience through an employment setting.

In collaboration with the Field Education Director:
- o Assure that Agency Field Instructor information is current and that the placement report is received before the placement starts.
- o Assess the credentials of Agency Field Instructors.
- o Where needed, identify and report to the Field Liaison those who do not have a BSW/MSW from an accredited school to determine when additional social work supervision is required.
- o Assure required student forms are submitted before placement starts.

In collaboration with the Child Welfare Certificate/Title IV-E Coordinator:
- o Identify students eligible for the CWC and Title IV-E fellowship to be placed at qualifying agencies.
- o Ensure prospective Agency Field Instructors at qualifying agencies receive information about the CWC requirements.
- o Secure the Agency Field Instructor Acknowledgement forms from CWC/Title IV-E agencies as needed.

Faculty Liaison of Field Education Responsibilities

- Communicate with students, Agency Field Instructors, the field coordinator, and, when necessary, the field education director regarding student progress.
- Assist and support Agency Field Instructors of students experiencing difficulties in field;
- Assist the Field Education Director and/or Coordinator in the resolution of issues of student difficulties with practicum sites/supervisors;
- Conduct one live visit with each placement site in both semesters. Unless extenuating circumstances call for an onsite visit at the practicum, the agency has the discretion to opt for a virtual conference during the academic year. In the summer, due to the time frame of the block experience, the liaison conducts at least one live visit with agencies and assures availability to respond promptly to requests for more contact, as needed;
- Conduct initial review of student performance;
- Participate in other activities pertinent to the administration of the field practicum activities, including initiating and securing an affiliation agreement between the agency and the university; and,
- Assist students with completing learning contracts and child welfare certificate learning addendums; submit final learning contracts and CWC learning addendums to the field coordinator at the conclusion of the field experience for program assessment and record retention.

Agency Selection Criteria and Responsibilities

Criteria for Selecting Field Agencies

The Social Work Program seeks out agencies primarily in the Mid-Michigan region to serve as Field Practicum Sites. Selected Agencies offer the potential for high-quality field experiences that present breadth and depth of social work practice within the generalist practice model. Agencies are expected to support the efforts of the Agency 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, as well as an understanding of the scope of practice for BSW-level students. Agencies are expected to provide clear support of learning experiences for students.

- Students must be permitted to carry responsibility for direct work with clients and/or projects.
- The agency philosophy must be compatible with the educational objectives, values, and ethics of the University and the social work profession.
- The mission and goals of the University must guide site selection.
- The agency must provide suitable accommodation and support services for students.
- The program's scope should be to offer students a responsible range of appropriate experiences, especially practice with oppressed persons, groups, families, and communities.
- A qualified Agency Field Instructor must be available as described in these policies.
- A Field Agency must have a current, signed affiliation agreement with the university. The Field Education Director, working with the SW program staff, assures the document is in place, but feel free to contact the social work office to confirm this is in place. 989-774-2690.

The Social Work Program Office offers an online Field Placement Availability Form, and office staff will contact agencies that need to complete it.

Agency Field Instructor Selection Criteria

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

The Agency Field Instructor data form must be on file with the Social Work Program for each person who wishes to serve as an Agency Field Instructor. Individuals holding the

BSW or MSW from the Council on Social Work Education accredited programs and with at least two years of post-completion social work practice experience will be eligible to serve as Agency 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. Students placed in agencies without MSW supervision will be provided additional supervision by a social worker.

The Social Work Program office offers an online Agency Field Instructor Data form. This form typically needs to be updated annually, and the office staff will notify Agency Field Instructors when they are required to complete it.

When new placements are made, Agency Field Instructors will also need to complete a Report on Placement Agency Report. Access to the is provided in the notification email of a potential student placement.

For further information, contact the Director of Field Education at the Social Work Program.

Agency Field Instructor Responsibilities

- Provide the primary oversight of generalist social work professional training for assigned student(s);
- Attend Agency Field Instructor orientation and trainings related to generalist social work competencies and best practices for educational supervision;
- Become familiar with the criteria set out in this field education manual;
- Understand and provide appropriate generalist social work experiences for students in placement;
- Complete required forms, as directed within this manual;
- Work collaboratively with the student to prepare the learning contract and to complete semester evaluations. *Agency Field Instructors, not students, are responsible for the final determination of whether students have achieved competency in various areas;*
- Provide regular student feedback on their progress toward meeting generalist social work competencies. Feedback shall include supervisory discussion as well as formal review using the evaluation documents provided*;*
- Consult with the Field Coordinator in determining the kinds of assignments appropriate for BSW student's fieldwork, as well as the size and diversity of the student's practice load;
- Conduct regularly scheduled weekly conferences with the social work student and being available for unscheduled consultation, as needed when the student is in the agency;
- Communicate with the Field Education Coordinator and/or Director and the student. This includes meeting deadlines for submission of reports, surveys, and evaluative surveys and conferences;
- Provide agency orientation for the student social worker;

- Contact the Field Faculty Liaison promptly with any concerns regarding a student in placement;
- Supervise student with regard to professional practice, including oversight of the student's work with agency clientele;
- Notify the program if the assigned Agency Field Instructor lacks a BSW or MSW from an accredited social work program;
- Notify the program immediately if someone is no longer serving as an Agency Field Instructor, whether due to reassignment or departure from the agency;
- Recommend credit/no credit to the Field Education Coordinator (The Field Education Coordinator shall assign final student grades for SWK 470 & 480);
- Facilitate a positive learning environment within the student's field practicum experience;
- Assist the field coordinator and office personnel in ensuring that a signed affiliation agreement between the agency and the university is in place before the student starts field practicum; and,
- For child welfare certificate-eligible placements, provide the signed Agency Field Instructor Acknowledgement form to the social work program staff.

Student Field Education Admissions and Responsibilities

Field Education Admissions Criteria and Process

Requirements:

The field instruction part of the curriculum consists of four courses: SWK 470 Field Practicum I (4cr); SWK 471 Field Practicum Seminar I (2cr), SWK 480, Field Practicum II (4cr), and SWK 481 Field Practicum Seminar II (2cr). 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 *(all but SWK 100 with a B- or better)*:
- SWK 100-Introduction to Social Work *(C or better)*
- 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 450WI Social Welfare Policies and Services II
  *For those students entering the summer field, SWK 450WI must be taken in the spring semester just before entering field education. Students entering field education during the academic year are required to take this course concurrently with SWK 480.

Students are responsible for ensuring that all graduation requirements are met and should check their course requirements on their [Degree Progress](). Using academic advising and other services available on campus is strongly recommended.

Entering field:

All students wishing to enter field education must attend a field information meeting held in the fall semester before the year they expect to enter field education. Students will also complete and submit a practicum application and other forms in their cohort's CMU Social Work Blackboard shell. To prepare for matching students and prospective field placement sites, field faculty meet with each student individually to identify potential interest areas and any special needs. Students who fail to attend orientation or interview may be excluded from field education for the upcoming cycle. In the event of exceptional difficulty in attending the meeting, a student is expected to contact the Field Education Director in advance to discuss the situation and arrange for a meeting time.

The field education faculty reviews all applications for field placement and determines each student's eligibility for practicum. Individual needs, strengths, and interests, as well as the educational resources and opportunities of each agency or program, are considered for eligible students. Other faculty may be consulted for additional information regarding student learning needs, skill level, and potential. Using available information, initial matches are made.

Securing the field site-student match:

For each match, a letter is sent to the student via email. A letter and the student's resume are sent to the agency by email. The student is responsible for initiating a timely contact to arrange an interview with the field placement site. The Agency Field Instructor interviews the student to discuss the placement, mutual expectations, available learning opportunities, and whether the match suits them. The field instructor and student complete all necessary paperwork. An alternative match is sought if an initial match is not acceptable to either the student or the Agency Field Instructor. Except in rare cases, a student must attend an 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 field semester.

Student Responsibilities: Pre-Practicum and Practicum

Pre-practicum
- Attend the Field orientation meeting, typically the fall semester following admission;
- Submit required forms and resume to the Field office in a timely fashion to facilitate placement;
- Sign up for and attend an interview with the Field Coordinator and/or Director of Field Education in the available timeframe;
- Contact and schedule an interview with Agency Field Instructor;
- Return field placement agreement within a week of the interview;
- Communicate with supervisor regarding schedules and start dates at interview as well as before start of field (for summer students, no later than May 1 and for fall/spring students, no later than August 1);
- Complete all agency-related requirements before the start of field education, including applications, background checks, medical and/or drug screening, central registry, etc.;
- Review and understand the requirements and expectations set out in this Field Education Manual;

Practicum
- Prioritize practicum in scheduling and participation throughout the entire experience.
- Follow the procedures, policies, and requirements of the Social Work Program and the practicum placement agency;
- Satisfactorily complete all assignments and expectations associated with the field experience, both in the seminar and at the practicum placement agency;
- Actively participate in the practicum learning experience toward the attainment of one's individualized learning contract;
- Attend scheduled field seminars;
- Accept feedback from Agency Field Instructors, the Field Education Director, social work faculty, and others;
- Contact the Field Education Liaison promptly in the event of any concerns regarding placement;
- Develop professional relationships with clients, peers, colleagues, professors, and supervisors within the Social Work Program and Agency settings;
- Practice in accordance with the National Association of Social Workers Code of Ethics;
- Maintain concurrent enrollment in required university courses and meeting all of the academic requirements of the school;
- Integrate classroom and field learning, such as the application of theories to practice; and
- Participate in other activities consistent with increasing one's skills to become a generalist social work practitioner.

Overview of Field Education

Undergraduate Field Instruction Preparation for Generalist Social Work Practice

Undergraduate field instruction is the final and most complex element of CMU's generalist social work curriculum. CSWE places great emphasis on Field Education and considers 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 can 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 master's 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. Generalist practitioners recognize and use professional competencies to combat oppression and discrimination. 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 policymakers. Generalist practitioners communicate effectively with a wide range of people to help client systems move toward the attainment of client system-generated goals and objectives. Effective communication includes listening skills, empathic responses, verbal and non-verbal communication awareness, collaboration, and respect.

5. Professional Competencies: The generalist practitioner is not a specialist. Specialized training is available to the generalist practitioner through an advanced educational experience or 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 practitioners who, like those trained at Central Michigan University, work in 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 requiring 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/Session 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. These competencies and learning experiences are guided by the competencies set forth by the Council on Social Work Education (CSWE). 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, which are related to the standards set for by CSWE:

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.

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.
3. Drawing from many sources, apply critical thinking to inform and guide professional decisions and judgments.
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.
5. Utilize knowledge on oppression to formulate actions and policies to advance human rights and social and economic justice and to improve service delivery.
6. Demonstrate capacity to assess his/her practice with client systems and to modify practice when needed.
7. Review, synthesize, and interpret professional research to guide practice with client systems.
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.
9. Demonstrate ability to assess communities and social service networks and synthesize the assessment information into interventions with client systems.
10. Engage, assess, intervene, and evaluate practice with client systems employing a generalist social work practice model.
11. Identify practice considerations for working with people living in rural areas.

Learning Objectives SWK 471 (Seminar)

Upon completion of the course, students will be able to:

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

Learning Objectives SWK 480 (Second Semester/Session 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 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 Agency 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.
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.
3. Drawing from many sources, apply critical thinking to inform and guide professional decisions and judgments.
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.
5. Utilize knowledge on oppression to formulate actions and policies to advance human rights and social and economic justice and to improve service delivery.
6. Demonstrate capacity to assess his/her practice with client systems and to modify practice when needed.
7. Review, synthesize, and interpret professional research to guide practice with client systems.
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.
9. Demonstrate ability to assess communities and social service networks and synthesize the assessment information into interventions with client systems.
10. Engage, assess, intervene, and evaluate practice with client systems employing a generalist social work practice model
11. Identify practice considerations for working with people living in rural areas.

Learning Objectives: SWK 481 (Seminar)

Upon completion of the course, students will be able to:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Identify and manage personal values that allows professional values to guide practice.
3. Demonstrate ethical decisions by applying the standards of the NASW Code of Ethics.
4. Tolerate ambiguity in resolving ethical conflicts.
5. Collect, organize, and interpret client data.
6. Distinguish, appraise, integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom.
7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
9. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
10. Apply practices that advance social and economic justice.
11. Demonstrate use of practice experience to inform scientific inquiry.
12. Apply research evidence to practice.
13. Develop a mutually agreed-on focus of work and desired outcomes.
14. Facilitate transitions and endings, e.g., of services with clients.

Description of Student Field Experiences, Schedules, and the Child Welfare Certificate

2024-2025 Practicum Sites

Adoption Option, Inc.
Anishinaabeg Child and Family Services – Saginaw Chippewa Indian Tribe
Behavioral Health – Saginaw Chippewa Indian Tribe
Central Michigan Health Department
Child Advocacy – Gratiot County
Clare Primary School
CMU Child Development and Learning Laboratory
Community Mental Health Central Michigan – Summit Clubhouse
Gladwin Junior High School
Gratiot Integrated Health Network
Holy Cross Services
Isabella County Child Advocacy Agency
Isabella County Day Treatment
Isabella County DHHS
Isabella County Trial Court and Juvenile Drug Treatment Court
Listening Ear Crisis Center
Masonic Pathways
Mecosta/Osceola County DHHS
Michigan Works Region 7B Consortium – Re-Entry Success Program
Mid Michigan Community Action Agency
Midland County Child Advocacy Center (formerly Safe and Sound CAC)
Midland County DHHS
Midland County Juvenile Care Center
R.I.S.E. Advocacy, Inc.
Ten16 Recovery Network
The Laurels of Mount Pleasant

SWK 471 and 481 Seminars

Students enrolled in social work practicum must also participate in the field seminar, a weekly in-class instruction provided 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 Practicum Schedule

At Central Michigan University, the majority of students participate in a traditional two-semester academic year 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. The assigned Agency Field Instructor supervises these. 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 of the agency, student and if needed, field faculty, 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.

Pre-Placement Process (Before Field Begins)

What	When	How	Who
Practicum Placement Orientation	Fall semester before field begins	On-campus, in-person meeting(s)	All students preparing for the next field cohort and the Field Education Coordinator or Director
Practicum Application	Fall semester before field begins	Assignment posted in Blackboard	Student
Pre-Placement Forms and Updated Resume	Fall semester before field begins	Assignment posted in Blackboard	Student
Pre-Placement Interview	Fall semester before field begins	In-person or Virtual Meeting	Student and Field Education Coordinator
Agency Interest Survey	Fall semester before field begins	Online survey distributed via email	The social work program distributes surveys to potential placement agencies about BSW placements for the upcoming summer and academic year.
Placement Notification	Spring semester before field begins	Notice distributed via email	Social work program emails student and Field Agency Instructor
Schedule Placement Interview	Spring semester before field begins	Phone or email	Within 2 weeks of receiving notice, the student contacts the agency to schedule an interview
Placement Interview	Spring semester before the student begins	At the agency (in-person or virtual meeting)	Student and potential Agency Field Instructor
Report on Placement Form	Spring semester before the student begins	Via email	The Agency Field Instructor completes the form and returns it to the social work office. The student should assist with this process when needed.
Ongoing Contact with the Agency	Spring semester through placement begin date	Phone or email	Once placement is approved, students must contact their Agency Field Instructor regularly to discuss the start date, schedule, and any tasks that must be completed in advance.
Affiliation Agreements and Agency Forms	Spring semester through placement begin date	Email	Social work staff contact agencies to set up or update affiliation agreements and agency/ Agency Field Instructor data forms.
Agency Field Instructor Kick-Off and Training	Near the beginning of the fall semester (typically the first week in August)	On-campus, in-person meeting	Agency Field Instructors and Field Education Director with other social work faculty as needed.

Field Schedule 2024-2025 Academic Year

Semester One (Fall)	Due Date	Where	Who
Mandatory Field Education Meeting	September 4, 2024 convocation ceremony that begins at 5:30 pm	On campus – CMU Park Library Auditorium	Student attendance required
Learning Contract Be sure it is signed!	4th Friday of the Semester September 20, 2024	To Field Seminar Instructor	Student responsible for signatures and delivering
Field Site Visit	During Semester	Virtual Meeting with Student, Agency Field Instructor, and Field Coordinator	Student coordinates scheduling with input from Field Coordinator
Mid-Year Assessment	End of Semester December 6, 2024	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Semester Ends & Practicum Concludes	December 14, 2024	No fieldwork after this date	
Semester Two (Spring)	**Due Date**	**Where**	**Who**
Learning Contract	4th Week of Semester February 7, 2025	To Field Education Director	Student Responsible for signatures and delivering
Field Site Visit	During Semester	Virtual Meeting with Student, Agency Field Instructor and Field Liaison	Student coordinates scheduling with input from field coordinator
Spring break begins Classes resume	Saturday, March 8, 2025 Monday, March 16, 2025		
Agency Field Instructor Appreciation Event	Friday, May 2, 2025 8 – 11 am	Bovee UC Rotunda	Student attendance required
Year-End Assessment	End of Semester May 2, 2025	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Year-End Evaluations	End of Semester May 2, 2025	Online Qualtrics Instruments	Students and Agency Field Instructors Complete separate practicum evaluations
Semester Ends & Practicum Concludes	May 10, 2025	No fieldwork after this date (unless pre-arranged with faculty)	

Block Placement (Summer Field)

Completion of Hours

The block consists of two summer sessions, each six weeks long. In the field placement, 200 hours of instructional time are required in each session (400 hours total). Students are expected to be at the placement four or five days per week to ensure the immersion experience needed for learning during the block placement.

Like the regular academic year, each session will include a weekly schedule of in-class instruction (SWK 471 & 481). Due to the compressed timeframe of the summer field experience, students may be expected to attend multiple seminars per week.

SWK 331WI 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 450WI Social Welfare Policy II

Taken immediately before the summer in which the student enters the summer block placement.

Workload 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 SWK 331WI is about 45-50 hours per week all summer. Additional time is needed to complete the course requirements for the seminar and SWK 331WI. 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 weekly will rarely be eligible for summer field. If they have questions, students should consult their advisor or the field director about the appropriate workload 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 Agency Field Instructors. Other obligations must allow the student to be in the field practicum during the hours deemed most appropriate by the Agency Field Instructor.

Field Schedule Summer 2025 (Block Placement)

Session One	Due Date	Where	Who
Summer Session I Begins	Monday, May 19, 2025		
Learning Contract Be sure it is signed!	4th Friday of Summer I June 13, 2025	To Field Seminar Instructor	Student responsible for signatures and submission
Field Site Visit	During Session	In-Person or virtual Meeting with Student, Agency Field Instructor, and Field Coordinator	Student coordinates scheduling with input from Field Coordinator
Mid-Year Assessment	End of Session I June 26, 2025	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Semester Two (Spring)	**Date**	**Where**	**Who**
Summer Session II Begins	Monday, June 30, 2025		
Learning Contract	4th Friday of Summer II July 25, 2025	To Field Education Director	Student Responsible for signatures and submission
Summer Field Celebration (In-Person)	August 5 or 6 at 5:30 pm, TBD	TBD (local restaurant)	Student attendance required
Year-End Assessment	End of Session II August 7, 2025	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Year-End Evaluations	End of Session II August 7, 2025	Online Qualtrics Instrument(s)	Students and Agency Field Instructors Complete separate practicum evaluations
Summer Sessions End & Practicum Concludes	August 7, 2025	No fieldwork after this date (unless pre-arranged with faculty)	

Child Welfare Certificate

Social work majors can earn a child welfare certificate (CWC) endorsed and regulated by the Michigan Department of Health and Human Services (MDHHS), the agency charged with protecting Michigan's children and strengthening their families. MDHHS and private agencies across Michigan give hiring preferences for CWC graduates. In most cases, graduates with the CWC will be able to waive a portion of the State of Michigan's required new worker training.

Most social workers must understand child welfare systems and issues, regardless of their practice area. Therefore, students who do not pursue the child welfare certificate will still benefit from taking child welfare courses and training. Such benefits include:
- Being better prepared to advocate for your clients.
- A comprehensive understanding of the child welfare and legal systems empowers you to navigate these complex systems confidently.
- Learning about trauma, attachment, abuse/neglect, child development, parenting styles, testifying in court, and engaging with clients in the child welfare system.

If interested in learning more about the child welfare certificate, students should attend one of the CWC meetings held near the beginning of each semester. You may also contact our office for more information or speak to your social work advisor about the CWC option.

Child Welfare Certificate Requirements

Social Work Program, Anspach 034, Mount Pleasant, MI 48859
E-mail: swk@cmich.edu | Phone: 989-774-2690 | Text: 989-209-7847

Bachelor of Social Work Degree Requirements

To obtain the Child Welfare Certificate, students _must_ complete the requirements for a BSW degree.

Requirements for the Child Welfare Certificate

Admission Requirements

Application - Students need to fill out an online application for the Child Welfare Certificate, preferably when they apply to the Social Work Program. The earlier an application is received and processed, the higher the likelihood that courses and trainings can be integrated in a student's schedule with little impact to their course load.

Interview - Students may be asked to complete an interview with CWC/Title IV-E faculty to assess their appropriateness for the program.

Retention and Termination Standards

Students are required to take training, courses, and related pre/co-requisites as revised to meet the certificate requirements.
Students must meet with a CWC advisor once per semester while pursuing the certificate.
Students must be placed in a child welfare agency for their internship placement.

Additional Courses Required

SWK 305 – Overview of Child Welfare

Training Required

Trainings will be provided by organizations with expertise, online modules, readings with applications, etc. and will be provided at no cost to the student. If a student feels that a particular course they have taken fulfills these requirements, they will need approval for substitution from their CWC advisor.

Substance Use Disorders
Domestic Violence/Interpersonal Violence
Sexual Abuse and Normative Sexual Development
Crisis Intervention
Suicide Prevention
Case Management and Assessment
Self-Care

Other Requirements for Child Welfare Certificate

Completion of the Intercultural Development Inventory (this occurs during BSW students' junior or senior year as a part of the Social Work program)

Recommended Courses for Child Welfare Certificate Students

These courses are not required for a BSW or CWC but are recommended if students have elective credits or are part of a minor the student is pursuing. As courses are developed that meet criteria for child welfare knowledge/skills we will update this list.

HDF 110 - Oppression: Roots and Impact on Human Development in the United States
HDF 212 - Families in Cultural Perspective
PSY 350 - Clinical Interviewing and Counseling

Please review the educational requirements of a BSW provided at
https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/departments/politics-society-justice-public-service/social-work/student-resources
Or by meeting with an Academic or Social Work advisor

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 2015 Educational Policy and Accreditation Standards by the Council on Social Work Education (CSWE). The core competencies and measurable 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 10 core competencies (9 designated by CSWE and 1 developed to address the rural context of our program) as well as operational 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 Agency 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 student and the Agency Field Instructor must sign the learning contract. 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 Education Director by 5:00 Friday of the fourth week of the semester. See pages following this section for learning contract guidelines.

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 Agency Field Instructor feedback to the student.

To move toward increased demonstration of evidence-based social work education and practice, the program uses an instrument designed by the Social Work Education Assessment Project (SWEAP) for assessing students' attainment toward competencies. Further information about SWEAP can be found in the evaluation section below. This assessment instrument will be used at the midterm (end of first semester) and a final evaluation at the end of the field experience. These are due on the final Friday of the academic semester. The dates are on the schedule distributed each year.

Development of the Learning Contract

An outline of the required Core Competencies and behaviors is included in the section that follows. Using these as a base, the learning contract is developed by each student

and Agency Field Instructor. Students and Agency 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 within the first semester. In such cases, the student and/or Agency Field Instructor should note this in the learning contract, and the Field Faculty Liaison will address this during the first agency visit.

For each core competency, a set of practice behaviors is identified that will demonstrate achievement of the competency. Together, the student and Agency 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 Agency Field Instructor with the means to structure the learning experience consistently. They also provide the field liaison with important information for assisting the Agency Field Instructor and student during the field experience. Lastly, this document is the basis for the semester-end evaluation.
The student and Agency Field Instructor are expected to 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 the fall semester. Field seminars meet weekly each semester to assist the students as needed. In addition, the Field Education Coordinator and Director are available to assist as needed.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 for student learning.

II. To ensure student learning contract activities meet student and agency needs.

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

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

1. Stating activities for each behavior listed for designated competencies. The 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._ Activities developed for the first semester will often be continued into the second semester of the 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 conducting advocacy.

   Student activities must be measurable to be useful and appropriate for evaluation. The SMART guideline may be used to develop student activities, experiences, and opportunities:
   - **S**pecific
   - **M**easurable
   - **A**chievable
   - **R**eliable
   - **T**imeframe

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.

The Field Faculty Liaison will provide you with the learning contract as part of your seminar.

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

Evaluation of student performance in the field experience is integrated with the student learning contract. It also serves, in aggregated form, as part of the program's evaluation. This integration for individual students 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 as a whole 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 Agency Field Instructors throughout the semester. The log includes date, contact person, type of contact, and any relevant information. These records are completed electronically and 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 education and supervision. Thus, the informal evaluation process begins with discussion and negotiation of the student's individual learning activities for the learning contract. It also includes the mid-year evaluation of progress toward competencies and practice behaviors. Mid-year evaluation is conducted using SWEAP. In addition, the Agency Field Instructor meets weekly with the student to review the learning contract/activities, monitors progress in addressing and meeting competencies through assigned activities and may review the weekly journals completed by each student.

The CMU social work program now uses the SWEAP assessment instrument for both mid-year (semester 1) and final (semester 2) evaluation (Appendix E). These are the formal assessment and evaluation of the student's competency, determining their overall competency determining whether they receive credit for the field practicum

(SWK470 and SWK480). Evaluation of the student's movement toward competent practice based on the learning contract should be ongoing and occur in the regular/weekly meetings between agency supervisor and student intern. This is reflected in the student journals and evaluated by the field liaison.

Due Friday of 15th week of each semester:

1. Mid-Year Evaluation (student and Agency Field Instructor complete, due at the end of first semester)
2. Year End Evaluation (student and Agency Field Instructor complete, 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 Faculty 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 Agency 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 Agency Field Instructor.

Site Visits

Monitoring the progress of students in field education is an important step in ensuring generalist practice competencies are met. Monitoring involves scheduled site visits, journal submissions, peer consultations and formal evaluation. The program is committed to supporting student learning in the field practicum and providing Agency Field Instructors the information they need to guide and mentor students. Site visits are scheduled at the beginning of each semester of Field Education and available to Agency Field Instructors as requested. Faculty liaisons meet face-to-face or virtually (as requested) with Agency Field Instructors. Site visits may include, but are not limited to, the following:

- Orientation to agency and practicum including roles (student, supervisor, liaison, director)
- Practicum schedule
- Completion of practicum paperwork (if not previously completed)
- Weekly supervision
- Tips for creating Learning Contract
- Student progress toward learning outcomes
- Progress toward offering opportunities across all competencies.
- Student learning style
- Issues/concerns to date

In addition, all Agency Field Instructors have access to a Microsoft TEAMS site, managed by the CMU Social Work program staff. The TEAMS site contains general information about the Field Education process including evaluations, trainings, and sample learning contracts.

Intercultural Development Inventory

Evaluation of student competency includes work both in and out of Field Education and/or the agency. Successful completion of the Field Education experience includes work in the senior-level practice classes as well as additional assessments and tools utilized by the social work program to enhance the student experience. The Intercultural Development Inventory is a tool used by the program to assist students in the development of cultural competency. This instrument will provide students with a better understanding of themselves as they interact with people across differences. The IDI is an online tool that assesses intercultural competence – the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Each social work major will complete the inventory using the pre-test/post-test model (one at the end of the junior year and one at the end of the senior year). As part of Field Education (SWK 470/480) and the Professional Seminar (SWK 471/481) students will meet in a personal consultation with Professor Lissa Schwander who is a trained IDI consultant/Qualified Administrator for the IDI. Students will be required to incorporate this work into the field experience/learning contract. For more information about the Intercultural Development Inventory, please visit www.idiinventory.com

Credit/No Credit

The learning contract, which identifies core competencies, practice behaviors, and activities, forms the basis for the evaluation. The student and Agency 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 Agency 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, which 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 Agency Field Instructor in establishing continuity from one semester to the next, it is suggested at the time of evaluation for the 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 Agency 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 Agency Field Instructor should review and sign.

Evaluation of Field Practicum Setting

Agency Field settings are evaluated on an ongoing basis. At the end of the academic year or summer block, students complete an assessment tool to evaluate the practice site's quality and recommend whether to further placement at the agency. This evaluation is conducted via an online survey using Qualtrics. The Agency Field Instructor also completes an evaluation, primarily focusing on the relationship and support from the social work program faculty/staff. Additionally, a section provides information about whether they could provide the types of experiences required and expected for social work students. Both instruments can be found in Appendix E. The Field Education Director reviews and monitors feedback and makes determinations about the continued use of an agency setting as a Field Education site and/or to identify ways to assist the Field Agency in improving the quality of the placement and/or improving learning opportunities for students.

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 Agency Field Instructor is asked to notify the Field Education 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 Education Director and the Agency Field Instructor. The Agency Field Instructor and Field Education Director will determine what action to take if there are significant absences and/or chronic lateness on the part of a student.

Students must be enrolled in courses to be at the agency; therefore, beginning field placement prior to the start of the fall semester is not allowed. In addition, students may not be at their agencies over the semester break, approximately mid-December to the beginning of January. Students in employment-based field settings cannot accrue field hours during this break. Students may be in their agencies during mid-semester breaks such as fall/spring wellness breaks and spring breaks. Time off during these breaks must be discussed and negotiated with supervisors.

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

Client Service Continuity Policy

Prior to the beginning of placement in the field practicum setting students and Agency 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 Agency Field Instructor. Whenever the student and the Agency 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 Faculty 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 school 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.

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.

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 problems with the law, even things that may have been expunged or may have occurred while a minor may be considered when deciding to accept a student for placement or a social worker from securing 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 your 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 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.

If a student's involvement with the criminal justice system becomes a barrier to securing an appropriate practicum placement, the program is not obligated to ensure that the student is able to complete the practicum and, therefore, the BSW.

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

Use of current employment for practicum placement is difficult. Practicum requires Students to be discouraged from seeking to use their place of employment as a field practicum since a concern exists as to whether the student will have educational experience or continue on in the capacity of an employee of the agency. This could create a conflict of interest and seriously jeopardize 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. Decisions regarding use of place of employment for Field Education are made on a case-by-case basis and are not guaranteed.

Before a student may be placed in an agency where they are employed, the following are necessary:

1. The student must be assigned, for the hours counted for practicum, 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 Agency Field Instructor may be the supervisor of regular employment; however, supervision of practicum must be separate from supervision from employment. Practicum supervision must be scheduled regularly and focused on the fulfillment of the Learning Contract including addressing competencies and practice behaviors.
3. The Agency Field Instructor would meet the credential requirements for Agency 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.

5. In the event the student loses their employment and therefore their practicum placement, a new placement will need to be secured. Faculty will assess, based on the circumstances and situation, how many of the hours secured to that point will be counted toward the minimum requirement of 200 hrs./ semester.

Performance Difficulties for Students in Field Practicum

If the Agency 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 Agency Field Instructor should contact the Field Faculty Liaison to discuss the situation. Generally, the field liaison will schedule a conference with the student and the Agency Field Instructor to discuss the difficulties. The Agency Field Instructor, Field Faculty Liaison, and the Student may choose to execute a written, signed corrective action plan. The Field Faculty Liaison may also elect to refer the student to the Academic Progress Review 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, the Agency reimburses students 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 their learning needs are not being met, the following procedures should be followed:

1. The student should discuss the issue with the Agency Field Instructor.
2. If there is no resolution, the student shall contact the Faculty Liaison/Field Coordinator.
3. The Faculty Liaison/Field Coordinator shall meet with the student and Agency 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 by the Field Coordinator.
5. If the difficulty continues, the Faculty Liaison/Field Coordinator will organize a review with the Director of Field Education, the Agency Field Instructor, and the student. This review will determine whether to continue the placement with agreed-upon goals and actions or relocate the student to a different practicum setting.

Grading

While the Agency Field Instructor recommends 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 Education Director and/or Faculty Field Faculty Liaison are confidential and exist as privileged information of the agency, faculty members, and the student unless the student files a grade grievance of the field practicum. 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 key purpose of the field practicum is education, not service. Hence, practice loads must be selective to allow adequate time for evaluation and reflective learning.

Remuneration

Students may, in some cases, receive a stipend during their field practicum. This is considered to be a different situation than an employment-based practicum. This is to be discussed in advance with the Field Education Coordinator to ensure that there are no conflicts of interest in doing so. 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 Agency 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.

CMU liability insurance does not include coverage for students driving their personal automobile. Students are required to provide evidence of automobile insurance to the program. In the event a student chooses to utilize their own vehicle for their own transportation while at the practicum, they must provide proof of adequate insurance to cover legal liability. Students should not be transporting clients in their own personal vehicles. If transporting clients is required by the internship, students are expected to have access to an agency vehicle.

Adherence to Agency Policy and Waiver of Liability

Social work students participating in field education are engaged in an educational endeavor and are not considered employees of the university or the agency in which they are placed. Field Education (SWK 470 and SWK 480) are courses for which students receive four credits per semester. Students are not considered agency volunteers nor, as noted above, agency employees. All students participating in Field Education will sign a Waiver of Liability Form, acknowledging the above and releasing both the university and the agency from the risks associated with Field Education. The Waiver of Liability can be found in Appendix F and must be signed and returned to the office before the practicum experience begins.

Student interns are expected to adhere to agency policies in the agency in which they are placed.

Safety Policy

Social work faculty discusses safety issues in social work coursework, but the information is very brief and annotated. It is expected that Agency 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 Faculty 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 Agency 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, Agency 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 safety concerns. Students should not be required to transport clients in personal automobiles.

HIPAA Guidelines

All social workers must adhere to Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing or writing about clients in the classroom, assignments, and/or process recordings.

Social Work Ethics

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, additional ethical criteria (i.e., human subject, agency standards, state registration) are utilized when appropriate to the specific situation. Faculty encourages students to understand that ethical standards apply to professional contact per social work values. A copy of the NASW Code of Ethics is in the Appendix.

University Policies and Resources

Students should be aware of the following CMU policies and resources:

Academic Bulletins
Bulletins provide information about CMU's academic programs for each academic year, including admissions, academic regulations and requirements (grade grievance and academic probation/suspension), services available to students, and CMU staff and faculty.

Code of Student Rights, Responsibilities and Disciplinary Procedures

Counseling Center Services

Family Educational Rights and Privacy Act (FERPA)

Human Subjects Research

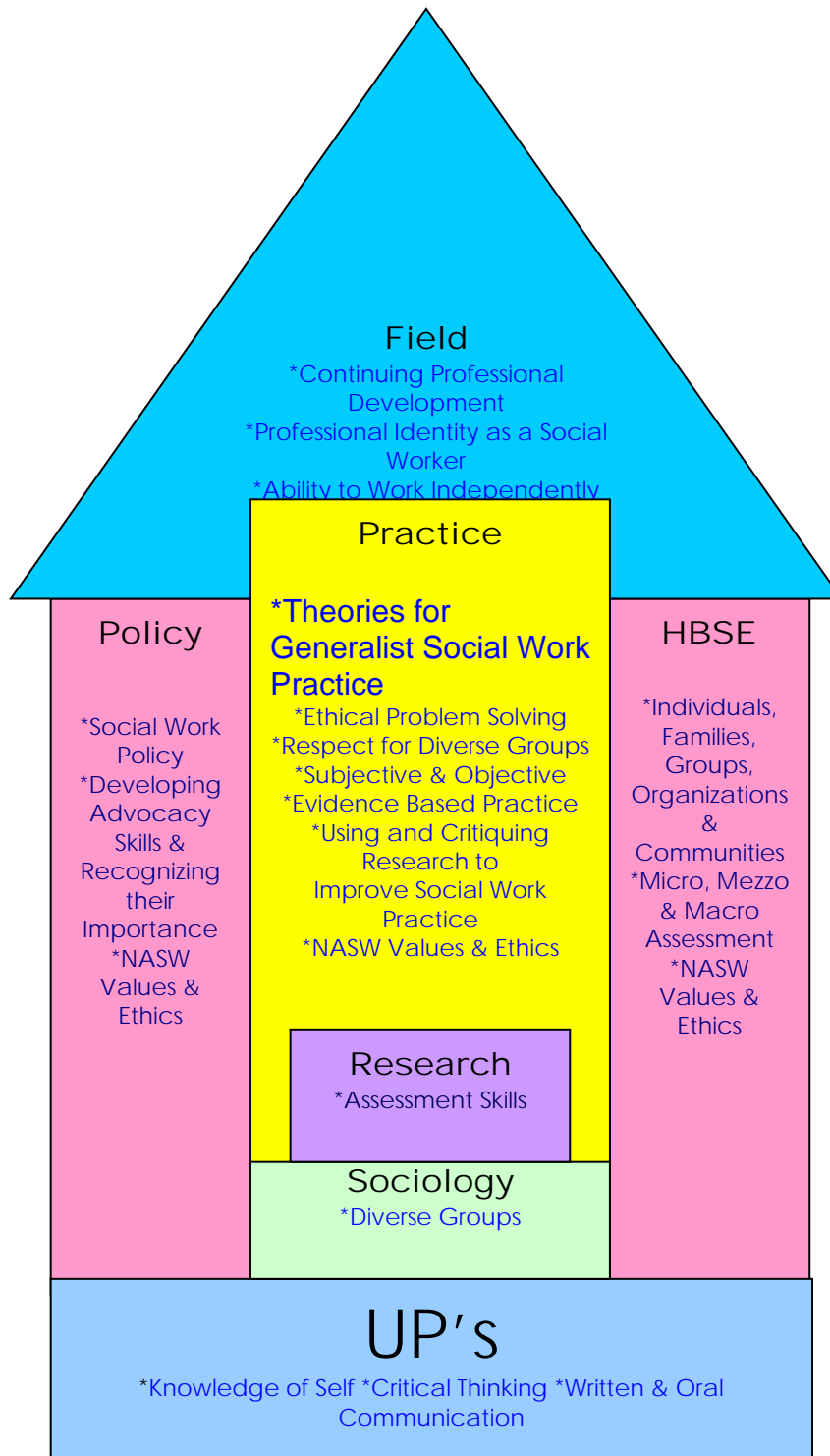*[Non-Discrimination and Affirmative Action](#)*

[Policy on Academic Integrity](#)

[Religious Observances Accommodations](#)

[Sexual and Gender-Misconduct Policy](#)

[Student Disability Services](#)

[Student Health Services](#)

Appendix A - Curriculum Model

Field
*Continuing Professional Development
*Professional Identity as a Social Worker
*Ability to Work Independently

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 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 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 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 450WI).

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 G) 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 engagement, problem assessment, planning, intervention, termination, 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 331WI). 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 – Learning Contract

COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Generalist Practice Learning Contract

Social Work Program, 034 Anspach, Mount Pleasant, MI 48859
E-mail: swk@cmich.edu Phone: 989-774-2690 Text: 989-209-7847

The field practicum provides an educational experience leading to the achievement of 9 competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency. For each behavior, sample activities are provided. The student and Agency Field Instructor work together to identify and select which activities are relevant and appropriate in that agency setting. In some cases, the Agency Field Instructor and student may determine that other activities rather than or in addition to those listed are more appropriate. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for final evaluations.

Student Name:	*CMU Global ID:*
Agency:	
Agency Address:	Agency Phone#
Agency Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

Competency 1: *Demonstrate Ethical and Professional Behavior*

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	❑ Review client file(s) and determine if a strengths-based approach is evident.	
	❑ Review confidentiality policies/forms and maintain client confidentiality	
	❑ Identify real or potential ethical dilemmas and apply ethical problem solving.	
	❑ Identify examples of ethical practice in supervisory sessions.	
	☐ Other:	
	☐ Other:	
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	❑ Keep daily journal and/or weekly logs and share with Agency Field Instructor.	
	❑ Meet with Agency Field Instructor and identify strengths and areas for further development.	
	❑ Solicit feedback from Agency Field Instructor and other relevant professionals.	
	❑ Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions	
	☐ Other:	
	☐ Other:	
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	☐ Dress appropriately.	
	☐ Adhere to work schedule.	
	❑ Communicate respectfully with colleagues and clients.	
	☐ Follow agency protocol.	
	☐ Other:	
	☐ Other:	

1.4 Use technology ethically and appropriately to facilitate practice outcomes	☐ Follow agency policies regarding technology	
	☐ Identify uses of technology.	
	☐ Other:	
	☐ Other:	
1.5 Use supervision and consultation to guide professional judgment and behavior	☐ Meet with Agency Field Instructor regularly and make constructive use of supervision.	
	☐ Consult with Agency Field Instructor regarding questions, concerns, and to obtain feedback	
	☐ Other:	
	☐ Other:	

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	☐ Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system	
	☐ Discuss with Agency Field Instructor how you believe your clients' experiences have shaped behaviors	
	☐ Read about the importance of difference in shaping life experience and discuss with Agency Field Instructor	
	☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	
	☐ Read article(s) on diverse population served by the agency and discuss with Agency Field Instructor how this knowledge can be applied	
	☐ Demonstrate application in interactions with clients	

	Learn from clients about their stories and identify ways they may be oppressed/ marginalized/alienated	
	Discuss with Agency Field Instructor power and privilege as it relates to the population served	
	☐ Other:	
	☐ Other:	
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	☐ Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client	
	☐ Conduct a group or community survey	
	☐ Conduct a needs assessment with a client group	
	Attend a community meeting or event with a diverse group	
	☐ Other:	
	☐ Other:	
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Identify personal biases and ways to manage these in discussion with Agency Field Instructor.	
	Attend training or read relevant materials to manage influence of personal biases and values	
	Interview other social workers in the agency to determine strategies of managing influences of biases	
	Record in journal reflecting on how differences shape life experiences – your own and client	
	Discuss with Agency Field Instructor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems	
	Read literature about and/or interact with diverse group(s) that may be challenging	
	☐ Attend a training related to diversity	
	☐ Other:	
	☐ Other:	

Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice*		
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.		
Practice Behaviors	**Practicum Learning Activities and Assignments**	**Student Performance will be Measured in the Following Manner:**
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	☐ Attend relevant legislative session and/or lobby for legislation that advances social and economic justice	
	☐ Advocate for an individual client or family	
	☐ Explain rights to clients	
	☐ Review agency policies and practices to determine how they advance these justice issues and how they might be changed	
	☐ Educate others about justice issues	
	Read about oppression and discrimination and discuss with Agency Field Instructor	
	Attend a workshop/training program on oppression and discrimination	
	Discuss with Agency Field Instructor your experiences with oppression and discrimination	
	☐ Identify a client who you believe may have experienced oppression or discrimination and discuss with Agency Field Instructor	
	Attend legislative session and promote legislation relative to a human rights or justice issue	
	Write letter to someone in a position to make change relative to above	
	Educate others about a human rights or social justice issue	
	☐ Advocate for client access to services	
	Assist in writing proposal or advocating for a program, service, or policy that relates to above	

	☐ Explain rights to clients	
	☐ Other:	
	☐ Other:	
3.2 Engage in practices that advance social, economic, and environmental justice	☐ Advocate for an individual client or family	
	☐ Honor clients' rights	
	☐ Treat each client with respect	
	☐ Identify justice issues and intervention strategies in work with clients	
	☐ Lobby for legislation that advances social and economic justice	
	☐ Participate in a political campaign promoting a candidate who supports policies that reflect above	
	☐ Treat each client with respect be nonjudgmental	
	☐ Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced	
	☐ Identify and participate in organizations that advance social and economic justice	
	☐ Assist in writing proposal or advocating for a program, service, or police that relates to the above	
	☐ Participate in lobbying or political strategies related to policy action	
	☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy	
	☐ Participate in a political campaign to advance social and economic well-being	
	☐ Attend a meeting where policy action is discussed	
	☐ Educate others about needed policy action	
	☐ Other:	
	☐ Other:	

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
4.1 Use practice experience and theory to inform scientific inquiry and research	☐ Complete a literature review related to client system(s) served	
	☐ Analyze client data from the agency	
	☐ Conduct a focus group for evaluation of agency	
	☐ Implement a survey to evaluate practice/ program/ policy/service	
	☐ Implement single system design evaluation with a client	
	☐ Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s)	
	☐ Other:	
	☐ Other:	
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	☐ Read research related to the agency's area of practice/models of service or intervention or client system(s)	
	☐ Review agency outcome data	
	☐ Review research related to agency	
	☐ Review or suggest research related to assessment, prevention, and intervention with client systems	
	☐ Discuss/present research at agency meeting or in training group	
	☐ Evaluate practice using single subject design or program evaluation frameworks	
	☐ Other:	
	☐ Other:	

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	☐ Read research related to agency and suggest application to agency practice/policy	
	☐ Review agency outcome data and analyze how it can be used to improve practice/policy/delivery	
	☐ Apply research evidence in assessment, prevention, and intervention with client systems	
	☐ Evaluate practice using single subject design or program evaluation framework	
	☐ Other:	
	☐ Other:	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	☐ Identify one or more policies at the local, state, and/or federal level that impact agency services	
	☐ Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services	
	☐ Other:	
	☐ Other:	
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	☐ Review agency policies and policies that have an impact on the client system served	
	☐ Discuss impact of policies and policy changes with Agency Field Instructor	
	☐ Review any recent changes in agency or legislative policy that has an impact on clients	
	☐ Assist in policy development	
	☐ Attend training on policy	

	☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	☐ Lobby for a particular legislative action and/or take action to advocate for policy change	
	☐ Other:	
	☐ Other:	
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	☐ Review agency policies and policies that have an impact on the client system served	
	☐ Discuss impact of policies and policy changes with Agency Field Instructor	
	☐ Review any recent changes in agency or legislative policy that has an impact on clients	
	☐ Assist in policy development	
	☐ Attend training on policy	
	☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	☐ Lobby for a particular legislative action and/or take action to advocate for policy change	
	☐ Participate in lobbying or political strategies related to policy action	
	☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy	
	☐ Participate in a political campaign to advance social and economic well-being	
	☐ Attend a meeting where policy action is discussed	
	☐ Educate others about needed policy action	
	☐ Other:	
	☐ Other:	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including: individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.		
Practice Behaviors	**Practicum Learning Activities and Assignments**	**Student Performance will be Measured in the Following Manner:**
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	☐ Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior	
	☐ Build effective practice relationship with clients and constituencies	
	☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
	☐ Apply a selected theory to a client situation	
	☐ Demonstrate understanding of person and environment in presenting a case at a staffing	
	☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	
	☐ Read article(s) on diverse population served by the agency and discuss with Agency Field Instructor how this knowledge can be applied	
	☐ Educate others concerning updated research, new technologies, or pending policy/legislative actions	
	☐ Other:	
	☐ Other:	
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	☐ Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients	
	☐ Demonstrate active listening skills in meetings and in interactions with colleagues	

	☐ Identify and communicate client feelings	
	☐ Begin "where the client is"	
	☐ Demonstrate appropriate non-verbal communication	
	☐ Observe and identify examples of empathy in other workers' interactions with clients and discuss with Agency Field Instructor	
	☐ Observe and identify examples of interpersonal skills in other workers' interactions with clients and/or colleagues and discuss with Agency Field Instructor	
	☐ Other:	
	☐ Other:	

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.   Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups,   organizations, and communities. Social workers understand methods of assessment with diverse clients and   constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	☐ Conduct assessment with an individual	
	☐ Conduct family assessment	
	☐ Conduct group assessment	
	☐ Conduct community or organizational assessment	
	☐ Conduct/assist in an assessment interview	
	☐ Write an assessment after a client assessment interview	
	☐ Document in client chart	
	☐ Conduct a needs assessment for the agency or community	
	☐ Complete a psycho-social history including an assessment summary statement	
	☐ Make collateral contacts as part of assessment	
	☐ Use standardized assessment tools and score and interpret the information – including SBIRT	

	▯ Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc. as sources of information in assessment	
	▯ Complete an assessment and document client strengths and limitations	
	▯ Identify client strengths and limitations in discussions with Agency Field Instructor	
	☐ Other:	
	☐ Other:	
7.2 Apply knowledge of human behavior and the social environment and other multi- disciplinary frameworks in analysis of assessment data from clients and constituencies	▯ Complete or participate in completion of a psychosocial assessment/social history	
	☐ Review client chart(s) and identify bio-psycho-social elements relevant to understanding that client system	
	▯ Analyze a community or agency problem or social issue	
	☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
	☐ Apply a selected theory to a client situation	
	▯ Demonstrate understanding of person and environment in presenting a case at a staffing	
	▯ Review client records and prepare interview goals and questions prior to meeting	
	▯ Discuss with Agency Field Instructor concerns related to meeting with a particular client or attending a meeting	
	▯ Discuss/identify your role in working with a particular client or attending a meeting	
	▯ Discuss with your Agency Field Instructor how you will approach a particular situation	
	☐ Other:	
	☐ Other:	

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	☐ Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes	
	☐ Identify and prioritize client needs	
	☐ Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes	
	☐ Work with a client(s) in development of a case plan identifying measurable objectives	
	☐ Work with a group in identifying group goals and objectives	
	☐ Participate in a strategic planning or similar type meeting	
	☐ Assist in developing goals/outcomes for a new program or project	
	☐ Review case plans in client files and discuss with Agency Field Instructor how the plan was developed and how the objectives can be measured	
	☐ Other:	
	☐ Other:	
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	☐ Consult with Agency Field Instructor to determine appropriate intervention strategies and implement them with clients	
	☐ Review client records and discuss what strategies are used with clients	
	☐ Discuss options with clients	
	☐ Review program goals and discuss what strategies are used to reach goals	
	☐ Identify a community problem and develop /implement intervention strategy	
	☐ Identify options for a specific client system and discuss with Agency Field Instructor the pros and cons of various options	
	☐ Identify evidence-informed strategies from reviewing literature related to the client population/issue	
	☐ Other:	
	☐ Other:	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	☐ Consult with Agency Field Instructor to determine appropriate intervention strategies and implement them with clients	
	☐ Review client records and discuss what strategies are used with clients	
	☐ Discuss options with clients	
	☐ Review program goals and discuss what strategies are used to reach goals	
	☐ Identify a community problem and develop/implement intervention strategy	
	☐ Identify options for a specific client system and discuss with Agency Field Instructor the pros and cons of various options	
	☐ Review agency goals and identify specific actions to achieve one or more goals	
	☐ Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc.	
	☐ Assist in identifying possible sources of funding for agency and/or participate in grant writing	
	☐ Suggest/plan a new program or policy change that will help achieve organizational goals	
	☐ Develop/implement intervention strategy with individual, family, group, community, and/or organization	
	☐ Identify evidence-informed strategies from reviewing literature related to the client population/issue	

	☐ Other:	
	☐ Other:	
8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	☐ Based on assessment of a community, social, or agency problem, identify strategies for intervention	
	☐ Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment	
	☐ Demonstrate understanding of person-in-environment in selection of intervention strategies	
	☐ Draw from multidisciplinary frameworks in identifying intervention strategies	
	☐ Identify and connect clients to community resources to meet client needs	
	☐ Advocate as appropriate to help clients resolve problems	
	☐ Use appropriate intervention strategies to help clients resolve problems	
	☐ Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies	
	☐ Educate clients	
	☐ Use counseling skills and apply planned change process with clients	
	☐ Other:	
	☐ Other:	
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	☐ Participate in multi-disciplinary team meetings	
	☐ Consult with other professionals to achieve practice outcomes	
	☐ Participate in community meeting with other professionals	
	☐ Work collaboratively with other professionals in provision of services to client	
	☐ Participate in meetings to discuss improvement or sustaining of quality of services	
	☐ Put together data, information, or proposal relevant to the above	

	☐ Other:	
	☐ Other:	
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	☐ Negotiate or advocate for services for a particular client/assist client in getting needed resource(s)	
	☐ Act appropriately on behalf of a client	
	☐ Serve as a mediator with within a client system or between a client system and another system	
	☐ Work out an agreement and/or compromise between two or more parties	
	☐ Assist in gaining community support for a program, policy, or population group	
	☐ Explain client needs to service provider or multidisciplinary team member	
	☐ Other:	
	☐ Other:	
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	☐ Inform clients of the time limitations of the practicum	
	☐ Prepare clients for termination of services, discuss client feelings about termination	
	☐ Prepare termination summaries or transfer summaries	
	☐ Transfer clients to appropriate resources when leaving the agency	
	☐ Discuss with Agency Field Instructor feelings relative to termination with clients	
	☐ Other:	
	☐ Other:	

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
9.1 Select and use appropriate methods for evaluation of outcomes	☐ Review agency procedures and methods of evaluating outcomes and discuss with Agency Field Instructor	
	☐ Select method of evaluating outcomes for an individual client	
	☐ Suggest methods to evaluate outcomes	
	☐ Review literature regarding appropriate methods for evaluation of outcomes	
	☐ Other:	
	☐ Other:	
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	☐ Determine what to measure in evaluation of outcomes	
	☐ Discuss how knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks applies to evaluation of outcomes	
	☐ Other:	
	☐ Other:	
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	☐ Put together relevant data for agency	
	☐ Use single system design(s) to evaluate effectiveness of intervention	
	☐ Analyze program outcome data	
	☐ Implement program evaluation plan	
	☐ Design method(s) to evaluate outcomes	
	☐ Use meetings with Agency Field Instructor and weekly logs to analyze, monitor, and evaluate interventions	
	☐ Read, discuss research related to practice effectiveness	

	☐ Conduct follow-up interviews or implement surveys to evaluate interventions	
	☐ Other:	
	☐ Other	
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	☐ Explain how single subject design results could be used to improve practice effectiveness	
	☐ Explain how program evaluation could be used to improve effectiveness	
	☐ Other:	
	☐ Other:	

Competency 10: Identify social work practice considerations for working with people living in rural areas		
Social workers recognize the unique context of rural communities and work with clients in rural settings to identify and access both formal and informal resources, advocate for additional resources, manage dual relationships and resolve challenges facing rural client systems at the micro, mezzo and macro levels.		
Practice Behaviors	**Practicum Learning Activities and Assignments**	**Student Performance will be Measured in the Following Manner:**
10.1 Identify informal and formal resource systems within a specific rural area	☐ Interview agency staff to identify informal and formal resources in the rural area served by the agency.	
	☐ Review and update the agency's informal and formal resources in the rural area served by the agency.	
	☐ Other:	
	☐ Other:	
10.2 Implement solutions to specific challenges of the rural context to the agency's social service delivery system	☐ Participate in collaborative community meetings to address specific challenges faced by rural social work.	
	☐ Read journal article or watch video that identifies solutions to challenges specific to rural social work.	
	☐ Other:	
	☐ Other:	
10.3 Identify methods of handling dual relationships and if they occur, resolve them	☐ Identify and discuss dual relationships in a rural setting, including ethical considerations, and at least one method of handling them.	
	☐ Read journal article on handling dual relationships.	
	☐ Other:	
	☐ Other:	
10.4 Identify and help resolve client needs that are specific to the rural setting (e.g., transportation)	☐ Identify, assess, and help resolve client needs specific to a rural setting.	
	☐ Other:	
	☐ Other:	

Signatures upon Completion of Learning Contract

_____

Student Signature   Date

_____

Agency Field Instructor Signature   Date

_____

Task Supervisor Signature (if applicable)   Date

_____

Field Faculty Liaison Signature   Date

Acknowledgement to Marshall University Department of Social Work for the original format on which the Generalist Practice Learning Contract is based.

Appendix D – Child Welfare Certificate Forms

Child Welfare Certificate Learning Addendum

Child Welfare Certificate Program
Field Placement Learning Agreement Addendum

Students participating in the child welfare certificate program must meet all of the requirements of the program, including a field placement in a child welfare agency (Michigan Department of Health and Human Services, private agency, or tribal child welfare). In field education, the student will be evaluated based on the School's Evaluation Document (called, "Field
Instructor Evaluation of the Student"; in reference to the student's learning agreement with the child welfare agency field placement) and this addendum to assure that child welfare competencies and objectives are successfully addressed through relevant practice behaviors and field activities.

The practice behaviors listed below are to be infused with the social work learning agreement during the child welfare field placement. All learning agreements/plans are reviewed by CMU Faculty Liaison. This list of child welfare practice behaviors should be integral to the learning agreement and complement and be redundant, at least in part, to the
student's overall field evaluation.

Child welfare includes the prevention of child abuse and neglect, family preservation, child protection and child protective services, when needed, reunification and out-of-home placement, and permanency, such as adoption services. The table below outlines child welfare practice behaviors, the learning objectives, and activities that should be incorporated into the student field education learning agreement. At least one corresponding core competency in the CMU field education program is identified, and an accountability column. Depending on one's field placement, some of the practice behaviors will be more prominent than others, and accompanying activities may be more readily available than others. The student, Agency Field Instructor and field liaison must assure that required practice behaviors are accomplished; and with other practice behaviors more than one half of these should be successfully met.

This document is supplemental to the field education evaluation. The Agency Field Instructor and student should indicate when each practice behavior has been completed and rate competency on the scale used in the field education evaluation.

Central Michigan University Social Work—Child Welfare Certificate Program

<u>REQUIRED FOR LEARNING AGREEMENTS AND EVALUATION</u>

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is required to have these experiences.

Competency	Objective	Activities	Agency Field Instructor Rating	Student Self Rating
1.Explain and compare Home Calls	Learn how home calls are conducted.	Observe Home Call: To promote family preservation; On a CPS case; To a foster family and child; On an adoption case;		
2.Identify Court Procedures	Learn how court procedures and processes are conducted.	Observe a variety of child welfare court hearings; Observe a criminal court hearing related to child welfare; Review petitions; Interview a family court judge.		
3.Use Trauma-informed interviewing skills to engage children and families	Learn how to engage children and families	Observe a forensic interview at a Child Advocacy Center; Role play an interview with mentor or supervisor.		
4.Demonstrate Safe Practice Behaviors	Learn about safe practice behaviors	Complete Working Safe/Working Smart training online; Create a list of safety tips to share in the field practice seminar;		
5.Explain the MiTeam Process	Learn the MiTEAM process and the importance of its application as the DHHS	Discuss the MiTEAM process with supervisor; Discuss MiTEAM experiences with other staff;		

	case practice model	Observe MiTEAM meetings.		
6.Use Appropriate Case Documentation and Review Methods	Learn how a case is documented and reviewed	Using a review instrument, discuss cases with your field supervisor and in field seminar class; Observe and practice using the SACWIS case management tool.		
7.Identify the Medical, Mental Health and Educational Needs of Children	Learn about the medical, mental health and educational needs of children	Attend an IEP meeting; Learn about the requirements for meeting children's needs; Learn the process for getting medical/mental health appointments for children.		

ADDITIONAL PRACTICE BEHAVIORS

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is strongly encouraged to have these experiences.

Competency	Objectives	Activities	Agency Field Instructor Rating	Student Self Rating
1.Explain Department of Health and Human Services and Private Agency programs	Learn about the Department of Health and Human Services and Private Agency Foster Care and Adoption services	• Review programs offered • Review policy • Review the Child Protection Law • Discuss the relationship between DHHS and PAFC with mentor or supervisor		
2.Follow child welfare office procedures	Learn office procedures	• Collect copies of all appropriate procedural documents such as: • timekeeping • security		
Office procedures (con.t)		• dress codes • transportation/driving regulations • phone usage • Review records.		
3.Identify community resources	Explore community resources	• Interview staff representing the continuum of services available to children and families • Interview community resource representatives • Create a list of community resources		
4.Explain parenting time visits	Learn about parenting time visits	• Observe and complete an observation sheet and field notes on each observation • Discuss with supervisor and in field seminar		

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Agency Field Instructor Signature/Date   Field Liaison Signature/Date   Student Signature/Date

Note: If the student is placed in an approved internship at the Department of Health and Human Services, this addendum is supplemental to the approved DHHS internship evaluation. If the student is placed in a non-DHHS child welfare agency, this addendum is supplemental to the CMU field education evaluation. The student's learning agreement should incorporate the addendum's practice behaviors and activities.

Child Welfare Certificate Agency Field Instructor Acknowledgement Form

**COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY**

Agency Field Instructor Acknowledgement of Child Welfare Certificate requirements

Name of Agency Field Instructor_____

Agency and program _____

Address _____

Phone Number _____

Email Address_____

I acknowledge that I have received, reviewed, and understand the expectations for BSW students completing field education with the child welfare certificate (CWC). This includes the competencies for the CWC. I agree to provide appropriate opportunities and upon completion of the 400 hours of training, to evaluate their skill in required competencies as required by the BSW program. I also understand that the CMU social work program field education staff and faculty are available for further training and consultation as needed.

_____

_____

Signature   Date

Appendix E - Evaluation Instruments

SWEAP Field Instrument

SWEAP

CENTRAL MICHIGAN UNIVERSITY FIELD INSTRUMENT @ FIELD COMPLETION EPAS
2016

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

_____

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

☐ BA or BS in Human Services field

☐ BA or BS in Social Work

☐ BS

☐ MA in Liberal Arts field

☐ MA in Human Services field

☐ MSW or MAMS in Social Work

☐ MS

☐ PhD in Human Services field

☐ PhD or DSW in Social Work

☐ Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	**Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.**
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	**Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

	1	2	3	4	5
Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	○	○	○	○	○
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	○	○	○	○	○
Intern demonstrates professional demeanor in **behavior**	○	○	○	○	○
Intern demonstrates professional demeanor in **appearance**	○	○	○	○	○
Intern demonstrates professional demeanor in **oral** communication	○	○	○	○	○
Intern demonstrates professional demeanor in **written** communication	○	○	○	○	○
Intern demonstrates professional demeanor in **electronic** communication	○	○	○	○	○
Intern uses technology ethically and appropriately to facilitate practice outcomes	○	○	○	○	○
Intern uses supervision and consultation to guide professional judgment and behavior	○	○	○	○	○

Comments

Show the scoring guide

Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **micro** level	1	2	3	4	5
	○	○	○	○	○

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **mezzo** level	1	2	3	4	5
	○	○	○	○	○

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **macro** level	1	2	3	4	5
	○	○	○	○	○

Intern presents themselves as learners to clients and constituencies	1	2	3	4	5
	○	○	○	○	○

Intern engages clients and constituencies as experts of their own experiences	1	2	3	4	5
	○	○	○	○	○

Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5
	○	○	○	○	○

Comments

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Show the scoring guide

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	○	○	○	○	○

Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	○	○	○	○	○

Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	○	○	○	○	○

Intern engages in practices that advances **social** justice	1	2	3	4	5
	○	○	○	○	○

Intern engages in practices that advances **economic** justice	1	2	3	4	5
	○	○	○	○	○

Intern engages in practices that advances **environmental** justice	1	2	3	4	5
	○	○	○	○	○

Comments

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Show the scoring guide

Competency 4 - Engage In Practice-informed Research and Research-informed Practice

	1	2	3	4	5
Intern uses theory to inform scientific inquiry and research	○	○	○	○	○
Intern uses practice experience to inform scientific inquiry and research	○	○	○	○	○
Intern applies critical thinking to engage in analysis of *quantitative* research methods and research findings	○	○	○	○	○
Intern applies critical thinking to engage in analysis of *qualitative* research methods and research findings	○	○	○	○	○
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	○	○	○	○	○

Comments

[ ]

Show the scoring guide

Competency 5 - Engage in Policy Practice

	1	2	3	4	5
Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	○	○	○	○	○
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	○	○	○	○	○
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	○	○	○	○	○

Comments

[ ]

Show the scoring guide

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	○	○	○	○	○
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	○	○	○	○	○

Comments

[ ]

Show the scoring guide

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

	1	2	3	4	5
Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	○	○	○	○	○
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	○	○	○	○	○
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	○	○	○	○	○
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	○	○	○	○	○

Comments

Show the scoring guide

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

	1	2	3	4	5
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	○	○	○	○	○
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	○	○	○	○	○
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	○	○	○	○	○
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	○	○	○	○	○
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	○	○	○	○	○

Comments

Show the scoring guide

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

	1	2	3	4	5
Intern selects and uses appropriate methods for evaluation of outcomes	○	○	○	○	○
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	○	○	○	○	○
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	○	○	○	○	○
Intern applies evaluation findings to improve practice effectiveness at the **micro** level	○	○	○	○	○
Intern applies evaluation findings to improve practice effectiveness at the **mezzo** level	○	○	○	○	○
Intern applies evaluation findings to improve practice effectiveness at the **macro** level	○	○	○	○	○

Comments

Do you have any other comments?

Additional Information

Name of Agency

Total Semester Hours Completed

Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Submit And Finalize My Responses Above   Save My Choices Above

Evaluation of Field Practicum by Student

Practicum Evaluation by Student

Q1 Your Name (Student)

First Name _____

Last Name _____

Q2 Agency, School or Program Name of Your Field Assignment

_____

Q3 Name of Field Instructor (supervisor at your agency)

First Name _____

Last Name _____

Q4 This form is completed by the student at the end of the field experience.   You will be able to save a summary of your responses at the end of the evaluation.

Q5 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
1. My field practicum was generally stimulating and often required me to think independently and creatively.						
2. The tasks assigned to me were appropriately geared to my learning needs.						
3. My previous social work courses, assignments, training and experiences helped prepare me for this field practicum.						
4. Overall, my work in the field related to my social work courses.						
5. I did not feel hampered because of my student status in the agency.						

Page 2 of 7

Q6 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
6. The morale of the agency staff had a positive influence on my work.						
7. The policies and practices of the agency enhanced my ability to perform assigned tasks.						
8. Generally, my personal values were consistent with those of the agency where I was placed.						
9. Generally, my personal values were consistent with those of my field instructor.						
10. In general, the location of the field practicum did not pose serious transportation problems.						

Q7 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
11. I was often encouraged to be innovative in my selection and use of various practice techniques.	○	○	○	○	○	
12. Usually, I was assigned an appropriate amount of work.	○	○	○	○		
13. As a result of this experience, I acquired knowledge that is relevant to my career goals.	○	○	○	○	○	
14. The standards for student performance and evaluation were reasonable and clear.	○	○	○	○	○	
15. My field instructor was available to me and gave assistance when needed.	○	○	○			○

Q8 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
16. Generally, I felt encouraged to make independent decisions and to take initiative.						
17. My field instructor was/is competent in teaching me social work practice skills.						
18. The amount of supervision I received was adequate for my learning needs.						

Q9 I had opportunities at my agency (vs. class assignments) to practice/learn skills the following area:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
Direct work with client groups	○	○	○	○	○	○
Research	○	○	○	○	○	○
Theory – such as taught in SWK 374 & 375	○	○	○	○	○	
Policy related affecting our agency and/or clients	○	○	○	○	○	
Social work ethics	○	○	○	○	○	

Q10 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
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.						

Q11 Please note that the following is the last question on this assessment. After you respond to the question and click on the arrow button below to advance, your responses will be recorded and you will be able to download your response summary.

Q12 Please comment on the quality of our field practicum experience in the following text box. In particular, provide information about why you would/would not recommend the agency or your field instructor to others, and about your learning opportunities. This document is confidential.

_____

_____

_____

Evaluation of Field Practicum by Agency Field Instructor

Practicum Evaluation by Field Instructor

Q1 Your Name (Field Instructor/Agency Supervisor)

First Name _____

Last Name _____

Q2 Agency, School or Program Name

_____

Q3 At the end of this evaluation, you will have the option to download a summary of your responses for your records before exiting.

Q4 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
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.	○	○				
2. The social work program provided the agency with adequate information regarding the student to be placed.	○	○				
3. Materials provided and information received, including that about the student, were provided in a timely fashion.	○	○				
4. The student seemed adequately oriented to the procedures and requirements of the field practicum.	○	○				
5. I understood the University's expectations, goals and objectives for the field practicum experience.	○	○				

Q5 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
6. There was a clear relationship between social work courses and student assignments to the field practicum.						
7. The student and I arrived at a common understanding regarding the role of the student at the agency.						
8. The Learning Contract and other required assignments helped me guide the student's learning experience in the field practicum.						
9. The role of the faculty Field Liaison was clear to me.						
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.						

Q6 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
11. There was ample opportunity to meet or talk with the Faculty Field Liaison regarding evaluating the student's performance in field.						
12. The visits with the Faculty field Liaison were useful.						
13. Overall, I am satisfied with the help and support I received from the Faculty Field Liaison.						
14. Overall, I am satisfied with the Field Practicum Program at Central Michigan University.						
15. The agency was able to provide opportunities for the student to practice the problem solving process with client systems.						

Q7 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
16. The agency was able to provide opportunities for the student to understand social and agency policy concepts.						
17. The agency was able to provide opportunities for the student to understand research and/or practice evaluation concepts.						
18. The agency was able to provide opportunities for the student to practice the roles of a beginning generalist social work practitioner.						
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.						

8 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
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.)	[ ]	[ ]				

Q9 Please note that the following is the last question on this assessment. After you respond to the question and click on the arrow button below to advance, your responses will be recorded and you will be able to download your response summary.

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

Q10 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.

_____

_____

Appendix F – Forms

Waiver of Liability and Release

COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Social Work Practicum Waiver of Liability and Release

Social Work Program, Anspach 034, Mount Pleasant, MI 48859
E-mail: swk@cmich.edu Phone: 989-774-2690 Text 989-209-7847

Summer 2023 or 2023-2024 Academic Year Practicums

I have been informed and fully realize there are dangers and risks to which I may be exposed while participating in the **Social Work Practicum**. These risks may include the possibility of slight or severe bodily injury, or death, from hazards including but not limited to slips or falls, communicable diseases such as COVID-19, animal misconduct, traffic or other travel accidents, or other damage to my person, delay or inconvenience, and/or damage to my property while participating in this planned activity. I understand that Central Michigan University does not require me to participate in this activity, but I want to do so, despite the possible risks and this Release.

I, therefore, freely and voluntarily agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. I release Central Michigan University, its Board of Trustees, the School of Politics, Society, Justice and Public Service, employees, and agents from all liability, claims, and actions that may arise from injury or harm to me, from my death, or from damage to my property in connection with this activity. I understand that this Release covers liability, claims, and actions caused entirely or in part by any acts or failures to act of Central Michigan University, or any of its employees or agents, including but not limited to negligence, mistake, or failure to supervise. I understand that this Release does not apply to instances of intentional misconduct by a University employee or agent.

I know that if I become ill or injured while participating in this activity, **I am responsible for my health care expenses and I have made arrangements to handle such expenses through insurance coverage, access to cash, or other methods.**

I assume full responsibility for any and all claims and costs arising directly or indirectly from any of my activities, acts, or omissions while participating in this activity.

I further release Central Michigan University, its Board of Trustees, the School of Politics, Society, Justice and Public Service, employees or agents from liability for any claim of loss, injury, or damage to me or my property due to any act, omission, or negligence of parties not an agent or employee of Central Michigan University, including, but not limited to, owners or contractors providing accommodations or other services.

These releases are effective for me, my personal representative, assigns, and heirs.

I HAVE CAREFULLY READ AND UNDERSTAND COMPLETELY THE ABOVE PROVISIONS, AND VOLUNTARILY SIGN THIS RELEASE.

Print Name: _____

Signature: _____ Date: _____

Field Placement Availability Form

Field Placement Availability Form

Q1 This form is used to identify and plan placements for social work students in their senior year field education practicum experience. For more information on requirements, please contact our office at 989.774.2690 or swk@cmich.edu.

Q2 Agency Information

Agency Name _____

Director/Department Head

_____

Agency Address _____

Address 2 _____

City _____

State _____

Postal code _____

Phone _____

Fax _____

General Email Address (if applicable)

_____

Q3 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.

Liaison First Name _____

Last Name _____

Title _____

Address (if different from above)
_____

Address 2 _____

City _____

State _____

Zip _____

Phone _____

Email _____

Q4 How many students do you anticipate being able to accommodate?
Note: Students are required to complete approximately 14 hrs/week or 200 hrs/each of two semesters.

○ 1 Student

○ 2 Students

○ 3 Students

○ More than 3 students (please identify number)
_____

Q5 Please list special requirements that your agency requires of interns (e.g., use of personal vehicle, background checks, previous experience, etc.).

_____

_____

_____

_____

_____

Q6 Agency Hours (indicate if evenings are required):

_____

_____

_____

_____

_____

Q7 Description of Agency (including theoretical focus if applicable):

_____

_____

_____

_____

_____

Q8 Service Areas of the Agency (check all that apply).

- [ ] Addiction/Substance Abuse
- [ ] Adoption
- [ ] Adult Psychiatry/Mental Health
- [ ] Child Welfare
- [ ] Community Based Services
- [ ] Community/Locality Development
- [ ] Corrections/Criminal Justice
- [ ] Domestic Violence
- [ ] Early Childhood Intervention
- [ ] Education
- [ ] Food Assistance
- [ ] Foster Care
- [ ] Government Policy/Planning
- [ ] Health
- [ ] HIV/AIDS
- [ ] Home Care
- [ ] Homeless/Housing
- [ ] Physical/Developmental Challenges
- [ ] Rehabilitation
- [ ] Social Supports
- [ ] Social Planning/Research
- [ ] Other (please list) _____

Q9 Populations Served by Agency (check all that apply):

- Aging/Gerontology
- Children, 0-5 years of age
- Children, school-age
- Primarily men
- Specialized women's services
- Veterans
- Youth
- Other _____

Q10 Diverse Populations Served by Agency (check all that apply):

- Native American
- African American
- Latino
- Asian American
- LGTBQ
- Persons with developmental disabilities
- Persons with other disabilities, e.g., deaf
- Other diverse population (please list)
_____

Q11 Identify the types of generalist social work experiences available at your agency and how the experience will be provided. Indicate all that apply.

	Observer	Co-facilitate with other practitioners	Work independently	Experience is not available
Advocacy/Social Action - Individual	☐	☐	☐	☐
Advocacy/Social Action - Macro	☐	☐	☐	☐
Assessment (psychosocial, intake, and/or client interview about current situation)	☐	☐	☐	☐
Case Management; individuals, families, couples and/or groups.	☐	☐	☐	☐
Child welfare case management	☐	☐	☐	☐
Committees	☐	☐	☐	☐
Community organization (Mezzo)	☐	☐	☐	☐
Court Liaison	☐	☐	☐	☐
Crisis Intervention	☐	☐	☐	☐
Educational Intervention	☐	☐	☐	☐
Fundraising	☐	☐	☐	☐
Group Counseling	☐	☐	☐	☐
Group Projects	☐	☐	☐	☐
Individuals (Micro)	☐	☐	☐	☐
Interdisciplinary Team	☐	☐	☐	☐

Interventions with individuals, couples, families, or group to enhance or restore the capacity for social functioning	☐	☐	☐	☐
Monitor client's compliance with program expectations	☐	☐	☐	☐
Policy/Macro	☐	☐	☐	☐
Program Evaluation/Assessment	☐	☐	☐	☐
Provide life-skills training	☐	☐	☐	☐
Referral to community resources	☐	☐	☐	☐
Victims' assistance	☐	☐	☐	☐
Workshops/Seminars	☐	☐	☐	☐
Other (please list)	☐	☐	☐	☐
Other (please list)	☐	☐	☐	☐
Other (please list)	☐	☐	☐	☐

Q12 Possible Project Assignments:

_____

_____

_____

_____

_____

Q13 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor

First Name _____

Last Name _____

Email _____.

Degree/Qualifications _____

Program Area _____

Treatment Model (e.g., assessment & referral, community service, rehab, residential)
_____

Has this person supervised social work interns in the past?
_____

If yes, how long? _____

Q14 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor.

First Name _____

Last Name _____

Email _____

Degree/Qualifications _____

Program Area _____

Treatment Model (e.g., assessment & referral, community service, rehab, residential)
_____

Has this person supervised social work interns in the past?
_____

If yes, how long? _____

Q15 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor

First Name _____

Last Name _____

Email _____

Degree/Qualifications _____

Program Area _____

Treatment Model (e.g., assessment & referral, community service, rehab, residential)
_____

Has this person supervised social work interns in the past?
_____

If yes, how long? _____

Q16 Information for person completing this form.

First Name _____

Last Name _____

Title _____

Email _____

Phone _____

Affiliation Agreement

AFFILIATION AGREEMENT

By and Between

CENTRAL MICHIGAN UNIVERSITY

And

Click or tap here to enter text.

This Affiliation Agreement ("AGREEMENT") is made as of this Click or tap here to enter text. day of Click or tap here to enter text., 20__, between Central Michigan University ("UNIVERSITY"), a public university established by the constitution and laws of the State of Michigan, located at 1200 South Franklin Street, Mount Pleasant, Michigan and Click or tap here to enter text. located at Click or tap here to enter text., , , ("AGENCY"). UNIVERSITY and AGENCY may hereinafter be referred to individually as the "Party" or collectively as the "Parties".

RECITALS

WHEREAS, the UNIVERSITY is an accredited public institution of higher education offering certificate, undergraduate, and graduate degree programs.

WHEREAS, the UNIVERSITY offers the Bachelor of Social Work Degree ("Program") that requires that enrolled students receive a(n) practicum, ("Practical Experience") as a part of their professional preparation. The UNIVERSITY desires to enter into an AGREEMENT with the AGENCY so that UNIVERSITY students enrolled in the Program may receive this Practical Experience at the AGENCY or one of the AGENCY's affiliates.

WHEREAS, the AGENCY has an interest in and the resources for providing the Practical Experience for UNIVERSITY students.

NOW THEREFORE, the Parties agree as follows:

Article I - Responsibilities of the UNIVERSITY

1.01   Plan and Administer: Plan and administer, in consultation with the representatives of the AGENCY, the Practical Experience component of the Program for the students assigned to the AGENCY.

1.02   Placement Plan: Provide the AGENCY with its overall plan for the placement of students at the AGENCY at least four (4) weeks prior to the commencement of the academic term, unless both parties agree to an alternate timeframe. The overall plan shall include, at a minimum, the objectives of the academic plan, the number of students to be assigned, the dates and times of assignment, and the level of each student's academic preparation. The UNIVERSITY will consider any modification necessary to accomplish the reasonable requirements of the AGENCY.

1.03   Provide Names of Students: Provide the names of students as soon as possible after registration for each semester, but no later than four (4) weeks prior to the beginning of placement at the AGENCY, unless both parties agree to an alternate timeframe.

1.04   Pre-Placement Instruction: Provide adequate pre-placement instruction to each student in accordance with standards acceptable to both parties, and to present for placement only those students who have successfully completed the pre-placement instructional program.

I.05   Instruction of Regulations and Procedures: Instruct students submitted for the Practical Experience on the general regulations and procedures identified by the Parties as necessary, including those regulations and procedures concerning:

   A. That the student has responsibility to adhere to AGENCY policies, procedures, and regulatory standards of practice.

   B. That the student has responsibility for maintaining the confidentiality of AGENCY records and information during the practicum, and that this duty of confidentiality survives the termination of and/or expiration of the Practical Experience and/or this AGREEMENT.

   C. That AGENCY staff has authority to direct the actions of the student during the Practical Experience.

   D. That the student has responsibility to sign and accept the terms and conditions of the AGENCY Student Practicum Agreement as required by the AGENCY, hereby incorporated as EXHIBIT Exhibit A, if applicable.

I.06   Health Insurance: Inform each student submitted for placement of the requirement to have in force health insurance policies of a scope and with limits satisfactory to the AGENCY. The UNIVERSITY shall inform each student of the importance of maintaining in force such a policy to defray the cost of hospital and medical care that may be incurred during the period of placement. The UNIVERSITY will also inform each student of the potential monetary liability the student might incur because of failure to maintain sufficient coverage.

Article II: Responsibilities of the AGENCY

II.01   Plan and Administer: Plan and administer all aspects of client services at its facilities. The AGENCY has primary and ultimate responsibility for the quality of care and/or service, and as such, AGENCY staff has final responsibility, authority, and supervision over all aspects of client services. UNIVERSITY will inform students to abide by such supervision direction at all times.

II.02   Supervision of Students: Provide qualified supervision of students during their placement. AGENCY supervisory employees may, in an emergency or based upon applicable standards of care/operations, temporarily relieve a student from a particular assignment or require that a student leave an area or department pending a final determination of the student's future status by the Parties.

II.03   Placement of Students: Cooperate with the UNIVERSITY in the planning and conduct of the students' placements in order that the placements may be appropriate to the UNIVERSITY's educational objectives.

II.04   Facilities: Make available to students the use of its cafeteria, conference rooms, dressing or locker rooms, library, or any other appropriate facilities as required by the Practical Experience. Except for charges for food consumed by the student, there should be no charge to the student for this access.

II.05   Pre-Placement Instruction: Provide the UNIVERSITY with all rules, regulations, procedures, and information necessary for pre-placement instruction no later than thirty (30) days prior to the beginning of the Practical Experience.

II.06   Release and Withdrawal of Students:

    A. Have the authority to refuse any student who was previously discharged for cause, relieved of responsibilities for cause, or who would not be currently eligible to be employed by the AGENCY. The AGENCY shall notify the UNIVERSITY of its refusal to accept a student and the attending reasons for the refusal, in writing and within a reasonable timeframe.

    B. Have the authority to request the withdrawal of any student from the Practical Experience for reasonable cause related to the need to maintain an acceptable level of client services, and the UNIVERSITY shall immediately comply with the request. The request shall be in writing and shall state the reason for the request.

    C. In the event the UNIVERSITY does not agree with the AGENCY's refusal to accept a student or request for withdrawal, it shall provide the AGENCY with a written statement setting forth the reasons for any such disagreement within ten (10) working days after receipt of the written notice. The AGENCY's final decision shall be rendered within five (5) working days after receipt of the UNIVERSITY's written statement of disagreement.

II.07   Learning Assessment: The AGENCY will, upon request, assist the UNIVERSITY in the assessment of the learning and performance of participating students by completing assessment forms provided by, and then returned to, the UNIVERSITY in a timely fashion, as appropriate.

Article III: Mutual Responsibilities

III.01   Refusing to Accept or Withdrawal of a Student: In the event that either party is determined by any court or administrative agency of competent jurisdiction to have acted in an unlawful manner in refusing to accept or requesting the withdrawal of a student, the offending party shall defend, indemnify, and hold the other party harmless from any and all claims and costs arising from its unlawful act. Each party shall promptly notify the other party of any such claim, provide the other party an opportunity to defend, and provide all reasonable assistance, except financial, in making such defense. No settlement of any such claim shall be effected without the consent of the other party.

III.02   Students Non-Employee Status: Students assigned to this Practical Experience should be considered students and not employees of either party, thus are not covered by the UNIVERSITY or AGENCY for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, social security, or any other purpose. Students are placed with the AGENCY to receive educational experience as a part of his/her academic curriculum; those duties performed by students are not performed as employees, but in fulfillment of these academic requirements and are performed under supervision. At no time shall students replace or substitute for any employee of the AGENCY. This provision shall not be deemed to prohibit the employment of any such student by either party under a separate employment agreement. The UNIVERSITY will notify each student of the contents of this paragraph.

III.03   Monetary Consideration: There shall be no monetary consideration paid by either party to the other, it being acknowledged that the Program provided hereunder is mutually beneficial. The parties shall cooperate in administering this Program in a manner that will tend to maximize the mutual benefits provided to the UNIVERSITY and AGENCY.

III.04   Confidentiality:

A.   The parties acknowledge that many student records and other personally identifiable information regarding the UNIVERSITY, and if applicable AGENCY, students ("Education Records") are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. § 99.1 et seq. The UNIVERSITY shall advise its students placed at AGENCY under this AGREEMENT that they must act pursuant to FERPA with regard to any student Education Records they may have access to as part of their Practical Experience at the AGENCY. AGENCY shall not release information contained in the UNIVERSITY students' Education Records, but shall instead refer all requests for information respecting such Education Records to the UNIVERSITY.

B.   If applicable, the UNIVERSITY shall advise its students placed at AGENCY under this AGREEMENT that they must act pursuant to all applicable federal and state laws and regulations regarding confidentiality of client/patient information and records, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

C.   Notwithstanding the foregoing, nothing in this AGREEMENT shall prevent either party from producing documents or disclosing information that is required by law (such as the Michigan Freedom of Information Act [FOIA]) or a valid production document (such as a warrant or subpoena).

III.05   Compliance with Laws: Both Parties promise to act in an ethical and responsible manner for their respective activities and actions taken on its behalf under this program, and agree to comply with all applicable federal, state, and local laws, regulations, statutes, and ordinances. CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. Both parties promise not to discriminate against persons based on age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight (see http://www.cmich.edu/ocrie).

III.06   Indemnity Provisions: To the extent permitted by applicable law, each party agrees to defend, indemnify, and hold harmless its officers, directors, employees, and agents from and against liability, loss, cost and/or expense, including providing a defense, and/or from and against claims for injury and or damages by third parties arising out of this AGREEMENT, but only in proportion to and to the extent such liability, loss, cost and/or expense, and/or claims for injury and/or damages are caused by or result from the negligent acts or omissions or intentional acts or omission of its officers, employees, agents, or persons acting under its direction and control.

III.07   Insurance: Both UNIVERSITY and AGENCY agree to maintain in full force and effect for the term of this AGREEMENT commercial general liability insurance or its equivalent with minimum limits of coverage not less than $1,000,000 per occurrence and $3,000,000 in the general aggregate. A certificate of insurance will be furnished to the other party, upon request, indicating effective coverage and liability limits.

III.08   Non-Teaching Designator: No provision of this AGREEMENT shall prevent any client from requesting not to be a teaching client or prevent any member of the AGENCY's staff from designating any client as a non-teaching client.

III.09 Extension of Rights: This AGREEMENT is intended solely for the mutual benefit of the Parties. There is no intention, express or otherwise, to create any rights or interests for any party or person other than the UNIVERSITY and the AGENCY; without limiting the generality of the foregoing, no rights are intended to be created for any client, student, parent or guardian of any student, employer, or prospective employer of any student.

III.10 Sole Conduct: In the performance of respective duties and obligations under this AGREEMENT, the UNIVERSITY and AGENCY are independent contractors, and neither is the agent, employee, or servant of the other, and each is responsible for its sole conduct.

III.11 Contacts: Any and all notices given under this AGREEMENT shall be directed to:

UNIVERSITY: AGENCY:

Lissa Schwander, PhD, LLMSW   Click or tap here to enter text.
School of Politics, Society, Justice and Public   Click or tap here to enter text.
Service
College of **Liberal Arts and Sciences**   Click or tap here to enter text.
Central Michigan University   Click or tap here to enter text.
Anspach 034
Mount Pleasant, Michigan 48859   Click or tap here to enter text., .,
Phone: 989-774-**2690**   Click or tap here to enter text.
Fax: 989-774-n/a   Click or tap here to enter text.
Email: **schwa1l@cmich.edu**

With a copy to:

Central Michigan University
Licensure, Regulatory Services & Human Capital
Attn: Agreements Coordinator
1101 S. Washington Street, Ronan Hall 350
Mount Pleasant, Michigan 48859
Email: agreements@cmich.edu

III.12 Term and Termination of Agreement: This AGREEMENT will become active as of the Effective Date and shall terminate on the Click or tap here to enter text. day of Click or tap here to enter text., 20Click or tap here to enter text.. However, it may be terminated by either party upon ninety (90) days written notice of termination, provided that the student then receiving instruction in any program shall be given an opportunity to complete the full program during that instructional period.

III.13 Entire Agreement: This AGREEMENT constitutes the entire understanding of the Parties and supersedes all prior discussions, negotiations, and agreements. This AGREEMENT may only be altered, modified, or amended by the written consent of both parties. The invalidity or enforceability of any other provision of this AGREEMENT shall not affect the validity or enforceability of any other provision of this AGREEMENT, which shall remain in full force and effect.

III.14 Headings: The headings of Articles and Sections in this document are for convenience of reference only, and are not part of this AGREEMENT. The Recitals are part of this AGREEMENT.

III.15   Changes to Agreement: No amendment or modification to this AGREEMENT shall be effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT as of the day and year first above written.

UNIVERSITY: AGENCY:

Signed: _____   Signed: _____

Name: Name: Click or tap here to enter text.

Title: Title: Click or tap here to enter text.

Date: _____   Date: _____

Agency Field Instructor Data Form

Field Instructor Data Form

Q1 This form is for collecting and updating information about field instructors for CMU's Social Work Program. If you have any questions at all, do not hesitate to contact our office at (989) 774-2690 or swk@cmich.edu.
Click the arrow button below to complete the online form.

Q2 General Information

First Name _____

Last Name _____

Agency Name _____

Address _____

Address 2 _____

City _____

State _____

Postal code _____

Email _____

Q3 I identify my gender as:

☐ Female

☐ Male

☐ Other (specify) _____

Q4 My preferred gender pronouns are:

- [ ] she, her, hers
- [ ] he, him, his
- [ ] they, them, theirs
- [ ] Other (specify) _____

Q5 Are you Spanish, Hispanic, or Latino or none of these (select all that apply).

- [ ] Spanish
- [ ] Hispanic
- [ ] Latino
- [x] None of these

Q6 Choose one or more races that you consider yourself to be:

- [ ] American Indian or Alaska Native
- [ ] Asian
- [ ] Black or African American
- [ ] Native Hawaiian or Pacific Islander
- [ ] White
- [ ] Other (specify) _____

Q7 Undergraduate education

- Degree _____
- Major(s) _____
- Minor(s) _____
- College or University _____
- Date Degree Awarded (month & year)
  _____

Q8 Graduate education

Degree _____

College or University _____

Date Degree Awarded (month & year)
_____

Q9 Other degree information

Degree _____

College or University _____

Date Degree Awarded (month & year)
_____

Q10 Provide the following information about your present professional position

Employer _____

Job Title _____

Employment Start Date (month & year)
_____

Main duties/responsibilities
_____

Q11 Provide information about your prior professional experience (list most recent experiences first).

	Employer	Job Title	Dates	Brief Description
Most recent prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				

Q12 Describe your experience working with diversity and inclusion.

_____

_____

_____

_____

_____

Q13 Describe your specific interest in and motivation for having a role educating students.

_____

_____

_____

_____

_____

Q14 Describe your prior social work field instructor experience. Identify the program and length of your experience.

_____

_____

_____

_____

_____

Q15 Describe any training you have had in working with social work students.

_____

_____

_____

_____

_____

Q16 List your current memberships in professional organizations.

_____

_____

_____

_____

_____

Q17 List your certifications and/or specialties.

_____

_____

_____

_____

_____

Q18 Identify any other relevant training or experience.

_____

_____

_____

_____

_____

Q19 Additional comments for the field director and/or the social work program.

_____

_____

_____

_____

_____

Report on Placement Agency

COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Report on Placement Agency

Social Work Program, 034 Anspach, Mount Pleasant, MI 48859
Phone: 989.774.2690 E-mail: swk@cmich.edu

After interviewing the student, the agency representative uses this form to report the placement outcome to the Social Work Program within five business days after the interview. If you have questions or need more time to consider the placement do not hesitate to contact the Field Director, Dr. Lissa Schwander, at (616) 581-1405, or leave a message with the Office Administrator at (989) 774-2690.

Agency Name: _____ Today's Date: _____

Agency Representative Name: _____

Student Name: _____

Student Interview Date: _____   Student has not interviewed: ☐

Student has been accepted: ☐   Student has not been accepted: ☐

Reason(s) for not interviewing/accepting the student (if applicable):

If the student was not interviewed or accepted for placement, you may stop here and send this form via email to swk@cmich.edu. If the student has been accepted for placement, please complete the remainder of this form.

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

Page 1 of 2

Supervision Information:

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 identify the type of placement the student will receive.

☐ A. The field instructor has a social work degree from a CSWE accredited program.

☐ B. The field instructor does not hold a social work degree, and the student will receive weekly contact with a social worker at the agency or on the Board. The daily supervisor and social worker will 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.)

Field Instructor Contact Information:

Please provide contact information for the agency employee who will supervise the student's field education.

Field Instructor Name: _____

Program or Department Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

Social Work Degree (if applicable): ☐ BSW   ☐ MSW   Other: _____

Social Work Contact Information (if option B is selected from above):

Social Worker Name: _____

Email: _____ Phone: _____

Social Work Degree: ☐ BSW   ☐ MSW   Other: _____

Additional Comments from the Agency Representative or Field Instructor:

As the agency representative, you agree to ensure that the CMU Social Work Program has a completed the Field Instructor Data Form on file for any individuals supervising students.

Representative Signature*: _____ Date: _____

This must be an actual signature or an Adobe digital signature. If unable to digitally sign, please note this in the email when submitting the form so that we can use your email as a substitute for your signature.

Return signed form to:	Field Director	Phone: (989) 774-2690
(email preferred)	034 Anspach	Email: swk@cmich.edu
	Mount Pleasant, MI 48859	

Appendix G - Code of Ethics

Code of Ethics of The National Association of Social Workers

2021 Update

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.
The *NASW Code of Ethics* serves six purposes:
1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate

ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

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

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

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

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

seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

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

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

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

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistics, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are

stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

(a) Social workers who function as educators, Agency 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 Agency Field Instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or Agency 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 Agency Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and Agency 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 electronic and paper 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 relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take

reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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