



**Plymouth State University
Social Work Program
Field Education Manual**

2023

*Kimberly Livingstone, Ph.D., MSW
Social Work Program Director
krlivingstone@plymouth.edu
Rounds Hall 013*

*Yunieska Krug, MSW, LICSW, MLADC
Coordinator of Field Education
ykrug@plymouth.edu
Rounds Hall 035*

Summer 2023

TABLE OF CONTENTS

Plymouth State University (PSU) Social Work Curriculum and Field Education	2
Mission Statement, Program Goals, and Learning Objectives	2
Mission Statement.....	2
Program Goals	2
Program Learning Objectives	2
Getting Started	3
Selection of Agencies, Field Instructors and Students.....	3
Selection of Agencies	3
Selection of Field Instructors	4
Assignment of Students	5
Social Work Program Policies	5
Continuance into Practicum.....	5
Continuance into Practicum Appeals.....	6
Employment-based Practicum	6
Life and Work Experience	7
Suggested Timeline.....	7
Field Education Responsibilities	8
Cell Phone Policy.....	8
Ensuring Successful Practicum Outcomes.....	8
Professional and Ethical Expectations	9
Safety in the Field	9
Grading	9
Grievances.....	10
Appendix A: Code of Ethics	11
Appendix B: Plymouth State University Social Work Program Policies	30
Appendix C: Practicum Planning and Evaluation Instruments.....	35
Acknowledgement of Risk.....	36
Agency Screening Form	38
Field Education Agreement	40
Guidelines for Student Learning Contract & Mid Semester & Final Evaluations	43
Field Education Learning Contract	45
Student Field Education Evaluation.....	51
Monthly Field Experience Report.....	66
Field Evaluation Affirmation Form	68
Student Evaluation of Field Practicum	69
Supervisor's Evaluation of the PSU Field Practicum Experience	72
Incident Report.....	74
Additional Reference Material (please go online to access):	
A. Plymouth State Academic Year Calendar can be accessed online at:	
http://www.plymouth.edu/office/registrar/academic-calendar/	
B. Social Work Curriculum can be accessed online at:	
http://www.plymouth.edu/academics/undergraduate-academic-programs/social-work/	
C. Curriculum Planning Guides for each Academic Catalog can be accessed online at:	
http://www.plymouth.edu/undergrad/Curr-Guides/ ; be sure to use the proper guide for the catalog you have declared (typically based on the term in which you entered PSU).	

Plymouth State University Social Work Curriculum and Field Education

Mission Statement, Program Goals, and Learning Objectives

Mission Statement The mission of the Social Work Program is to educate and prepare baccalaureate students for effective, evidence-based professional social work practice that is rooted in the purpose and values of the profession, including respect for human dignity, diversity, self-determination, and advocating for just policies, programs, and services. In congruence with the University's philosophy "Ut prosim," or "that I may serve," the program advances knowledge and critical thinking skills to prepare students for generalist practice with diverse individuals, families, groups, organizations, and communities and to enhance the fulfillment of human potential. The program is committed to promoting the values of social and economic justice. (Revised and Adopted by Social Work faculty on February 13, 2023)

Program Goals The goals of the BSW program are to prepare students to respect human diversity, oppose social and economic injustice, and support and advocate for social reform in accordance with the NASW Code of Ethics, included in Appendix A. This preparation is rooted in the social work curriculum, which helps students develop professional values and ethics, as well as the social work practice skills needed to assist individuals, families, groups, communities, and organizations. Graduates of the BSW program will be able to:

1. Identify as a professional social worker, apply professional values, social work ethics, and respect for human diversity to guide professional practice, and apply critical thinking to inform and communicate professional judgments.
2. Understand the effects of oppression, discrimination, and inequality in a complex, diverse, and global society, and use practice skills to promote social and economic justice and deliver effective and culturally responsive social work services.
3. Apply the Person-in-Environment perspective and knowledge of human behavior and the social environment to work with individuals, groups, families, organizations, and communities, and respond to changing social contexts that impact practice.
4. Engage in BSW-level social work practice (engagement, assessment, intervention, evaluation) informed by the best available research and practice evidence and engage in critical self-reflective practice.

Program Learning Objectives Students should develop the following knowledge, skills, and professional values:

1. Apply critical thinking skills within the context of professional social work practice
2. Apply the values and ethics of social work in professional practice
3. Practice without discrimination and with respect for human diversity
4. Understand forms and mechanisms of oppression and discrimination in the U.S. and other parts of the world and strategies of change that advance social and economic justice
5. Understand and interpret the history of the social work and social welfare and its current structures and issues
6. Apply the knowledge and skills of generalist practice with systems of all sizes

7. Use theoretical frameworks to understand human development and behavior across the life span and interactions between people and their environments (social systems)
8. Analyze the impact of social policies on clients, practitioners, and agencies and influence social policies through professional social work practice
9. Evaluate research studies and apply findings to practice and, under supervision, evaluate their own practice interventions
10. Communicate and collaborate with clients, colleagues, and members of the community
11. Use supervision appropriate to generalist practice
12. Function within the structure of organizations and service delivery systems, and, under supervision, seek necessary organizational change

In addition to the required classroom courses, a major component of the program is the block field placement or Practicum which is completed in the spring semester of the student's senior year. Students are placed in a variety of social service agencies, residential facilities or institutions throughout New Hampshire, though primarily in Grafton and Belknap Counties. (In special cases, students may be placed out of state.)

Each student is required to complete 12 credit hours of Practicum or 450 field hours during the spring semester. Each student is also required to participate in a concurrent field seminar taken with other students placed in the field.

Getting Started

Selection of Agencies, Field Instructors, and Assignment of Students

Selection of Agencies The Social Work Program at PSU or an individual agency may initiate procedures for the establishment of an agency Practicum. The Coordinator of Field Education at PSU will determine whether the agency meets the criteria for field education and/or if student interest in such a placement exists at the time of inquiry. The agency should complete and submit the "Field Education Agency Screening Form." The Coordinator of Field Education will contact the agency to speak with the executives and social work staff, and be apprised of the agency's philosophy, program, policies, services and procedures. The following criteria will be used to select field education agencies:

1. The mission of the agency should be consistent with the values and ethics of the social work profession. (see *NASW Code of Ethics*)
2. The agency board, administration and staff should be committed to field education as an important function of the agency.
3. The potential field instructors should be qualified by education, training and experience to undertake the responsibilities of field supervision. Qualified BSW or MSW staff members are preferred.
4. The agency should be in good professional standing in the community. In some cases, this may mean accreditation or licensing by appropriate local or national standard-setting bodies.
5. The agency or program within the agency should be able to offer the student a range of educational experiences appropriate to entry level social work practice.

6. The agency or program staff should be of sufficient size so as not to rely on student field work to maintain the basic program.
7. Physical resources should be available to provide necessary desk space, access to telephones, and other support materials and supplies.
8. The designated field instructor should be available at least one hour per week for student supervision.

Selection of Field Instructors The agency executive or program director, in conjunction with the Coordinator of Field Education at PSU, will select field instructors. However, preference will be given to social work staff with BSW or MSW degrees and who have at least one year of experience working in the designated agency. If the potential field instructor does not have a social work degree, a bachelor's degree and two years of experience within the designated agency is preferred.

The following efforts will be initiated to provide a social work perspective in field instruction at the field agencies unable to provide instruction/supervision by a staff member with a BSW or MSW:

1. Efforts will be made by the agency and/or PSU to secure supervision by a BSW or MSW once every two weeks, in addition to the weekly and ongoing supervision by the primary field instructor. The use of BSWs and MSWs who are agency board members, other agency staff and collateral community agency staff has proven useful to provide such supervision.
2. Efforts to promote interagency group supervision once every two weeks, led by a B.S.W. or M.S.W. will be attempted. Other agencies where PSU students are placed may be viable options for facilitating such collaborative supervision.
3. Students may attend peer supervision sessions that have BSW and MSW members, once every two weeks.
4. Field instructors will be offered field instruction techniques from the social work perspective through lecture, discussion, readings and small group exercises, at training sessions during the semester. The mid-semester evaluation will be reviewed with either an on-site visit or distance technology with the assigned social work faculty liaisons that also provide another vehicle for assistance and support.
5. In those cases where no BSW or MSW perspective is available on an ongoing basis, particular attention will be given during the co-requisite seminar, to the ability of the student to process his/her field experiences from a social work perspective.

The following criteria will be used to select field instructors:

1. A professional commitment to the values and ethics of social work;
2. A personal commitment to professional growth and development in the field of social work;
3. An ability to promote social work values and interest students in social work practice;
4. An ability and willingness to fulfill the role of social work educator, including respect for scientific inquiry, knowledge of the population served and effective communication skills;
5. Willingness to cooperate with PSU's Coordinator of Field Education and students to design a mutually acceptable educational experience;

6. An ability to recognize variable student learning styles and develop individualized educational goals with students;
7. An ability to evaluate the student's field practice.

Assignment of Students At present, due to the size of the program, the Coordinator of Field Education is able to develop individualized student placements. While student preferences are considered, the program is responsible for selection of the field agency. Various factors are considered in the discussion and decision to place a student in a particular agency. These include:

1. The student's past volunteer experience and interest in an area of practice;
2. The potential to broaden the student's education and experience;
3. The "fit" between the agency's program and staff, and the student's interest and personality;
4. The student's personal situation, including family responsibilities, financial needs, access to transportation, travel distance to agency or other special circumstances.

The procedural steps for assignment to the Practicum begin one year prior to the placement, as follows:

1. Students meet with the Coordinator of Field Education to discuss interests and potential field agencies and to review the requirements for agency approval.
2. Students approach the agency. If the agency expresses interest, the student arranges to visit the agency to meet with the potential field instructor.
3. If the student and agency are both interested in the placement, the Coordinator of Field Education contacts the potential field instructor to discuss expectations and responsibilities of the program, agency and student.
4. Placement is approved or disapproved by the Coordinator of Field Education.
5. If a student does not secure a placement of choice by the given deadline (usually in September prior to entering the Field Practicum), the Coordinator of Field Education will make the field assignment.

Social Work Program Policies

Continuance Into Practicum Students must meet the continuation requirements in order to gain admission to Social Work Practicum ([SW 4430](#)) and the concurrent Social Work Integrative Seminar ([SW 4550](#)), and to graduate with a BS in Social Work. These requirements can be found in the Social Work Program's policy on Continuation and Graduation Requirements, included in Appendix B.

These academic standards should be monitored by the student and his/her faculty advisor throughout the student's Social Work education. To be admitted to the Practicum and the Seminar (Social Work Integrative Seminar ([SW 4550](#)), students must have completed all of the course requirements of the major, achieved an overall grade point average of 2.0 and a major grade point average of 2.5, and earned a grade of C or better in the eight Social Work Foundation Courses (as listed above). Permission to enter the field will be granted in writing by the Program Director or the Field Education Director.

In addition to academic requirements, students are required to demonstrate professional and ethical behavior. Student behavior that is contrary to the ethics of the profession will be reviewed by the program to determine the student's appropriateness for continuance in the major. Behaviors that would warrant such a review are based on the Code of Ethics of the National Association of Social Workers (NASW). Examples of unprofessional or unethical behavior include impropriety in personal conduct (such as dishonesty or criminal behavior); exploitive relationships (such as sexual relationships or other behaviors pursued for personal advantage), e.g., with practicum clients; and any form of illegal discrimination or discrimination contrary to Plymouth State University policy (see the NASW Code of Ethics, included in Appendix A).

Continuance Into Practicum Appeals In accordance with the Social Work Program's policy on Continuation and Graduation Requirements, included in Appendix B, students denied admission for continuance in the social work major, or in the practicum may use the following procedures to appeal the decision. The student should send a written request for reconsideration to the Program Director within fourteen (14) calendar days following the decision. The student must specify the basis for the appeal. The Program Director will discuss the appeal with social work faculty and the student within fourteen (14) calendar days of written notification of the appeal. Relevant materials, including the initial application and faculty advising notes, if any, will be reviewed.

Employment-based Practicum Students may not do a field practicum in their regular employment setting unless an alternate and new assignment within the organization can be arranged for the field practicum hours that differs from the student's regular assignments and tasks. This new assignment must meet the student's learning needs and all of the Program's requirements. The Coordinator of Field Education will determine the suitability of any proposed Employment-Based Field Practicum Plan.

The student is asked to develop a plan including the following components:

1. General information
 - a. Student's name and contact information
 - b. Agency name and contact information
 - c. Task Supervisor (immediate supervisor) and contact information
 - d. Social Work supervisor (MSW or BSW) and contact information
 - e. Practicum semester proposed for placement
2. Agency/Program information
 - a. Brief description of agency mission, client population, & services provided
 - b. Description of student's current employed role (include title) and duties
 - c. Description of student's proposed experience within the setting. Highlight how the experience must also provide the student with a generalist experience (see criteria) including varying client systems and interventions.
 - d. Describe how student's workload will be adjusted to accommodate the practicum hours (450 total).
3. Field Instructor
 - a. The student's employment supervisor cannot be the field instructor.

- b. Approved field instructors must have a BSW, MSW or bachelor's degree and two year of experience within the agency.
 - c. The field instructor must agree to provide one hour per week of direct supervision.
- 4. Practicum Agency/Program
 - a. The agency must agree to reassignment of the student for the 450 hours of field experience and the newly defined proposed task.
- 5. Acknowledgement of Plan
 - a. The student will obtain the signatures of his/her current employment supervisor, agency representative, and field instructor. The student must also sign the plan.
 - b. The student will turn the plan in to the Coordinator of Field Education for review and approval.

Life and Work Experience Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or any of the courses required for the major. For more information, please refer to the Social Work Program's policy on Continuation and Graduation Requirements, included in Appendix B.

Suggested Timeline

One Year Prior – Spring Semester	Mandatory Meeting for all Students Planning to enter the Social Work Field Practicum the following spring
3 rd Week of September	Completion of Field Education Training Agreement, Field Education Agency Screening Form, and submission of Supervisor(s) resume(s)
1 st Week of December	Learning Contract due Agency Completion of Department of Labor Certification
3 rd Week of January	First Field Instructor on-campus Meeting & Training Session (usually carries 3 C.E.U.s through NH – NASW)
30 th of each month	Monthly Activities and Report signed and submitted to Field Liaison and Coordinator of Field Education
6 th week of Semester	Mid-Semester Evaluation completed by Field Instructor
Weeks 6-8 of Semester	Mid-Semester Agency Site Visit conducted by Faculty Liaison (should schedule during weeks 4-6)
Late March	Second/Final Field Instructor on-campus Meeting and Training Session (typically carries 3 C.E.U.s through NH – NASW)
Last week of April	Final Student Performance Evaluation by Field Instructor

Field Education Responsibilities

The PSU Social Work Program appreciates the time and effort taken by social service agencies in the community to contribute to social work education. A summary and outline of the responsibilities of the student, agency, and University has been prepared. This document is signed by all of the parties involved. The field instructor is responsible for submission of the student learning contract, mid-semester and final evaluations, and any other reports, as necessary.

During the practicum, the faculty field liaisons assigned to the students will have periodic contact with the field instructor. Contacts will be arranged mid-semester by the faculty field liaisons. The Student Field Education Evaluation form included in Appendix C, is used to document the student's progress (Mid-semester) and overall performance (Final). Questions often arise about field education; field instructors should feel free to raise any concerns or issues with the Coordinator of Field Education.

A copy of the forms used by the agency, student and field instructor during the practicum are included in Appendix C. They should be reviewed by the field instructor prior to the start of the practicum.

Cell Phone Policy

Students are not permitted to use their cell phones for client contacts in the Field Placement Agency. Students can communicate with their supervisor(s) via personal cell phones but should not be asked to use a personal cell phone for conducting direct client contact unless they have been given another phone number.

Ensuring Successful Practicum Outcomes*

Agency representatives have communicated that they have the following expectations of students:

1. Adherence to the NASW Code of Ethics which sets forth 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. Students are urged to pay particular attention to the confidentiality provision.
2. Regular and on-time attendance; skipping is seen as evidence of the lack of professionalism (time missed for any reason must be made up).
3. Willingness to learn and to take initiative.
4. Asking questions – especially when in doubt about policies and procedures.
5. Appropriate professional dress (Check with the field instructor and/or the Coordinator of Field Education if in doubt about appropriate dress).
6. Sobriety and good judgment are expected from all students (do not go to the agency under the influence of or impaired by mood altering or intoxicating substances).
7. Obey all agency policies and government laws.

Finally, remember that you are representing Plymouth State University's Social Work Program – not just yourself. We count on you to help maintain good relations between the agency and PSU.
*Adapted from University of Kentucky, College of Social Work Field Education Manual

Professional and Ethical Expectations

In addition to academic requirements, students are required to demonstrate professional and ethical behavior. Student behavior that is contrary to the ethics of the profession will be reviewed by the program to determine the student's appropriateness for continuance in the major. For more information, students should refer to the Social Work Program's policy on Continuation and Graduation Requirements, included in Appendix B.

Behaviors that would warrant such a review are based on the Code of Ethics of the [National Association of Social Workers \(NASW\)](#). Examples of unprofessional or unethical behavior include impropriety in personal conduct (such as dishonesty or criminal behavior); exploitative relationships (such as sexual relationships or other behaviors pursued for personal advantage, e.g., with practicum clients); and any form of discrimination or discrimination contrary to Plymouth State University policy (see the NASW Code of Ethics, included in Appendix A)

Safety in the Field

For more information, students should refer to the Social Work Program's policy on Safety in the Field, included in Appendix B.

In the practice of social work, as in many other human services, there is a degree of risk that stems from interaction and involvement with individuals and families as clients. Examples of risk include clients who may become angry or physically aggressive. While we do not anticipate that you will encounter problems or sustain any injuries, all risks cannot be prevented. While engaged in learning opportunities in the Social Work field, we want you to be aware of the possibility of risk and engage in behavior that promotes safety and minimizes risk.

As a student in the Social Work program, you will have the opportunity to engage in learning about safety in the Social Work field. For example, in Senior Seminar, the course that runs alongside your practicum, you will review helpful resources and engage in learning about workplace safety. You can also find helpful resources posted on the Social Work Practicum Canvas Learning page and will complete your agency's trainings on safety and related topics. Additionally, prior to beginning your field placement, each student will complete the Issues of Risk Information and Acknowledgement Statement form in collaboration with their Field Supervisor. This form located in Appendix C of the Field Education Manual clearly outlines the roles of the agency, the student, and the PSU Social Work program.

Grading

The Coordinator of Field Education reviews the Final Student Performance Evaluation. Following this review, a determination for PASS or FAIL is made in consideration of the following criteria:

- Attainment of any needed improvement listed from the mid-semester evaluation
- Ratings in Competency/Practice Behavior Categories

- Any concerns raised regarding student performance that reflects unprofessional and/or unethical/illegal behaviors.

Grievances

All Social Work Program students are encouraged to try to resolve conflicts informally before pursuing grievance or complaint procedures. However, as described in the Social Work Program's Student Grievance Policy in Appendix B, any PSU Social Work student may pursue the complaint procedures described below to resolve concerns involving faculty or staff.

Students should discuss their concerns directly with the faculty member and seek a resolution. However, if the student feels that direct discussion would be counterproductive or if, after consulting with the faculty member, a student still has a complaint, the student should talk with the coordinator of the Social Work program or the faculty member's program or academic unit.

If no satisfactory resolution results, the student may talk with the Student Advocate. If the matter is not resolved by the Student Advocate, final appeal may be made to the Provost and Executive Vice President for Academic Affairs.

APPENDIX A: NASW Code of Ethics

The [National Association of Social Workers \(NASW\) Code of Ethics](#) can be accessed online. The following document was accessed April 9, 2023:

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, [Purpose of the NASW Code of Ethics](#), provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, [Ethical Principles](#), presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, [Ethical Standards](#), includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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 dual 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, 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

NASW Code of Ethics: Ethical Standards

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 their level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including

appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

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

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with 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 lifelong 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, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others.

This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

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

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

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

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

(s) Social workers should transfer or dispose of 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 client. 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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in 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

NASW Code of Ethics: Ethical Standards

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 these 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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

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 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.

Appendix B: Plymouth State University Social Work Program Policies

Academic and Career Advising

Each Social Work student at Plymouth State University is assigned an academic advisor in the Social Work program. First-year students are also assigned an advisor from the Academic and Career Advising Center (ACAC) for their first year.

It is the expectation of the Social Work program that students and advisors meet at least once every semester to review academic and professional development. Although it is ultimately the students' responsibility to ensure they have met all necessary requirements for graduation, advisors work closely with students to monitor progress. Successful advising requires that all parties be responsible for knowing the full range of University and Program supports for academic and professional development, and the requirements for graduation.

Admission Requirements

Students accepted by the University must also meet the requirements of the Program for admission. To apply, students must

1. be enrolled in or have completed Introduction to Social Work ([SW 2200](#)),
2. complete an application by submitting a written statement (see Social Work Student Handbook or Social Work homepage for more information and to complete the application), and
3. participate in a personal interview with a member of the Social Work faculty.

The criteria and procedures used for admission are based on the academic and professional standards established by the Council on Social Work Education, the national accrediting body.

The criteria used for assessment are:

1. intellectual qualities and academic skills;
2. commitment to the enhancement of quality of life for individuals and families;
3. concern for issues of social justice and sensitivity to cultural diversity; and
4. capacity for self-awareness and self-evaluation.

The Program of Social Work encourages applications from students from diverse backgrounds including race, color, ethnicity, national origin, immigration status, culture, political ideology, gender, gender identity and expression, sex, sexual orientation, social class, family type, religion, age, and physical and mental abilities. Students are advised to apply by their sophomore year. Applicants will receive notice regarding the decision within 14 calendar days of the interview. Students may be accepted provisionally and will develop, with the help of a faculty member, an action plan for improvement in one or more of the above criteria to be worked on during the following semester.

Admission of Transfer Students and Credits

Transfer students applying for admission to Plymouth State University and students applying for transfer credit for individual courses taken at other institutions follow a two-step assessment process:

First, decisions regarding admission are made by the University's Admissions Office. Decisions regarding continuance in the major are made by the Social Work Program and would follow the same policy and procedures as stated within.

Second, the Registrar's Office determines both acceptance of transfer credits and whether transfer credits are equivalent to General Education and elective courses. Please refer to the [University policy regarding transfer of these credits](#), found in the Academic Catalog.

Students may use transfer credits to apply to the Social Work Program at Plymouth State University.

1. Several non-social work courses are required for the liberal arts foundation for the major. Courses that are accepted for transfer credit as General Education or elective courses will generally be granted credit for the Social Work Program. However, the initial decisions made by the Admissions Office regarding these courses are sometimes reviewed on an individual basis by the Social Work Program Director. In some cases, additional information (such as course description, syllabi, texts, etc.) may be required by the Director to further assess the course and grant equivalency credit.
2. All social work courses with a grade of C or better from social work programs accredited by the Council on Social Work Education or in Candidacy Status will be applied to the major. In order to receive transfer credit for a social work course taken at a non-accredited social work program, the course must a) be completed with a grade of C or better; and b) be reviewed and approved by the Social Work Program. Decisions regarding transfer credit for these courses are made by the Program Director after reviewing course descriptions, texts used for the courses, syllabi, course requirements, instructors, and/or other related information.
3. Transfer credit is not granted for either the Practicum or the Social Work Seminar. Academic credit for life experience and previous work experience shall not be granted in lieu of any course required for the major. For more information, please see the Social Work Program's policy on Continuation and Graduation Requirements.

Decisions regarding transfer credit for courses that meet the requirements of the social work major are made by the Social Work Program Director. Appeals can be issued to the Office of the Registrar.

Continuation and Graduation Requirements

Once admitted, students must meet the following continuation requirements in order to gain admission to Social Work Practicum ([SW 4430](#)), the concurrent Social Work Integrative Seminar ([SW 4550](#)), and to graduate with a BS in Social Work:

1. a grade of C or better in the required Social Work Foundation Courses:

Course List

Course	Title	Credits
SW 2200	Introduction to Social Work	4

Course List

Course	Title	Credits
SW 2300	Case Management and Advocacy	3
SW 2400	Professional Writing for Social Work	1
SW 3450	Social Welfare Policy and Services	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 3610	Theory and Practice of Social Work Intervention I	4
SW 3660	Human Behavior and the Social Environment	4
SW 4020	Social Work Research Methods (TECO)	3
SW 4550	Social Work Integrative Seminar (WRCO)	3

2. a minimum major grade point average of 2.5 (all courses required for the major)

Students who wish to be readmitted into the major need to follow the most current Catalog. Transfer credit is not granted for either the Practicum or the Social Work Seminar. Academic credit for life experience and previous work experience shall not be granted in lieu of any course required for the major.

These academic standards should be monitored by the student and his/her faculty advisor throughout the student's Social Work education. To be admitted to the Practicum and the Seminar (Social Work Integrative Seminar ([SW 4550](#)), students must have completed all of the course requirements of the major, achieved an overall grade point average of 2.0 and a major grade point average of 2.5, and earned a grade of C or better in the other 8 Social Work Foundation Courses (as listed above). Permission to enter the practicum will be granted in writing by the Program Director or the Field Education Director. To graduate, students must earn a grade of C or better in Social Work Integrative Seminar ([SW 4550](#)) and a passing grade in Practicum.

In addition to academic requirements, students are required to demonstrate professional and ethical behavior. Student behavior that is contrary to the ethics of the profession will be reviewed by the program to determine the student's appropriateness for continuance in the major. Behaviors that would warrant such a review are based on the Code of Ethics of the National Association of Social Workers (NASW). Examples of unprofessional or unethical behavior include impropriety in personal conduct (such as dishonesty or criminal behavior); exploitive relationships (such as sexual relationships or other behaviors pursued for personal advantage), e.g., with practicum clients; and any form of illegal discrimination or discrimination contrary to Plymouth State University policy (see the NASW Code of Ethics). Decisions regarding continuance in the major will be made by the Social Work Program Director and the social work faculty. Applicants will receive notice regarding the decision within fourteen (14) calendar days. Students may appeal the denial for continuance in the major by following the procedures for an appeal. Students denied continuance in the major will be informed in writing of the decision, the reason(s) for the decision, and the option to appeal.

Students have a right to appeal the social work program's decision for denial for admission for continuance in the social work major by writing to the Program Director. The Program Director, in consultation with the student's advisor and the faculty, will review all appeals. The decision to admit the student to practicum or to retain the student in the major will be made within fourteen (14) calendar days of written notification of the appeal. The program's decisions may be appealed to the Registrar's office.

Grading Policy

In the Social Work Program, students will be graded using the outlined grading rubric:

A (≥ 94 , 4.00), A- (90-93, 3.67):

Student demonstrates mastery of concepts covered in assigned readings/lectures through correct and creative application in assignments, reading responses, and class discussion; thorough knowledge of assigned readings; includes more than the minimum requirements in all assignments; creative/innovation approach to course materials; incorporation of additional/outside sources; demonstrated ability to synthesize materials to make novel arguments; no grammatical, spelling, or citation errors; active participation in all course components.

B+ (87-89, 3.33), B (83-86, 3.00), B- (80-82, 2.67):

Student displays competent understanding of concepts covered in assigned readings/lectures through written assignments, reading responses, and class discussion; thorough knowledge of most assigned readings; includes minimum requirements for assignments; supports analysis and interpretations using evidence and specific examples; minimal grammatical, spelling, or citation errors; active participation in most course components.

C+ (77-79, 2.33), C (73-76, 2.00), C- (70-72, 1.67):

Student displays adequate understanding of concepts covered in assigned readings/lectures through written assignments, reading responses, and class discussion; basic knowledge of most assigned readings; includes minimum requirements for assignments; assignments provide little analysis or interpretation and may be limited to summary; follows basic rules of grammar, spelling, and style with some errors in each area; citation errors; limited participation.

D+ (67-69, 1.33), D (63-66, 1.00), D- (60-62, 0.67):

Student displays rudimentary understanding of concepts covered in assigned readings/lectures through written assignments, reading responses, and class discussion; rudimentary knowledge of most assigned readings; includes minimum or below minimum requirements for assignments; assignments provide limited analysis or interpretation and may be primarily summary; follows basic rules of grammar, spelling, and style with many errors in each area; citation errors; limited to no participation in some course components.

F (≤ 59 , 0.00):

Student displays significant inaccuracies in understanding or application of concepts covered in assigned readings/lectures through written assignments, reading responses, and class discussion; limited knowledge of most assigned readings; assignments do not meet minimum requirements (e.g., number of sources); assignments demonstrate superficial understanding, limited integration

of materials, and few efforts directed towards analysis or interpretation (e.g., summary only); significant errors in grammar, spelling, and style; limited to no participation in most course components.

Safety in the Field

In the practice of social work, as in many other human services, there is a degree of risk that stems from interaction and involvement with individuals and families as clients. Examples of risk include clients who may become angry or physically aggressive. While we do not anticipate that you will encounter problems or sustain any injuries while engaged in field activities during your learning at PSU, all risks cannot be prevented. In the case that a student is harmed, students should fill out an incident report in collaboration with their Field Instructor. This form is included in Appendix C of the Field Education Manual. Students should be aware of the possibility of risk and engage in behavior that promotes safety and minimizes risk. Students will have access to helpful resources about workplace safety and opportunities for learning in their social work classes, including in Senior Seminar and Social Work Practicum. For more information about the roles and responsibilities of the student, the agency, and the Social Work program during Social Work Practicum, please refer to the Issues of Risk Information and Acknowledgement Statement form located in Appendix C of the Field Education Manual.

Student Grievance Policy*

All members of the Social Work Program are encouraged to make efforts to resolve conflicts informally before pursuing grievance or complaint procedures. Students are encouraged to talk with faculty or staff members or to write letters to seek resolution of their concerns. In some cases, the Social Work program acknowledges that such action may be intimidating and/or ineffective when a student believes that a University faculty or staff member has not acted according to policies outlined in this publication or any other official publication of Plymouth State University. In those cases, any PSU Social Work student may pursue the complaint procedures described in the PSU Student Handbook or Field Education Manual to resolve concerns involving faculty or staff. However, a student is never required to confront a faculty or staff member believed to be discriminating or harassing and is encouraged to report the matter to the Title IX Coordinator in accordance with the [PSU Title IX Policy statement](#) and the [PSU Equal Opportunity, Harassment, and Non-discrimination Policy](#).

*Adapted from the University of New Hampshire.

Appendix C: Practicum Planning and Evaluation Instruments

FIELD PRACTICUM: ISSUES OF RISK INFORMATION AND ACKNOWLEDGEMENT STATEMENT

PLYMOUTH STATE UNIVERSITY SOCIAL WORK PROGRAM

In the practice of social work, as in many other human services, there is a degree of risk that stems from interaction and involvement with individuals and families as clients. Examples of risk include clients who may become angry or physically aggressive. While we do not anticipate that you will encounter problems or sustain any injuries, all risks cannot be prevented. We want you to be aware of the possibility of risk and engage in behavior that promotes safety and minimizes risk.

Role of the agency

Your field instructor (or her/his designee or other personnel) will be asked to orient you to the safety and risk management policies and procedures of the agency. This should occur early in the practicum, preferably at the onset of your placement. Your field instructor will make every effort to avoid assigning tasks or activities that could make you uncomfortable or create the potential for risk. On the other hand, the agency has the right to take corrective action if a student's behavior endangers a client. This occurrence would be reported to the faculty field liaison who would work with the Coordinator of Field Education to resolve the concern.

Role of the student

It is your responsibility to understand and follow the agency's safety procedures and guidelines to minimize risks and enhance your safety during the practicum. It is your responsibility to report any incidents in which you feel physically threatened or unsafe to your field instructor, or to your faculty field liaison. If an emergency should occur, you should try to react calmly and effectively. The ability to do this is enhanced by establishing and maintaining positive working relationships with your clients, the agency staff, and your faculty field liaison.

If you have a physical, mental, or sensory condition that could affect your ability to participate fully in a field practicum experience, or to perform the essential duties and responsibilities associated with a field practicum, you should address these concerns, particularly if they might increase your potential for risk. The university's Academic Support Services (PASS) Office (535-2270) and/or the Counseling Center (535-2461) may be of assistance. You should also discuss these concerns with your field instructor and the Coordinator of Field Education so that reasonable accommodations or modifications can be made, if necessary.

Role of the Social Work Program:

As outlined in the Field Education Agreement, the program has asked both the agency and student to acknowledge that there are potentials for risk by "holding harmless" the university and the provider (agency):

Plymouth State University agrees to indemnify and hold harmless the provider from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage rises out of the negligent acts or omissions of

the University's students, faculty, staff or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

The agency agrees to indemnify and hold harmless Plymouth State University, its Trustees, officers, employees, students and agents from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage arises out of the negligent acts or omissions of the provider staff, the agency staff, employees or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

Please remember that you remain a student during your practicum; you are *not* an employee of the agency. Thus, if an injury were to occur, or if you were to become sick during the practicum, you would not be eligible for workers' compensation insurance or benefits. Also, as outlined in the Field Education Agreement, your field agency may require that you have health and/or automobile insurance to participate in the practicum. The Social Work program also requires that you purchase (for a nominal fee) the (group) professional liability insurance coverage made available through the University System of New Hampshire.

Please indicate that you have read this statement and are aware of the role and responsibility of the parties involved, as described herein.

Name of Student (print): _____

Student Signature: _____ Date: _____

Name of Practicum Instructor: _____

Name of Practicum Site: _____

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK PROGRAM**

Field Education Agency Screening Form

Date: _____

Name of Agency: _____

Address: _____

Email/Website: _____

Phone/Fax: _____ Agency Director: _____

Has the agency had PSU social work students before? Yes _____ No _____

Has the agency had social work students from another
college or university before? Yes _____ No _____

Function/Structure Auspices of Agency: _____

Field Instructor: _____

Has this person ever supervised students before? Yes _____ No _____

From where? _____

What is his/her background in supervision? _____

Professional training of supervisor? _____
(B.S.W., M.S.W., M.Ed., In-Service, etc.)

Number of years experience post highest degree earned _____

Is this person given release time for supervision? Yes _____ No _____

Is this person willing to commit to at least one hour of formal supervision per week?
Yes _____ No _____

Field Education Agency Screening Form (continued)

Number of student placements being considered? _____

For each student, please list the specific activities and assignments in placements: _____

Is agency agreeable to the student working 32-34 hours per week (4 – 4 ½ days)? Yes___ No___

Is an agency stipend available? Yes___ No___

What physical facilities are available to students (own desk, room, chair, etc.)? _____

Does student need a car? Yes___ No___

Reimbursement for travel? Yes___ No___

Is agency on a bus line? Yes___ No___

Can your agency offer a paid placement? Yes___ No___

Typical daily hours? _____

What is agency policy regarding student vacation time? _____

In what way is permission granted to do research in the agency (human studies committee, permission of supervisor, permission of agency, etc.)? _____

Any special consideration/requests/demands made by the agency (include information the agency wishes the school to elicit from students before matching, e.g. commitment to agency philosophy)?

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK PROGRAM**

Field Education Agreement

This agreement is made by and between the Social Work Program of Plymouth State University (Plymouth State University), _____ of _____, New Hampshire, the agency serving as a facility for the student practicum (The Agency), and _____, the PSU student enrolled in the practicum. Plymouth State University currently offers a Bachelor of Science in Social Work. Social Work majors are required to complete a block placement (one semester/450 hours) at a social service agency. This agreement outlines the mutual responsibilities of the Social Work Program at Plymouth State University, the Agency, and the student. This agreement shall commence on _____ and terminate on _____. It is important to assure the completion of 450 hours of work by the student. In unique instances where a student must work past June 1, this agreement shall extend until September 1 of the year it is dated, unless terminated sooner. Either party may terminate this agreement with thirty (3) days written notice to the other party provided; however, any such termination or notification shall not prevent a student who is in the program from completing the major.

Responsibilities of the Plymouth State University Social Work Program

- 1) Provision of a faculty liaison;
- 2) Consultation with the agency prior to placement of any student in order to review the objectives and responsibilities involved in the practicum (detailed in Field Education Manual);
- 3) Monitoring the field learning experiences of the student (telephone discussions and agency visits, as needed);
- 4) Withdrawal of a student from the agency placement when circumstances indicate that the student or agency is unable to meet the conditions of the practicum; this will be done only after consultation with the student and field supervisor;
- 5) Arrangement for library privileges for field supervisors, if desired;
- 6) Adherence to the NASW Code of Ethics. (Please refer to *Additional Reference Material, Item A* on page 2);
- 7) Provisions, through the University System of New Hampshire, for professional liability insurance coverage for each student to the limits of \$1,000,000 per occurrence and \$3,000,000 aggregate;
- 8) Non-discrimination in selection and/or placement of students and/or field supervisors. In accordance with federal and state laws and/or University policy, Plymouth State University does not discriminate on the basis of race, color, religion, national origin, sex, age, veteran's status, handicap or sexual preference.
- 9) Plymouth State University agrees to indemnify and hold harmless the agency from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage rises out of the negligent acts or omissions of the University's students, faculty, staff or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with

respect to any settlement of a claim or suit entered into without the other party's written consent.

Responsibilities of the Agency

- 1) Designation of one primary field supervisor for the student to be supervised and to coordinate the learning experience and be responsible for the final evaluation report and grade;
- 2) Provision of adequate release time for the field supervisor to offer supervision (individual conference) for at least **one hour** per week and for group conferences as needed;
- 3) Provision of office supplies, telephone facilities, and office arrangements and space to enable the student to function effectively;
- 4) Provision of orientation to the agency, case and group assignments, and field learning experiences;
- 5) Provision of worker safety training including policies, procedures, and protocol to the student immediately when they begin the practicum;
- 6) Requirement of student recordings and summaries (in compliance with agency record keeping policies);
- 7) Reimbursement for students' travel expenses, whenever possible, incurred in fulfilling duties at the agency;
- 8) Immediate communication with Plymouth State University faculty liaison and/or Coordinator of Field Education regarding any concerns with the practicum;
- 9) Submission of contracts, reports, evaluations in proper form and content
- 10) Final decision regarding the number of students it can accommodate for the practicum;
- 11) Participation in orientation and training opportunities for field supervision offered by the Social Work Program;
- 12) Adherence to the NASW Code of Ethics (please refer to *Additional Reference Material, Item A* on page 2);
- 13) Non-discrimination in selection and/or placement of students and/or field supervisors.
- 14) The agency agrees to indemnify and hold harmless Plymouth State University, its Trustees, officers, employees, students and agents from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage arises out of the negligent acts or omissions of the agency staff, employees or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.
- 15) The agency will make every reasonable effort to assure that no conflict of interest exists by screening students out of work with persons who are or are related to PSU faculty, staff and students.

Responsibilities of the Student

- 1) Following the agency calendar unless other arrangements are planned in advance with the field supervisor and faculty liaison. Changes in the beginning and ending dates made only with the consensus of the agency and school. Spring vacation week taken only with agreement of the agency supervisor;
- 2) Completion of all recording, documentation and reports required for Plymouth State University and the field supervisor;
- 3) Preparation for and participation in regular supervisory conferences with field supervisor;

- 4) Professional and ethical conduct, maintenance of confidentiality and adherence to NASW Code of Ethics (please refer to *Additional Reference Material, Item A* on page 2);
- 5) Insurance:
 - a. Maintenance of health insurance coverage applicable to participation in the practicum is strongly recommended;
 - b. If use of an automobile is required to complete client-related duties for the practicum (including transportation of clients), automobile insurance is required;
- 6) Physical examination, submission of health/immunization records, criminal background check, etc., if required by the agency;
- 7) Financial compensation during the placement is not provided unless otherwise arranged with the agency and Plymouth State University Social Work Program;
- 8) Travel to and from the practicum.
- 9) Students are required to make up time missed due to illness or unavoidable absence in excess of two days. These arrangements are made between the student, field supervisor and the Plymouth State University Coordinator of Field Education.
- 10) Students will inform their supervisor immediately if work is assigned which involves persons who are or are related to PSU faculty, staff and students in order to be removed from such work. The Social Work Program at Plymouth State University considers field education to be an integral, vital part of the social work curriculum and recognizes the contributions of the agencies and field supervisors. In entering into this significant affiliation, the parties agree to the responsibilities and functions outlined above.

PSU Program Director, Social Work

Date

PSU Coordinator of Field Education

Date

Agency Representative

Date

Student

Date

Supervisor Name: _____

Supervisor's E-mail _____ Phone # _____

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK PROGRAM**

Guidelines for Student Learning Contracts

Read this page along with the short answer questions to guide the development of your contract. When you have thought about these items, please proceed to write your Student Learning Contract, which will be due prior to beginning your practicum.

The general objectives for the field experience may be the development of either knowledge or skills. In order to take into account the unique learning needs of each student and the unique experiences offered by each placement, we ask that students and field supervisors develop written learning contracts prior to the beginning of the placement. The purpose of the learning contract is to provide a working agreement between the student and field instructor. The evaluation form will be used to evaluate the student's learning and performance during the semester.

In preparing your contract, please keep the following things in mind:

1. All activities and tasks should be realistic. That is, they should include only those things that are possible to accomplish during a semester, not everything you might wish you could accomplish.
2. The contract should be a collaborative effort between the student and field instructor, but students should assume responsibility for actually writing the final document.
3. The contract should be completed prior to the beginning of the placement, developed by both student and field instructor, and emailed to Coordinator of Field Education for editing and/or approval. Contracts can be amended at any time, but mid-semester is suggested as a good time for a careful review and making any amendments necessary.

Use the following to guide your development of the Student Learning Contract:

(To be prepared by student, with assistance from the Field Instructor as necessary)

Objectives (Goals which may be the development of knowledge, skills, values, cognitive & affective process)

Be as specific as you can and use your own words.

1. During my placement, I want to learn the following things about the agency, the services it offers, and the client system it serves:

2. I want to gain the following **knowledge** about working with clients served by the agency:

3. I want to learn the following **values** regarding my work with clients (including learning about human diversity):

4. I want to learn the following **skills** for working with and on behalf of client systems:

Use the following to guide the Field Instructor in developing Student Learning Contract:
(To be prepared by the Field Supervisor)

Tasks (Activities)

1. The following is a list of activities in my agency in which the student can be involved:

Immediately:

Later in the semester:

2. The following are some things I think the student should learn in the areas of self-understanding and professional accountability:

3. The following are some operating procedures I think we need to work out:

NOTE: Actual contracts must be completed electronically and submitted to the Coordinator of Field Education.



Field Education Learning Contract

Student Name: _____ **Date:** _____

PSU Field Liaison: _____

Agency Information

Agency Name:	
Agency Mail Address:	
City, State, Zip:	
Agency Telephone:	
Agency Fax Number:	
Primary Supervisor:	
Title/Credentials:	
Email:	
Secondary Supervisor:	
Title/Credentials:	
Email:	
Student's Placement Days and Hours:	
Beginning Date:	
Ending Date:	
Primary Supervision Day and Time:	
Backup/Emergency Supervision:	<i>When Primary Field Supervisor is absent, emergency consultation and supervision will be provided by:</i>

Agency Orientation

Professional Dress and Boundaries	Date Completed:
Confidentiality	Date Completed:
Safety	Date Completed:
Agency Policy & Procedure for Absences	Date Completed:
Other:	Date Completed:

Primary Assignments

1	
2	
3	
4	
5	
6	

Learning Competencies and Objectives

Use the following competency tables to identify specific tasks, activities, or action steps that you will take this semester to address and build the competency as described.

1. Intern demonstrates ethical and professional behavior

Practice Behaviors	Tasks/Activities	Target Date
Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context.		
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Demonstrates professional demeanor in behavior, appearance, oral, written and electronic communication.		

Uses technology ethically and appropriately to facilitate practice outcomes.		
Uses supervision and consultation to guide professional judgement and behavior.		
Attends well to professional roles and boundaries.		

2. Intern engages diversity and difference in practice.

Practice Behaviors	Tasks/Activities	Target Date
Treats diverse clients with dignity and respect.		
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.		
Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.		
Presents self as learner and engages clients and constituents as experts in their own experience.		
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

3. Intern advances human rights and social, economic and environmental justice.

Practice Behaviors	Tasks/Activities	Target Date
Recognizes that each person has basic human rights, (i.e. safety, privacy, an adequate standard of living, health care, education).		
Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.		
Engages in practices that advance social, economic and environmental justice.		

4. Intern engages in research-informed practice and practice informed research.

Practice Behaviors	Tasks/Activities	Target Date
Uses practice experience and theory to inform scientific inquiry and research.		
Engages in critical analysis of qualitative and quantitative research methods and findings.		
Uses and translates research findings to inform and improve practice, policy, and service delivery.		

5. Intern engages in policy practice.

Practice Behaviors	Tasks/Activities	Target Date
Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting.		
Assesses how social welfare and economic policies impact the access to and delivery of social services.		
Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.		

6. Intern engages with individuals, families, groups, organizations and communities.

Practice Behaviors	Tasks/Activities	Target Date
Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	Individuals: Families: Groups: Organizations: Communities:	
Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.		
Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.		

7. Intern assesses individuals, families, groups, organizations and communities.

Practice Behaviors	Tasks/Activities	Target Date
Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	Individuals: Families: Groups: Organizations: Communities:	
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
Develops mutually agreed-on focus of work and desired outcomes.		
Critically assesses clients' strengths, needs and challenges.		
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.		

8. Intern intervenes with individuals, families, groups, organizations and communities.

Practice Behaviors	Tasks/Activities	Target Date
Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	Individuals: Families: Groups: Organizations: Communities:	
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Negotiates, mediates, and advocates with and on behalf of clients and constituencies.		
Facilitates effective transitions and endings that advance mutually agreed-upon goals.		

9. Intern evaluates practice with individuals, families, groups, organizations and communities.

Practice Behaviors	Tasks/Activities	Target Date
Selects and uses appropriate methods for evaluation of outcomes.	Individuals: Families: Groups: Organizations: Communities:	
Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.		
Applies evaluation findings to improve practice effectiveness at the micro and macro levels.		

Signatures

Student:		Date:
Primary Supervisor:		Date:
Secondary Supervisor (if needed):		Date:
Coord. of Field Education:		Date:

Student Field Education Evaluation

Below is a copy of the Evaluation Form to be used mid- semester and for the Final Evaluation. This evaluation will actually be completed on Task Stream, an on-line platform. Instructions for entry into and the use of Task Stream will be given to Supervisors and Secondary Supervisors in January. While the form below cannot be submitted as an actual evaluation it is a useful in supervision, when discussing progress with the student and when thinking about entering the data into Task Stream.

When using Task Stream for the evaluation, a student is unable to enter any data. The student Affirmation Page is included here in order for the student to agree or disagree with the evaluation. This page needs to be signed and submitted to the Coordinator of Field Education.



Social Work Program

*STUDENT FIELD EDUCATION EVALUATION

(*Adapted from the Univ. of Wisconsin Whitewater and BU Departments of Social Work Field Program Student Field Evaluation)

Name of Student: _____

Date: _____

Student ID#: _____

Evaluation Period: ☐ Midterm ☐ Final

Faculty Field Liaison: _____

Hours Completed to Date: _____/450

Agency Name: _____

Field Instructor Name: _____

Agency Address: _____

Field Instructor E-mail: _____

Background: The Council on Social Work Education (CSWE), the accrediting body on social work education, requires bachelor's level social work (BSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The social work field placement is an area in which the student is expected to demonstrate competency of the behaviors. To ensure the student develops the requisite behaviors, field supervisors are asked to evaluate the student at the mid-point and final week of field.

Directions: The following categories are based on a multidimensional framework for assessing the student's competence which takes into account the following dimensions of performance: consistency; quality; level of independence; time needed to accomplish tasks; steady progress; integration of knowledge, value and skills; ability to transfer learning from one activity to another. Each of the specific items should be evaluated using the competency rating scale, as well as determining an overall competency rating. For each competency, please provide one or two examples of the evidence utilized to arrive at the rating. This is especially important for items which receive a rating other than "Competence". For items where the student receives a rating of PC, EC or NA, please include a plan to facilitate development of competence.

Rating	Categories	Definition of Categories
1	UNACCEPTABLE	UNACCEPTABLE- Does not or rarely demonstrates and integrates values, knowledge and skills; needs constant supervision; quality of work uneven; tasks not completed in reasonable time; knowledge/skills not transferred from one assignment to another; progress uncertain.
2	BEGINNING	BEGINNING- Beginning to demonstrate values, knowledge and skills; integrates and applies learning from one activity to another inconsistently or inappropriately some of the time; requires regular supervision; progress is evident; learning is becoming more efficient; quality of work uneven but moving in a positive direction.
3	SATISFACTORY	SATISFACTORY- Usually demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately; appropriately applies learning from one activity to another; uses time well to accomplish tasks and assignments.
4	ADVANCED	ADVANCED- Consistently demonstrates, integrates and applies values, knowledge and skills in all activities independently and effectively. Uses consultation appropriately; performs activities in a timely and efficient manner.
5	MASTERY	MASTERY- Demonstrates comprehensive knowledge or skill
N.O.	Not Observed	Did not observe the behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

Competency 1: Demonstrate Ethical and Professional Behavior

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
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	1. Employ ethical decision making when working with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Adhere to agency policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Consider state or federal laws when working with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	4. Show personal reflection through areas such as supervision meetings or daily logs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Correct practice mistakes once they are recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	6. Demonstrate professional social work behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Dress appropriately for the professional social work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Act professionally when verbally communicating with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Act professionally when verbally communicating with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. Demonstrate professionalism when using non-verbal communication with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Demonstrate professionalism when using non-verbal communication with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use technology ethically and appropriately to facilitate practice outcomes	12. Demonstrate basic competency in word processing programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Use technology effectively to facilitate positive practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Demonstrate professionalism when using technology, such as cell phone, email, or social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Abide by specific agency policies regarding use of all technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use supervision and consultation to guide professional judgment and behavior	16. Use supervision appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Consult with supervisor regarding clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Mean Score in Competency

Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items.
(Remember: N.O. is not a scored item)

Competency 1: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

Competency 2: Engage Diversity and Difference in Practice

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1. Practice ethnic sensitive social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	2. Treat clients with dignity and fairness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Initiate learning about client's culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Actively engage clients in the problem solving process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	5. Exhibit respectful non-biased behaviors towards diverse client populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Recognize personal biases when serving diverse clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items-those that received 1, 2, 3 or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 2: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. Demonstrate a commitment to addressing social injustices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Demonstrate a commitment to economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engage in practices that advance social, economic, and environmental justice	3. Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Show an understanding of client characteristics as factors that limit access to resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 3: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Use practice experience and theory to inform scientific inquiry and research	1. Share information with colleagues regarding the effectiveness of services used with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Develop practice questions that might be addressed by research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	3. Evaluate quantitative and qualitative research studies to guide professional work with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use and translate research evidence to inform and improve practice, policy, and service delivery	4. Use professional social work literature to identify appropriate support services or interventions for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Continuously evaluate client outcomes to inform ongoing practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Draw upon the knowledge of colleagues to identify appropriate support services for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 4: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

Competency 5: Engage in Policy Practice

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1. Identify agency policies that affect client outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Recognize local, state, or federal policies that impact client outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assess how social welfare and economic policies impact the delivery of and access to social services	3. Assess the extent to which social or agency policies affect the delivery of services to clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	4. Advocate for strategies to address social or economic barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Promote activities that center on social justice or equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 5: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1. Identify the impact of systems on clients' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Understand how the environment affects clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Use the person-in-environment perspective to develop client plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	4. Show empathy when engaging with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Demonstrate effective interpersonal skills with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Use reflection as a tool to engage clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Positively interact with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 6: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1. Adhere to agency policy regarding data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Use agency data appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	3. Use theory to interpret client assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	4. Collaborate with clients to develop mutually agreed upon goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Work with clients to identify mutually agreed upon interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	6. Recommend appropriate interventions for individual clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 7: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1. Discuss prevention strategies to assist clients with avoiding future problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	2. Utilize theory to recommend appropriate interventions to clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	3. Work closely with other professionals (employed internally or externally) to achieve client goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	4. Use negotiation skills effectively with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Effectively use mediation skills with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Use advocacy skills effectively to enhance client outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitate effective transitions and endings that advance mutually agreed-on goals	7. Effectively use transition skills to move clients from intake to termination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Terminate client relationships effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 8: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

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

Behavior Specified by CSWE	Assessed Indicators	1 UNACCEPTABLE	2 BEGINNING	3 SATISFACTORY	4 ADVANCED	5 MASTERY	N/A
Select and use appropriate methods for evaluation of outcomes	1. Identify appropriate methods for evaluating client or program outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Use appropriate methods to evaluate client or program outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	3. Relate outcome to appropriate theoretical frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	4. Analyze the effectiveness of interventions prior to making recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Monitor clients' progress to ensure recommended interventions are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	6. Discuss outcomes with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Share findings from practice or program evaluations with agency stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mean Score in Competency Add scored items – those that received 1, 2, 3, or 4, and divide by total number of scored items. (Remember: N.O. is not a scored item)							

Competency 9: Overall Rating

What evidence did you use to support your rating of the student's level of competence? Please give one or two examples.

What plans do you and the student have to further the student's competence in this area?

Overall Evaluation

Evaluation Period: Midterm ☐ Final ☐

Mean Competency Scores*	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy 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
* Copy the mean competency scores from the previous pages.		
	OVERALL MEAN SCORE**	** To compute <i>Overall Mean Score</i> , add mean scores from 9 competency areas and divide by 9.

Field Instructor's Comments

Please include comments addressing the student's strengths, challenges, use of supervision and goals for the future.

Agency Field Instructor Name: _____ Date: _____

Field Instructor's Signature: _____

Please include comments addressing the student's strengths, challenges, use of supervision and goals for the future.

--

Secondary Supervisor's Signature: _____

~ This section to be completed by the student ~

I do not agree with evaluation* ☐

Please include comments addressing your strengths, challenges, use of supervision and goals for future learning.

--

Signature of Student: _____

64

~ This section to be completed by the Faculty Field Liaison ~

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

--

Signature of Faculty Field Liaison: _____

PLYMOUTH STATE UNIVERSITY
Social Work Program
MONTHLY FIELD EXPERIENCE REPORT

Student:

Agency:

Period Covered: _____ to _____

Total hours carried from last report:

Week Ending	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Week Total	Total to Date ¹	Day & Time of weekly Supervision ²

Total hours to carry to next report:

Please note any major changes in learning objectives and/or assignments:

Please provide a list of your major activities and what Learning Contract Competencies they relate to during the past month and the approximate number of hours devoted to each.
 (Activities listed should be based on your Student Learning Contract.)

<u>Activities</u>	<u>Competency #</u>	<u>Approx. # of hours</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Field Evaluation Affirmation Form

My field instructor has discussed this evaluation with me, and I have received a copy. Please check level of agreement.

I agree with the evaluation _____

I do not agree with evaluation* _____

Student's Comments

Please include comments addressing your strengths, challenges, use of supervision and goals for future learning.

Student

Name: _____

Date: _____

Signature of Student: _____

*If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the agency Field Instructor, the Faculty Field Liaison, and Coordinator of Field Education. The disagreement should be specific and should also relate to items included in this evaluation.

NOTE: Use the document posted on the Social Work Seminar Canvas page.

PLYMOUTH STATE UNIVERSITY
Social Work Program

Student Evaluation of the Field Practicum*

Student: _____

Agency/Program: _____

Field Instructor: _____

Secondary BSW/MSW Supervisor, if assigned: _____

Faculty Field Liaison: _____

All social work students are asked to evaluate their Field Practicum Experience, including the agencies' ability to provide a quality learning experience for students and the Field Instructor's ability to supervise. Please return this evaluation to the Coordinator of Field Education.

Field Practicum Setting

1. The agency was open and welcoming to me as a student.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

2. I had the opportunity to develop generalist practice skills with systems of various sizes.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

I had experience with (please check all that apply):

Individuals Families Groups Communities Organizations Public Policy

3. The experience I had at the agency provided me with experiences with diverse client populations.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

I had experience with (please check):

People of varying ethnicities, culture and race

People with socioeconomic hardships

Gay men and lesbians

People with Disabilities

Other oppressed or disadvantaged populations (list):

4. I had adequate space to complete my Field Practicum work.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Check if you had a(n):

office phone desk computer access

5. Overall, the agency demonstrated a commitment to student learning and provided the necessary support and instruction.

Strongly disagree Disagree Agree somewhat Agree Strongly Agree

6. Overall, I would recommend this agency as a Field Practicum site.

Strongly disagree Disagree Agree somewhat Agree Strongly Agree

Summary Comments about the Field Practicum Site (You may attach additional sheets if you need additional space.):

Field Practicum Instructor

7. I received an orientation to the agency that was helpful to my overall understanding of the agency mission and services provided.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

8. I received information about the agency's policies and procedures regarding personal safety and risk management with clients.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

9. I met regularly for 1 hour per week for supervision with my Field Instructor.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

10. Did you have a secondary BSW/MSW Field Instructor? **Yes No**

If no, proceed to next question.

If yes: I met regularly (at least 4-5 times during the semester) with my secondary supervisor:

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

11. I had the opportunity to discuss social work values and ethics during the course of my field experience during supervision.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

12. I had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and the role of advocacy.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

13. The Field Instructor facilitated my opportunity to develop critical thinking skills in the assessing, selecting and evaluating interventions.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

14. The Field Instructor had sound knowledge about his/her areas of social work practice.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

15. The Field Instructor was clear and well organized in his/her assigning of my responsibilities and supervision.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

16. The Field Instructor was readily available and accessible.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

17. The Field Instructor was an effective teacher.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

18. The Field Instructor clearly communicated his/her expectations and regularly gave constructive feedback.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

19. Overall, I would recommend this Field Instructor.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Summary comments regarding Field Instructor (You may attach additional sheets if you need additional space.):

PLYMOUTH STATE UNIVERSITY
Social Work Program

Supervisor's Evaluation of the PSU Field Practicum Experience

Name:

Agency/Program:

Student:

Secondary BSW/MSW Supervisor, if assigned:

Faculty Field Liaison:

All supervisors of social work students are asked to evaluate the Field Practicum Experience. Please return this evaluation to the Coordinator of Field Education.

1. PSU was open and welcoming to me as a supervisor.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

2. PSU was clear in their expectations of me as a supervisor, and expectations of the agency.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

3. PSU provided me with all the materials I needed for supervision and evaluation.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

4. The Field Liaison was there for support and information when needed.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

5. The secondary supervisor (if applicable) provided important support for the student.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

6. The student was prepared for the Field Placement.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

7. Please list any skills that you feel need to be stronger when a student begins the Field Placement.

8.The Evaluation Form was an effective way to measure the student’s growth in relationship to the CSWE competencies.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

9.The two trainings were helpful and relevant to my role as supervisor.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

10.Please list any topics you would like to see in future trainings.

11. Please let us know any other ways that we can support you in your role as supervisor.

Thank you for taking the time to complete this survey.

PLYMOUTH STATE UNIVERSITY
Social Work Program

Incident Report

(adapted from Seattle University Social Work Program: Field Manual)

The Student and Field Instructor will complete the incident report as soon as reasonably possible following an event that causes harm to the student. The form must be submitted to the student's Field Faculty Liaison and Coordinator of Field Education for review and any follow-up action, as appropriate or required.

Name of Student: _____ ID #: _____

Date of Incident: _____ Time of Incident: _____

Field Instructor's Name: _____

Agency Staff involved or present: _____

Other Agency Staff having knowledge of circumstances: _____

Place of incident's occurrence: _____

To be completed by Student:

Student's description of the incident: (Please be as detailed as possible.)

Was medical care sought? If so, where and describe injury. Have you been released by the attending physician?

Were you able to debrief the incident with your Field Instructor and Field Faculty Liaison?

To be completed by Field Instructor:

What recommendations, if any, do you have to enhance student safety?

To be completed by Field Liaison and/or Coordinator of Field Education:

Summary of follow-up examination of the incident with any recommendations for safety education, training or change in policy:

Student signature

date

Field Instructor signature

date

Field Faculty Liaison signature

date

Coordinator of Field Education signature

date