Department of Social Work
10340 Democracy Lane, Suite 300, Fairfax, VA 22030


The Department of Social Work is accredited by the Council on Social Work Education (CSWE) at the Baccalaureate and Master’s level.
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INTRODUCTION

Welcome to BSW Field Education in the Social Work Program at George Mason University. The Field Education Office contains the faculty and staff who support the BSW and MSW field education programs. There is a designated Director of Field Education for the BSW and MSW programs. The BSW Field Education program oversees both the junior level and senior level field education experiences. This manual will describe the BSW field education program and is designed to provide relevant information on the structure, goals, and objectives of the program. Field education represents a unique partnership between the university, community agencies, and professional social workers who serve as field instructors. The quality of the partnership is directly related to the quality of educational experiences available to social work students. The information shared in this manual will serve to enhance the linkage and partnership between the university, social work program, professional community and community based learning settings.

Mission Statement of the Social Work Program

The mission of the Department of Social Work draws from a tradition of commitment to social and economic justice through excellence and innovation in education that incorporates practice, critical thinking research, communication and technology. Graduates are prepared at the BSW and MSW level to pursue practice, research and leadership in micro, mezzo, and macro settings. The George Mason University Social Work faculty is dedicated to preparing competent generalist social work practitioners and enterprising leaders to meet the needs of diverse clients and populations at risk in local, national and international arenas. Building on its location in the culturally diverse environment of the metropolitan area of the Nation’s Capital, and guided by the history and mission of social work, its values and ethics, knowledge and skills, the Department of Social Work utilizes a variety of pedagogical approaches to provide dynamic social work education programs.

Graduates will be prepared to strengthen their communities, improve human service infrastructure, engage in policy development and practice collaboratively to challenge oppression, discrimination and poverty through advocacy, and social, political and economic reform. The department fosters a professional culture of ethical and competent practice, creating lifelong learners committed to promoting social functioning, community empowerment, and cultural competence.

Mission Statement of the College of HEALTH AND HUMAN SERVICES

The Mission of the College of Health and Human Services (CHHS) is to equip professionals to provide leadership, care, and services related to health promotion, wellness, disease prevention, and quality of life through the promotion of physical, social, and environmental health practices. Graduates practice in a variety of roles in settings that are complex, multicultural, and dynamic. The College is a resource for health promotion to the university, as well as to the citizens of the Commonwealth of Virginia.
George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation’s capital to attract outstanding scholars, faculty and programs. George Mason will:

- Educate the new generation of leaders for the 21st century – men and women capable of shaping a new economy in a global community with vision, justice, and clarity.
- Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting.
- Provide undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions.
- Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities.
- Maintain an international reputation for superior education that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world.

Adopted by Board of Visitors on August 15, 2008

**BSW Program Goals**

1. To prepare students for entry level, generalist social work practice with individuals, families, groups, communities, and organizations.
2. To provide students with a foundation in liberal arts and social work knowledge, values, and skills that will enable them to pursue graduate work and lifelong learning.
3. To provide opportunities for students to develop proficiency in collaborative practice, effective leadership, advocacy, innovation, research, and technology.
4. To expose students to the complexities of human diversity and the range of intervention skills and strategies needed for effective practice.

5. To sensitize students to the dynamics of oppression and discrimination and to involve them in change efforts aimed at achieving social justice.

6. To encourage students to identify with the social work profession, to utilize supervision appropriately, and to appreciate the profession’s history and mission.

7. To promote adherence to the ethical standards of the profession with client systems, agency personnel, and colleagues.

Department of Social Work Core Competencies
The baccalaureate social work program has 9 core competences as identified by the Council on Social Work Education. The competencies are consistent with the Educational Policy, Accreditation Standards.

EP 2.1.1: Demonstrate Ethical and Professional Behavior
- PB 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- PB 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- PB 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- PB 4: Use technology ethically and appropriately to facilitate practice outcomes.
- PB 5: Use supervision and consultation to guide professional judgment and behavior.

EP 2.1.2: Engage Diversity and Difference in Practice
- PB 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- PB 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- PB 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

EP 2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice
- PB 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- PB 10: Engage in practices that advance social, economic, and environmental justice.

EP 2.1.4: Engage In Practice-informed Research and Research-informed Practice
- PB 11: Use practice experience and theory to inform scientific inquiry and research.
• PB 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
• PB 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

EP 2.1.5: Engage in Policy Practice
• PB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
• PB 15: Assess how social welfare and economic policies impact the delivery of and access to social services.
• PB 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

EP 2.1.6: Engage with Individuals, Families, Groups, Organizations, and Communities
• PB 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
• PB 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

EP 2.1.7: Assess Individuals, Families, Groups, Organizations, and Communities
• PB 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
• PB 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
• PB 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
• PB 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

EP 2.1.8: Intervene with Individuals, Families, Groups, Organizations, and Communities
• PB 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
• PB 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
• PB 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
• PB 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
• PB 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

EP 2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
• PB 29: Select and use appropriate methods for evaluation of outcomes.
• PB 30: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
• PB 31: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
• PB 32: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
ACCREDITATION AND KEY TERMS

The Department of Social Work is a fully accredited program of the Council on Social Work Education. Being an accredited program dictates that the curriculum and program design reflect the standards of all other accredited programs. Every eight years the program is viewed by a site team to ensure that standards are being operationalized in the program.

Field instructors and others who interact with our program are an integral part of this process as well. We are proud that we are able to provide the highest standard of education and training to our students.

GENERALIST PRACTICE

Generalist practitioners are able to use knowledge, skills and values necessary to intervene effectively with diverse individuals, families and groups, communities, organizations and global settings.

The 2008 EPAS defines generalist practitioners:

Core Competencies of Generalist Practice

- Identify with social work profession
- Apply ethical principles in practice
- Apply critical thinking in practice
- Incorporate diversity in practice
- Advocate for human rights and social and economic justice
- Engage in research informed practice and practice informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well being
- Respond to contexts that shape practice
- Engage, assess, intervene, evaluate with individuals, families, groups, organizations and communities.

SIGNATURE PEDAGOGY

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. In social work the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of community based settings. Classroom and field are of equal importance within the curriculum and each contributes to the development of the competencies of professional practice. Field education is designed, supervised,
coordinated and evaluated to demonstrate that students have achieved the program competencies.

**COMPETENCY BASED EDUCATION**

Social work education is based upon core competencies (that define generalist practice or are applied in advanced practice) and field education. Competency based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values and skills. The goal of the outcome approach is to demonstrate the application of competencies in practice, necessary to work with individuals, families, groups, organizations and communities.

**THE FIELD EDUCATION PROGRAM**

The Field Education Program is viewed as an integral part of the total educational program. It is a special kind of learning that complements and "gives life" to classroom learning. It gives the student the opportunity to learn experientially about people, social problems, service delivery systems, helping, and using self as the helper. What better way to enhance one's social work learning than through actual experience in a field setting?

It is important that field education be integrated with classroom learning. In order to achieve this objective more effectively, seminars and workshops are held during the academic year for both students and field instructors. These meetings, held at the university, focus on a broad range of issues and topics related to supervision and professional development. New online courses for field instructors are being explored as well. These meetings are also used for feedback and discussions of specific or general problems relating to supervision. The sharing of experiences and exchange of ideas on supervision promote the best possible educational development of students. The faculty liaison, a representative of the Social Work Department, visits with the field instructor at least once during the semester to discuss the individual progress of the student(s) assigned to them as supervisees. The role of the faculty field liaison is to support the field instructor in their role as supervisor of a student. Even though the student is engaged in a community based learning experience, they are closely monitored by faculty and receive support and guidance on an on-going basis. The mid-term evaluation and the final evaluation provide an opportunity for field instructors to indicate if they desire an additional visit beyond the regularly scheduled visits.

BSW students complete two practica experiences. During the junior year, students are required to complete 40 hours of community based learning. The senior year practicum focuses on developing generalist practice competencies and requires students complete a minimum of 450 hours in the agency setting. Students are enrolled in a seminar during the time they are also in the practicum experience.
PREPARATION FOR THE SENIOR FIELD PRACTICUM

LIBERAL ARTS CURRICULUM

Senior field students are prepared for the practicum experience by taking a variety of courses from the core social work curriculum to the liberal arts courses. General education requirements provide students with an opportunity to build a strong liberal arts foundation. Required courses such as English Literature and Composition, Philosophy/Religion, Mathematics, Biology, Communication, Fine Arts, Humanities, History, Global Understanding, Psychology, Sociology, Economics, Statistics, Computer Science, and Government provide the opportunity for students to become exposed to multiple disciplines. Additional elective courses, which students select based upon their own interest, further prepare students for practice. Students are advised carefully and monitored closely to assist them in following program standards for social work education. Periodic feedback from professional social workers who serve as field instructors provide an additional opportunity to ensure that the curriculum is responsive to practice demands.

PERSONAL SAFETY RISK MANAGEMENT

Personal safety risk management is an important life skill which all students are expected to utilize at all times. Every effort is made to assist students in becoming effective personal safety risk management as a valuable professional skills. Students are required to read the Guidelines for Personal Safety Risk Management Manual and to adhere to its principles. This manual was required as a part of the first experience in a community based learning setting. All field instructors are asked to orient students to risk management protocols within their agency. Students are expected to be transparent with their field supervisors and faculty liaisons in discussing perceived risk in the field practicum. Field education faculty make every effort to ensure the safety of field students while in the practica. It is however not possible to eliminate all risk. Students should be aware that personal safety incidents are extremely rare among GMU social work students. All personal safety incidents must be reported to the Director of Field Education. The form to report such incidents in located in the appendix.

STANDARDS FOR FIELD EDUCATION

Field education is based upon a collaboration between a host agency/organizational setting and the Department of Social Work. The Office of Field Education has the primary responsibility for identifying practicum sites, field instructors and structuring the learning experience in collaboration with host sites. Agencies are approved prior to student placement.

Agency affiliation with the GMU Department of Social Work is predicated upon the commitment to actively participate as a partner in professional social work education. This involves an acceptance of the fundamental goals and objectives of the Department’s educational program and standards. This also requires agencies participate in assessment processes that are necessary to document the learning experience of the student and the accomplishment of program goals and objectives.
Each year field education calendars are developed that highlight projected activities. The relationship between field instructors, host organizations and the Department is viewed as a working partnership that has the primary focus of promoting student learning and development as social work practitioners. Good communication and the development of long term relationships is valued.

**RESPONSIBILITIES OF THE GEORGE MASON UNIVERSITY SOCIAL WORK PROGRAM**

1. The Director of Field Education will be responsible for the overall organization and coordination of field education (Appendix B).

2. The Director of Field Education will contact the agency to discuss George Mason University's Social Work Program and will jointly work out with the agency its responsibility and the desired learning experiences for the student.

3. The Director will be responsible for providing agencies with written information about the student prior to placement.

4. Each student has a faculty liaison assigned by the Director of Field Education. This faculty advisor serves as a liaison between the student, agency, and Social Work Program.

5. The faculty liaison visits the agency once each semester during the academic year to read the student's records, consult with the field instructor regarding the student's progress, and to plan appropriate learning experiences for the student. Field instructors are encouraged to communicate with liaisons via email. If students require additional visits, faculty liaisons schedule these visits.

6. The faculty liaison provides appropriate reports to the university and assigns a student's grade for field performance.

7. The student's faculty field liaison also serves as the Senior Seminar instructor. This arrangement allows the liaison to evaluate a student's progress on a weekly basis and to intervene, if necessary.

8. The faculty liaison and Director of Field Instruction will be available to field instructors for consultation when required or when problems arise.

9. The program will assume initial responsibility for selection of students placed at the agency. The interests and capacities of the students are taken into account in assigning them to the various agencies (Field Application – Appendix C).

10. The student's written evaluation of the field placement will be available to the supervisor upon request, after the student has graduated (Student Evaluation of Senior Placement – Appendix D).
11. Faculty have the responsibility to evaluate the student's performance on a regular basis and the right to require a student to withdraw from the program when, performance or specific behavior dictate that it is necessary to do so. The student has a right to appeal. (See Appeal Procedures).

12. The program reserves the right to withdraw students from placements if student or agencies do not meet the goals and objectives of the program and/or standards of accreditation.

13. The Director of Field Education will periodically update the manual and keep agencies informed of curricular changes, field instruction objectives, and the status of accreditation.

14. The program reserves the right to terminate a student’s placement if a student commits an act that is determined to be in violation of program and/or university standards, or the NASW Code of Ethics (Student Status Review, Appendix A).

15. Field instructors will be provided training on program mission, goals, and objectives as well as content necessary to support the role of field instruction.

16. The program monitors the student’s completion of required immunizations (Student Immunization Record - Appendix E).

17. A Field Advisory Committee consisting of field instructors and professional social work representatives meets at least twice each academic year (Social Work Program Advisory Committee and Social Work Field Advisory Committee – Appendix F).

18. The Director of Field Education will provide basic training to students on personal safety guidelines; agencies are expected to orient students to their own personal safety policies.

19. All agencies that have agreed to accept George Mason University Social Work students will be listed in a data base monitored by field education personnel.

20. All field hours completed by students must be signed off by field instructors, in order to be validated.

**EXPECTATIONS OF THE FIELD INSTRUCTOR**

1. The field instructor will provide regular weekly supervisory conferences of at least one hour duration.

2. The field instructor will meet with the faculty liaison assigned to the agency at least 2 times per academic year and more often, if needed.

3. The field instructor will provide an evaluation of each student's work at mid-semester and at the end of every semester (Mid-Term Evaluation – Appendix G; Final Evaluation – Appendix H).
4. The field instructor will attend field instructor meetings and workshops held at GMU as part of his/her professional responsibility.

5. The field instructor will keep accurate and timely documentation of supervision with student to include signing off on hours.

6. The field instructor will orient the student to any procedures to reduce risk and enhance safety while engaged in agency activities.

7. The field instructor will provide the GMU Social Work Program with a current resume and other documentation of credentials (Field Instruction Data Form - Appendix I).

8. The field instructor will arrange for the student's orientation to the agency. This orientation should include agency purpose; policies; goals; aspects of administrative functioning; schedules; recording; use of supervision; confidentiality; relevant local, state, and national laws/regulations/legislation; agency practices in regard to absence due to weather conditions, holidays, work expense reimbursement; and personal safety. In addition, students need to be introduced to appropriate agency staff (Social Work Program/Agency/Field Instructor Responsibilities - Appendix J).

9. The field instructor, whenever possible, shall select cases or assignments for students prior to their arrival at the agency. This will allow students to begin work as soon as possible.

10. The field instructor will ensure that student assignments progress from the simple to more complex.

11. Field instructors are expected to provide students with a generalist experience, one which offers the opportunity to work with individuals, groups, families, organizations, and community systems.

12. The field instructor will provide the student the opportunity to work with people of different races, ages, cultures, gender, and ethnic origins.

13. The field instructor will discuss with the student any problems that arise with regard to the student's field placement, and, if necessary, bring it to the attention of the faculty liaison.

14. Field instructors are expected to be familiar with the field work objectives and the social work curriculum.

15. To utilize the field software to complete all forms and to monitor student performance.

16. The field instructor will prepare other staff members for contributing to the overall Development of the student and obtain feedback from them prior to evaluation.
17. The field instructor will prepare the student for termination with clients, agency, and field instructor by making certain the student has completed all work required in a professionally responsible manner.

18. In the event of a student appeal to terminate from the program or from an agency setting, the field instructor may be called upon to submit a written or oral report of the student's performance.

**EXPECTATIONS OF THE STUDENT**

1. Students must demonstrate their readiness for senior field practicum through admission to the social work major, interviewing for the practicum resulting in a satisfactory acceptance into the senior field placement experience.

2. Prior to registration for SOCW 452 and 453 Senior Practicum and Senior Seminar, all students need to complete the appropriate student field application and submit it to the Director of Field Education.

3. Students must have senior standing (84 credits) prior to registering for Senior Practicum and Senior Seminar.

4. Students are expected to participate in agency staff meetings and supervisory conferences. The weekly supervisory conferences are a joint responsibility of student and field instructor. If students are not having regular supervisory conferences, this should be brought to the immediate attention of the field instructor and faculty liaison. **DO NOT WAIT UNTIL THE END OF THE SEMESTER!**

5. Students are expected to maintain records of their placement activities within the general practice of the agency. One process recording per semester is required by GMU but field instructors can request more.

6. If there is pertinent information that might affect the student's placement potential, it is the student's responsibility to share this information with the Director of Field Education. This might include, but is not limited to, felony convictions, substance abuse, current litigation, conflict of interest, prior relationships and medication for medical or mental health issues.

7. Students are expected to learn procedures and policies in order to reduce personal risk and increase safety while involved in placement and activities. The field instructor should discuss this issue with students. Students are expected to document placement activities by completing a Weekly Report form, which is a summary of practicum activities (Weekly Field Report – Appendix K).

8. Students are expected to comply with the policies and practices of the agency.
9. Students are expected to review the content in the Field Manual and Personal Safety manual and to abide by the policies described therein.

10. Students must complete all required immunizations and provide documentation to the program. Students who have not completed the immunizations will not be permitted to enter field practicum.

11. Students who have developed, with the faculty, special agreements identifying area(s) of needed improvement and monitoring are expected to abide by the terms of such agreements.

12. Students are expected to take professional responsibility for agency assignments. Field instructors should be utilized as the primary person for reporting and clearance.

13. Students are expected to be at the agency each assigned field day with the exception of school holidays and illness. After two days of absences, time will have to be made up.

14. Students must contact their supervisor if they cannot be at the agency on an assigned field day.

15. Clients’ identities and circumstances are to be treated with strict confidentiality.

16. The student is expected to complete all Senior Seminar assignments and participate fully in weekly seminars which are mandatory.

17. Students are expected to request an orientation to personal safety guidelines in use in the agency. Personal safety incidents must be reported to the Director of Field Education and the Personal Safety Incident Form completed (Appendix L).

18. Students are expected to abide by the NASW Code of Ethics and comply with all university policies governing the student honor code.

19. Students are expected to comply with all contractual agreements developed in concert with faculty to support field education goals. Failure to comply will be considered grounds for termination.

20. All students are expected to comply with the Criminal Background policy and all other policies that are identified in this manual.
CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The criteria for selecting field instructors includes:
1. Field instructors will hold the MSW degree and have a minimum of 2 years of post-Masters practice and supervisory experience. Licensure is preferred if available.
2. Willingness and interest on the part of the individual to supervise undergraduate social work students.
3. Ability to take on a teaching role and present material in a well-organized manner.
4. Ability to creatively design learning experiences that will prepare the student to become an entry level, generalist practitioner.
5. Familiarity with agency procedures, policies, and the community; a minimum of one year of practice experience at the agency.
21. Willingness to participate in field instructor orientation and training sponsored by the Social Work Program.
22. Willingness to provide sufficient documentation of the student's performance in the Field practicum.
8. Ability to adhere to the NASW Code of Ethics in philosophy and practice.
9. Willingness to provide a personal safety risk management orientation to the student.

SCHEDULE OF FIELD EDUCATION

The Social Work Program offers concurrent placements during the Fall and Spring semesters. Students are expected to complete 16 hours per week per semester. SOCW 452 and SOCW 453 (Senior Practicum I – open to social work majors only) requires the completion of SOCW 200, 301, 323, 324, 351, 352, 357, 358, and 359 with a grade of “C” or better and recommendation of the faculty. SOCW 454 and 456 (Senior Practicum II – open to social work majors only) requires the completion of SOCW 452/453 (Senior Practicum I) with a satisfactory grade. These courses include the practicum and a separate seminar each semester.

1. Students are to select from Monday, Wednesday, and Friday as field days; full day combination of hours (a total of 16) is expected. It is recommended that students complete the practicum hours in blocks of time unless a particular agency has learning opportunities that are available on a regular basis at a different time, and a half-day
The primary consideration for scheduling in the field is the learning opportunity which is available to the student. Continuity and consistency of schedule is also important. Students who fail to make proper plans to designate the 2 field days will be in jeopardy of not being able to complete the student practicum.

2. Variation in the schedule once it has been negotiated between the student, the field instructor, and approved by the faculty liaison should be included and reflected in the learning contract.

3. If a student is in placement more than the required 16 hours per week, the student may take the equivalent hours in compensatory time with the permission of the field instructor.

4. Students are expected to continue their field placements during semester break to maintain continuity of service with clients. Although the break between semesters is four weeks, students are expected to negotiate with their field instructors a suitable time for semester break (usually 1-2 weeks). This information will be included in the student's learning contract.

5. Time must be made up if a student is absent more than two days. Students must receive permission from the field instructor in order to receive an excused absence. The field instructor must be notified of any expected absences from the agency. Students must also notify the faculty liaison if they are unable to attend seminar, since attendance is mandatory. Students who have 3 or more unexcused absences will be in jeopardy of not passing the seminar. Students who fail to attend seminar without a valid excuse will be sent a letter to this effect and a copy included in their academic file and reflected in letters of recommendations. There are also mandatory field education trainings that students must attend during the year.

6. If a student enters senior practicum with deficiencies which have been identified through the Admission to Major process, a contract must be developed between the Director of Field Education and the student. This contract will then be conveyed to the Faculty Liaison who will monitor the student’s compliance with the terms of the contract.

**PLANNING FOR SUCCESS IN THE FIELD PRACTICUM**

Field placements require a commitment from students to be diligent in completing practicum tasks.

Successful students in field education must develop good time management skills and the ability to prioritize their responsibilities. Although most students have jobs while going to school, it is the student’s responsibility to negotiate with employers to preserve field education times. Agency sites are not expected to accommodate student work schedules.
Time Conflicts
Students are not usually required to miss classes on campus to participate in field work activities. Student class time and field practicum time should not be disrupted if possible. Students should negotiate with field instructors regarding time beyond the required 16 hours per week on a one-to-one basis. This arrangement should be discussed and approved by the faculty liaison and reflected in the learning contract.

Decorum in the Field Setting
Being in the field setting is a critical part of the educational experience of students. Students must always be aware of their responsibility to the clients, agency, and the university. They are expected to demonstrate the highest standards of moral, ethical, and professional behavior. Students are allowed to complete practica in the agency only as long as their presence is not a liability to clients. Students are expected to be respectful of staff and their field instructors as well as university personnel at all times. Failure to adhere to these standards may result in termination from placements. When a student is terminated from a field placement, readmission is not automatic (Student Status Review Policy – Appendix A). Students are also expected to behave respectfully in the seminar to their faculty liaison and their peers. Students who are disruptive or disrespectful or in violation of departmental or university codes of conduct will be referred to the Director of Field Education and may be subject to university judicial processes through the Office of Student Conduct.

Protocol
Field education staff are a resource to students. Every opportunity should be used to discuss potential problems or concerns with the faculty within the field program. If efforts to address the problem have not resolved students may consider discussing with the BSW Director. Problems can usually be resolved through discussion with the parties involved early.

Placement Process
Early in the Spring Semester, students who plan to enroll in SOCW 453: Senior Practicum and Senior Seminar I in the Fall Semester are provided with orientation materials in preparation for the application process. Students must have senior standing (84 credit hours) in order to qualify for placement. They must also be admitted to major as well as have a minimum grade of "C" in all social work courses. Required immunizations must be completed at the time students enter placement or no later than Oct 1. Enrollment in the Senior Practicum and Senior Seminar is open to social work majors only.

The Social Work Program is always aware of the importance of students receiving a generalist practice experience. **Students are not allowed to specialize at the BSW level and choice of fields of practice after graduation is not a primary factor in practicum selection.**
Students are expected to work with multiple populations and settings. During faculty interviews, students are often encouraged to broaden their experience with diverse populations and practice setting. Based on the result of this interview, the student may be accepted for placement. The agency and Social Work Program sign a University Agency Affiliation Agreement Form finalizing the placement (Appendix M).

Students remain in the same placement for two (2) semesters (Fall and Spring). They also remain in the same Senior Seminar to provide consistency across two semesters. There are no summer placements, weekend or evening placements. Students should plan accordingly. Failure to have a schedule consistent with the requirements of the program may block receiving a practicum.

REJECTION OF PRACTICUM OFFERS
Students are not allowed to reject practicum offers from agencies. If there are concerns about a practicum, this must be discussed with the Director/Associate Director of Field. A decision will be made by the field office to reject a practicum offer.

PLACEMENT HOURS
Students are expected to clear two days per week in their schedules to accommodate a field placement on any combination of two days from Mondays, Wednesdays or Fridays. There are no placements which are solely weekend or evening. Student work schedules are subject to review by the Faculty Liaison and/or Director of Field Education in order to help facilitate appropriate hours for the placement. Students who are unable to designate the 16 hours per week during the week, may be unable to complete senior practicum.

THE FIELD PRACTICUM
The field practicum is closely linked to program goals and objectives. Field, as the integrative experience, has components which address each of the program goals and objectives (Appendix N). The choice of field agencies and placement activities is directly related to the objectives of the program. The Washington, D.C. metropolitan area offers an exceptional array of placement opportunities. Program emphasis on the development of a generalist practitioner guides selection of placement sites. Each student must be provided with a core learning experience although great diversity exists among the agencies. Each student's field assignment is expected to include practice opportunities that will develop the following basic core skills and abilities:

1. **Development of Interpersonal Skills** - interviewing, use of professional relationship and relationship building, and appropriate techniques and skills to serve a diverse client population.

2. **Assessment Skills** - the ability to assess problems and apply appropriate knowledge and skills, collect data, and link knowledge and practice.

3. **Developing a Plan of Action** - identifying goals and objectives, and developing an intervention plan suitable for diverse client populations.

4. **Social Policy and Social Justice** - the ability to serve as a change agent, advocate, and skillful policy analyst.
5. **Intervention Skills** - selection of appropriate intervention strategies for various client populations at risk, use of micro, mezzo and macro skills, linking clients with resource systems and use of appropriate technologies to accomplish outcomes.

6. **Evaluation** - assessing the extent to which objectives and intervention plans are achieved, and the utilization of research methods to evaluate the outcome of practice.

7. **Termination** - developing a plan for termination that reflects intervention knowledge and skills, and ethical practice.

8. **Writing Skills** - appropriate recording in agency records, assessment plans, and process recordings.

9. **Professional Development** - demonstrating adherence to ethical standards, utilization of supervision, self-awareness and self-evaluation, and demonstration of professional behavior, (i.e., reliability, responsibility, timeliness, organization, and lifelong learning).

10. **Technology** - use of appropriate information technology to facilitate quality service to clients.

11. **Leadership** - team participation skills, staff conferences, and professional presentations skills.

12. **Intergenerational Practice** - demonstrating generalist practice skills necessary to work with client systems at any stage of the life span.

13. **Teamwork** - the ability to work cooperatively and effectively in a team environment.

**APPROPRIATE FIELD EXPERIENCES**
The following should provide a guide for determining generalist student activities within the field practicum:

**On Going Cases/Work with Individuals and Families**
Actual number is related to complexity of the case, the amount of time that may be involved in the cases, and the manner of services that the placement setting provides. The faculty liaison monitors the appropriate number of cases.

**Group Work**
A minimum of one group experience (leader or co-leader). The group is broadly conceived as educational, counseling, socialization, problem solving, and task-oriented, parenting etc. is desired.

**Community Project**
A minimum of one experience interfacing with a community project, or other macro systems, such as agencies in the community, special community projects, public education campaigns, and policy.

**Administration**
Participation in administrative and board meetings, staffing, case conferences, and team meetings is encouraged. This may include case presentations.
Research
Use of research methodology to evaluate the student's own practice experience. Participation in ongoing or new research projects and or grant writing of the agency is encouraged, data gathering, internet research etc.

Written Communication
Opportunities to write using agency guidelines for format include charting, case notes, court reports, and other assignments in which students can demonstrate professional writing skills.

Technology
Training in, and use of, technology necessary to complete agency work or to enhance practice.

Professional Development
Collaboration and cooperation with other staff in appropriate professional relationships and in-service training.

Ethics and Values
Opportunities to demonstrate knowledge and application of ethical standards for practice.

Social Justice
Opportunities to serve as an agent of change on behalf of clients are encouraged.

Intergenerational Practice
Students should be assigned cases which allow them to work with clients at different stages of the life span.

Policy Setting
The development, analysis of policy and implementation of policy.

**FIELD EDUCATION ROLES**

**Director of Field Education** - the primary role is overseeing the junior and senior field education program. Primary responsibilities include the development of field placement sites, placing students, recruitment of field instructors, supervision of faculty field liaisons, monitoring placements, handling problems, and updating all field lists, and manuals. The Director also coordinates training of field instructors. Annual orientation sessions for students entering field are held. The Director of Field Education represents the program at the Mid-Atlantic Consortium of Field Coordinators and Directors. Sixteen regional higher education institutions participate in the Consortium. Assessment tools related to field and program evaluation are developed. Reports are generated based upon data analysis, and reports to faculty are made in order to recommend program changes and improvements.
Faculty Liaisons - the primary role is to teach the senior seminar, monitor the field experience of students, evaluate student performance, and assign a grade. The field liaison visits agencies during the academic year and keeps the Director of Field Education abreast of all problems with students and/or placements. He/she provides written evaluation of each placement and field instructor. Faculty are encouraged to provide a supportive role to agency-based supervisors. There is a manual for training of faculty liaisons.

Field Instructors - the primary role is to provide supervision of the student while in the agency. This involves being both a teacher and a practitioner in assisting the student's academic and practice growth. Is responsible for the selection of practicum activities in the agency and structuring the educational experience. This includes ongoing communication with the Department of Social Work.

FIELD INSTRUCTOR TRAINING
Field instructor training is offered each summer for new and on-going field instructors to update them on changes in the program, identify relevant literature that may support field learning, review the curriculum, clarify expectations, and explain relevant policies. Other training is offered as a service to field instructors throughout the year on topics of interest to field instructors such as Ethical Issues, Anger Management, Personal Safety Risk Management, and Cultural Diversity.

ADVISORY COMMITTEES
The Social Work Program has an Advisory Committee composed of field instructors and other social work professionals from various community agencies. The Committee assists faculty in program assessment, developing and reviewing the undergraduate curriculum, feedback on student evaluation instruments, and identifying key issues that affect the profession of social work. This committee also assists in portfolio review. Two students serve on this committee.

The Field Advisory Committee is comprised of field instructors who specifically address field education issues. The Director of Field Education nominates members to two and three year terms. The Field Advisory Committee meets once each semester and elects its own officers. BSW and MSW social work student representatives also serve.

SENIOR SEMINAR
Each Senior Field Practicum student is required to register for Senior Seminar, SOCW 452 (2 credits), concurrent with their practicum. The seminar is led by a faculty liaison for 1 hour 15 minutes each week on Tuesday. The seminar is integrative in nature and provides an ongoing opportunity to assist the student in linking classroom knowledge to field practice. A major focus of the seminar is on sharing field issues with other students and receiving feedback from both peers and faculty. The Seminar is conducted as a team with specific team building activities over the year.

Students are required to submit a weekly field report (Weekly Field Report - Appendix K) that provides a detailed description of field activities. This form allows for the continuous
monitoring of the student field experience. The form also requires students to identify dates and times of supervisory sessions.

A learning contract is developed by students in cooperation with the field instructor (Learning Contract - Appendix. It contains goals, objectives, and specific activities with time tables that occur during the practicum experience. Students are provided with a format of the learning contract that is meant to be a flexible document. It is reviewed at the beginning of each semester and modifications are made as needed.

A number of assignments, associated with the Senior Seminar, are related to the student’s field experiences. Students submit a comprehensive portfolio that includes specific guidelines.

The Senior Seminar uses a team model. It is recognized that teams are frequently used in agency settings; the seminar experience provides a yearlong learning laboratory on team development and functioning. Students work on a team project and participate in developing the rules and governance of the seminar. Students share responsibility for ensuring that their needs and the needs of their team members regarding their learning experience are met. The Liaison serves in a facilitative role and encourages students to actively participate in the team seminar experience. Each team is expected to develop a team name.

**GRADING**

Effective Fall 2001, senior practicum students enrolled in SOCW 452/454 (Senior Practicum I/II) receive a grade of Satisfactory (S) or No Credit (NC). Students enrolled in Senior Seminar (SOCW 452/454) receive a letter grade. The syllabus contains the criteria for a satisfactory/no credit grade. The evaluation completed by the field instructor is a Pass/Fail grade. Students have specific and detailed criteria for the evaluation of the portfolio and determination of the grade.

**EVALUATION**

A mid-term evaluation and a final evaluation will be completed by the field instructor for each semester the student is in placement. This evaluation must be discussed with the student. The student, having reviewed it, must sign the evaluation and may include comments. If a student disagrees with the evaluation, he/she should first attempt to resolve the problem with the field instructor. If this procedure fails, the student may submit a written statement of rebuttal to be attached to the evaluation.

**CODE OF ETHICS**

It is very important that students become familiar with the National Association of Social Workers Professional Code of Ethics. Adherence to the Code of Ethics needs to be incorporated in student contracts. **Any breach of the Code of Ethics must be discussed with the student and brought to the attention of the faculty liaison and the Director of Field**
Education (Appendix O for abbreviated version of the NASW Code of Ethics.) It may also be grounds for termination from field placement and/or removal from the program (Student Status Review Policy – Appendix A).

GMU Department of Social Work Professional Standards and Behavior*

Attendance: Students are expected to attend classes, practicum and service learning, and related meetings.

Punctuality: Students are expected to be punctual to classes, practicum/service learning, and related meetings and activities.

Communication: Students are expected to initiate communication, using sufficient skills in spoken and written English, with faculty, supervisors, clients and staff that appropriately convey ideas and feelings.

Interpersonal Skills: Students will demonstrate the ability to relate effectively to other students, faculty, staff, clients, and other professionals.

Motor and Sensory Skills: Students are able to attend and perform class and a practicum requirements.

Respect: Students will demonstrate respect in professional relationships.

Self-Awareness: Students will demonstrate self-awareness.

Diversity Awareness: Students will demonstrate awareness and responsiveness to diversity.

Collegiality: Students will demonstrate collegiality and collaborative interactions.

Course Engagement: Students are expected to appropriately engage in class activities/discussions.

Written Expression: Students are expected to strive for a high level of written expression.

Initiative & Reliability: Students will demonstrate initiative, reliability and dependability.

Responsiveness to Feedback: Students will demonstrate evidence of motivation to improve themselves.

Compliance with Professional Requirements: Students are expected to comply with the professional behaviors and conduct specified in the BSW and MSW policy, handbook, and field manuals.

Quality and Quantity of Work: Students are expected to strive for high quality work and to meet assignment guidelines.

Professional Appearance: Students will display professional appearance that does not interfere with professional relationships/ responsibilities.

Critical Thinking Application: Students will demonstrate an ability to comprehend information to complete tasks satisfactorily.

Stress Management: Students are expected to recognize and manage current life stressors through appropriate self-care and supportive relationships with colleagues, peers and others.

Emotional and Mental Capacities: Students will prevent personal and professional issues from impairing judgment and performance, and impacting professional responsibilities.

Professional Commitment: Students will exhibit a commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics.

*Minimum standards
**APPEALS PROCEDURES**

If a student wishes to appeal a decision regarding his/her admission to, termination, continuance in, or withdrawal from Senior Practicum, the following procedures will apply:

1. The student will submit his/her appeal in writing to the Director of Field Education.

2. The Director of Field Education will review the appeal and notify the Program Director. The Director of Field Education will meet with the student and faculty liaison to review all written materials and records of class and field performance and any other pertinent information.

3. The Director of Field Education will make a written recommendation to the Social Work BSW Program Director regarding the appeal. The student will be notified of this decision of the BSW Director in writing.

4. The student has the right to appeal the decision to the Chair within five working days.

23. The Chair of the Social Work Program will review all the documentation and notify the student, BSW Director and Director of Field Education of the decision. The student has the right to appeal through the university appeals procedure (see GMU Catalogue).

**POLICIES**

**Special Requirements**

A growing number of agencies serving as field sites require students to undergo a criminal background check, fingerprinting, and a child welfare check, as well as other additional requirements. Students desiring to complete practica in these organizations must comply with agency requirements for special screening. Although most agencies cover all or at least some portion of the costs for these special requirements, students are expected to undergo all required screenings at their own expense if not covered by the agency.

**Criminal Background Policy**

Effective Fall 2003, all social work students entering the junior or senior practicum are expected to notify the Director of Field Education of criminal charges which will be reflected in criminal background checks. Virginia State Criminal Code section *63.2-1719 identifies a list of “barrier crimes” which preclude students and employees from working in a number of
specific settings. Prior to beginning the placement process, students with prior convictions must provide a complete official copy of any and all convictions (i.e. rap sheet), and sign a consent form that allow the Field Education Office Director to share information with appropriate field education faculty and prospective field instructors. Students should be prepared to discuss their status with a prospective agency. Failure to comply with this policy or to sign a consent form for release of this information may result in the student being unable to receive a placement. Providing incorrect information on applications is considered application fraud and may lead to a student not being able to be placed in an agency and an honor code violation as well.

Students who have a criminal background should understand that some agencies are unwilling and unable to host and supervise such students. Depending on the specific charge, some students may find it difficult to obtain employment in a human services agency. Faculty advisors are available to counsel students in this area.

**Sexual Harassment**
George Mason University and the Social Work Program have a policy that seeks to guarantee students a learning environment free from sexual harassment. Sexual harassment is unacceptable conduct and will not be condoned in any form at George Mason University or at a field site. Using the definitions of the U.S. Equal Employment Opportunity Commission (EEOC) and the U.S. Department of Education’s office of Civil Rights (OCR), the university defines sexual harassment as follows: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual’s academic performance or employment; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions about academic evaluation, employment, promotion, transfer, selection for training, performance evaluation, or selection for academic awards or benefits, etc.; (3) such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment or substantially interferes with a student’s academic or an employee’s work performance.”

**Insurance Coverage**
Students engaged in internships are covered for liability under the Commonwealth of Virginia’s Self Insured Liability Insurance Plan and covered for medical malpractice under the Medical Malpractice Insurance Plan, as established by the Department of General Services, Division of Risk Management. Only practicum activities that have been determined by the field instructors and faculty to be part of the course are covered. Field is an academic course and the activities of the practicum are academic in nature. Students are encouraged to obtain professional liability coverage through NASW, although this additional coverage is optional.

**Driver’s License**
If students will be driving as part of their practicum experience, they must possess a valid driver’s license. It is the responsibility of the student to obtain a license as well as automobile insurance if they use their personal vehicles. **Students should not transport clients in their**
personal automobiles although they may utilize an agency vehicle if they have received the proper training and possess the proper licenses.

If at any time driving clients would be part of the responsibility of the student’s placement, the agency must provide a properly insured vehicle for use by the student. The student must be informed by the agency of any risks associated with driving a particular client. It is at the student’s discretion as to whether or not they choose to transport a particular client in an agency vehicle after being informed of the risk.

**Safety/Risk**

Social Work Program faculty are always aware of the potential risk involved in the practicum experience and in day to day activities. Students are encouraged to adopt safe practices in the exercise of their practicum activities. Agency staff are requested to orient students to agency guidelines and procedures for risk reduction and safety. Students are expected to adhere to safety guidelines, and to exercise appropriate caution in fulfilling practicum activities. All students must purchase and read the Guidelines for Personal Safety Risk Management Manual. All personal safety incidents must be reported to the Director of Field Education and an incident form completed.

**Immunizations**

All students must have the Hepatitis B vaccination series and a screening test for tuberculosis (TB) no later than 4 weeks into the senior placement. The student’s immunization record must be on file with GMU Student Health Services. If a student does not have the required immunizations, the Director of Field may not be able to place them.

**Inclement Weather Policy**

In the event of inclement weather, students should contact the main number of GMU 703 993-1000 for announcements. Bulletins or announcements will also be placed on the runiht.com website. Students should check emails, blackboard announcements as well as local radio and television stations. Students will have to make up hours if agencies closes due to weather/disaster events.

**Confidentiality**

While the Department of Social Work requires students complete a field application documenting work experiences, it is recognized that there may be elements of a student’s background that would have implications for where the student will be placed in the field. With the student’s permission, the Office of Field Education does share relevant factors that may affect placement. However, the Department cannot be aware of all issues in a student’s background that may impact upon a field placement. It is the responsibility of the student to be forthcoming regarding any issues that may affect his or her ability to perform effectively
with clients or with other related field assignments. Faculty will respect each student’s right to privacy and only request consent to share information as deemed necessary to protect the interest of all parties and any clients that may be impacted.

During the weekly senior seminar, student are expected to hold in confidence information shared about various agencies, people identified by name disclosed by team members. Only issues related to the protection of students, clients, an agency or the university may be shared by the faculty.

**Equal Opportunity and Affirmative Action**

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. All applicable state and federal equal opportunity affirmative action statutes and regulations will be followed. As required by the Civil Rights Act of 1964, as amended, the university is committed to the broad application of Title IX of the Education Amendment of 1972, Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

**Employer based Field Practicum**

The program supports Employment Based Practicums (EBP) given the criteria can be met to adequately meet the specific guidelines. All inquiries and considerations for EBPs must be addressed with the Director of Field Education.

**Drug-Free Departmental/Practicum Policy**

**Purpose and Goal**

George Mason University’s Department of Social Work is committed to protecting the safety, health and well-being of all students enrolled in the program and who are engaged in a practicum experience in the workplace. We recognize that alcohol abuse and illicit drug use pose a significant threat to our goals of preparing students for professional practice. We have established a drug-free workplace/practicum policy that balances our respect for individual students, clients and agencies with the need to protect against alcohol and drug use violations of university and agency policy. Social Work students are expected not to be under the influence of any illegal substance or any substance that impairs their ability to perform within the University and practicum environment. The Department of Social Work encourages students to voluntarily seek help with drug and alcohol problems from the appropriate professionals, using on-campus or off-campus resources.

**Covered Students**

This policy covers all students enrolled in a Department of Social Work class and/or who are involved in a practicum or community based learning experience within an organizational setting, as a part of a course representing George Mason University. It is a supplement to the GMU Drug and Alcohol Policy found on pp 50-52 of the 2008-2009 catalogue. Students are expected to comply with the GMU Drug and Alcohol policy in its entirety as well as this policy. Students should review both policies.

This policy is in addition to the University Drug and Alcohol Policy described in the most current George
Mason University catalogue and summarized below.

**Prohibited Behavior**

It is a violation of our drug-free practicum policy to use, abuse, possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants while enrolled in a practicum or community based learning experience. **This includes over the counter prescription drugs that impair functioning.** Students who fail a drug test as a condition of applying for or continuing in an agency practicum or community based learning experience must immediately advise the Director of Field Education. As a condition for consideration of continuance in the program, students will need to sign a release of information to share the results of any failed drug tests with the Director of Field Education. Failure to do so will result in termination from the program.

**Consequences**

One of the goals of our drug-free practicum policy is to encourage students to voluntarily seek help with alcohol and/or drug problems. If, however, an individual violates the policy, the consequences are serious. Students may be subject to university judicial review and can be reported to local law enforcement authorities.

If a student violates the drug-free practicum policy, they will be **withdrawn and terminated** immediately from the practicum placement and the Department of Social Work. The student may reapply after one year and must successfully pass a **pre-practicum evaluation** that will include:

- Evidence of treatment to address drug or alcohol use, with documentation from providers.

- At least three clean drug tests, with the last one being no more than two weeks prior to re-admittance into a practicum experience.

- If criminal charges have been made, students must bring official documents detailing the status of the adjudication. If a felony charge has been made, the criminal background policy described in this manual will apply.

If a student violates the policy, he or she will be subject to simultaneous disciplinary action in both the Department of Social Work and the University (under current GMU Drug and Alcohol Policy) and may be required to enter rehabilitation. A student required to enter rehabilitation who fails to successfully complete it and/or repeatedly violates the policy, or fails to meet the terms of the pre-practicum evaluation (described above) will be terminated from the Social Work major. Nothing in this policy prohibits the student from being disciplined or discharged for other violations within the agency, within the University or through local law enforcement. Non compliance with any remediation plan developed to assist the student will result in termination from the Department of Social Work.

**Assistance**

The Department of Social Work recognizes that alcohol and drug abuse and addiction are treatable
illnesses. We also realize that early intervention and support improve the success of rehabilitation:

- Students are encouraged to self-identify if they are having problems with using drugs or alcohol. They should receive help from qualified professionals to assess the seriousness of suspected drug or alcohol problems and identify appropriate sources of help. Serving clients while impaired is a violation of the NASW Code of Ethics. The University Counseling center and the Office of Substance Abuse on campus are also resources.

This policy will be made available in all Field Education handbooks and the Student Handbook.

George Mason University Drug and Alcohol Policy

Excerpts from the George Mason University Drug and Alcohol Policy

“The abuse of drugs and alcohol by members of the campus community is not compatible with the goals of the university. Mason attempts to prepare individuals to act responsibly by defining standards of behavior and providing education al programs to create an awareness of drug and alcohol related problems.”

- Use and/or possession of illegal drugs and drug paraphernalia are prohibited on the campuses of George Mason University. Violation of this community standard will be considered a serious offense. Implementation of this policy will be in accord with established university procedures as contained in the University Judicial Code.
- The University Police will enforce all applicable local, state, and federal laws in accord with established standing orders, procedures and guidelines.
- There will be a university judicial review of all reports of drug offenses occurring on campus. Action under the University Judicial Code will neither prejudice nor be prejudiced by action taken either in the criminal justice system or by the management of University Housing.
- Any student found responsible for a violation of law or regulation involving illegal drugs may, at the discretion of the hearing officer, be required to undergo an evaluation administered by personnel of the University’s Office of Alcohol, Drug and Health Education prior to re-admittance to the University.

George Mason University and the Department of Social Work consider alcohol and drug use (illicit or prescription drug abuse) a serious offense. The legal and health consequences of such actions to the student and those in close proximity warrant immediate actions to prevent personal harm or to others.

Employment
Many students in the program are employed either part-time or full-time. Students are
expected to negotiate with their employers to meet the requirements of the practicum experience. Students must have a minimum of 2 field days available for senior practicum. In addition, students must have time for consistent attendance in the Tuesday Senior Seminar. Students are expected to give top priority to their agency placements. Students are not allowed to complete a practicum in a setting where they work or where they are volunteering the summer prior to the practicum setting. This is considered a potential conflict of interest.

**Credit for Life Experience or for Work Experience**  
The Social Work Program at George Mason University does not provide any credit toward field experience or coursework based on life or previous work experience(s) of a student.

**Americans With Disabilities Act: Nondiscrimination and Reasonable Accommodations on the Basis of Disability**

The university is committed to providing equal access to employment and educational opportunities for people with disabilities. Applications for students requesting reasonable accommodations for a disability should call the Office of Disability Services at 703 9932474.

The Americans with Disabilities Act of 1990 provides protection from discrimination for qualified individuals with disabilities. Students who are qualified by Disability Support Services (304 Student Union I, telephone 703-993-2470) and require special accommodations must provide the Director of Field Education with documentation explaining the required accommodations prior to the placement process. The standards for accommodation in class differ from those in the field practicum. Students must discuss accommodations necessary in the field with the Director of Field Education and the Field Instructor in the agency to determine if such accommodations are available in the agency setting.

**Conflict of Interest Policy**

The intent of the Conflict of Interest Policy is to ensure students the most objective learning environment, to support optimum student performance in the practicum setting. Students are required to sign a Conflict of Interest Statement prior to beginning a practicum experience (Appendix P).

Students should not undertake a practicum experience in an agency where prior relationships exist. Prior relationships exist if a student: is a former or current client of the agency; or has relatives or other close prior relationships among the staff in the practicum agency. Students are expected to immediately notify their classroom instructor and/or the Director of Field Education if such relationships exist in placements or in seminars being considered by a student (junior level) or offered by the Director of Field Education for a senior placement.
Placement Non-Acceptance

We view the rejection of students for a practicum by professional social workers as a serious indicator of potential problems and lack of readiness for completing the senior practicum. When this rejection is based upon student factors, there will be an evaluation of the student and the situation. Any student not accepted by a potential agency site after an interview is evaluated by the Director of Field Education. If the basis of the student's non-acceptance from both a first and second prospective placement is due to a student issue, (academic or personal problem of the student or otherwise deficiency of the student), the program reserves the right to limit the student's entrance into placement. When a student is rejected from 2 agencies after being interviewed, for student related deficiencies, they will be terminated from the program for a period of one year. The student will not be referred to a 3rd agency placement prior to the passage of one year. If the student is rejected because of agency-based reasons and not due to student factors, the student will automatically be provided with another option.

Termination

Students may be terminated from the field placement program for academic reasons, whether in a community based learning setting or the classroom. When students are terminated from a field placement because of student factors, faculty will confer with students to develop a plan to address deficiencies. Students who are terminated from two different field placements due to student factors, will not be placed in a 3rd placement and will be required to remain out of the program one year. They may also be counseled regarding termination from the Social Work major. After a year, the student can make application to be readmitted into the Social Work program after meeting criteria identified by faculty for re-admission.

Students cannot terminate from a practicum on their own. If a student desires to terminate from an agency, they must discuss it with their Liaison and the Director of Field Education must approve.

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

1. **Poor or inadequate performance**: It is assumed that the student has sufficient preparation prior to the placement to be able to perform at the appropriate level commensurate with their education. When students are not able to function at the expected level and require extensive support beyond what the agency is able to provide, students may be terminated. Field instructors are expected to document carefully performance of the students and efforts to develop a corrective plan. **Protocol**
   a. Dialogue about areas of poor performance and discuss with the field instructor.
   b. Seek to develop a corrective plan of action that can be monitored and evaluated through weekly supervision
   c. Request a meeting with the field instructor and the faculty liaison to discuss status and whether termination will likely occur
   d. Field instructor should complete the form Request to Terminate and an
evaluation, even if the decision to terminate has occurred.
e. Student should determine what activities should be completed prior to leaving.
f. Meet with the Director of Field to process and discuss status

2. **Code of Ethics Violations** (Honor Code as well): All students are expected to abide by the NASW Code as well as the Honor Code. Violation of either or both may lead to termination and penalties within the judicial system at GMU. Ethical violations on the part of an agency may also lead to termination not due to the student. Students will be placed in another setting.

3. **Affiliation Breach Regarding Learning Experience**: When students are not able to get a quality learning experience within a setting, or supervision is inadequate to support learning, termination may occur.

4. **Student Factors**: Emotional problems that block a student’s ability to function or conflict with staff, death of a family member etc. These factors block the student’s ability to function in the practicum

5. **Interpersonal Conflict without Resolution**: Although every effort is made to address interpersonal conflict, there are times when this is not possible and it requires too much time investment to be productive.

6. **Accreditation**: The Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education. The curriculum, including field practicum, is guided by the Curriculum Policy Statement (Appendix Q).
APPENDIX A

FIELD EDUCATION ORGANIZATIONAL CHART

Dr. Michael Wolf Branigin
Chair of the Department

Dr Emily Ihara
BSW Director

Dr Vicki Kirsch
MSW Director

FIELD EDUCATION OFFICE

Sharolyn K. Dugger, LMSW
Director of Field Education

Dr. Molly Everett Davis
Associate Director of Field Education

BSW/MSW Field Liaisons

Student Seminars

Student Seminars

Student Seminars
APPENDIX B

GEORGE MASON UNIVERSITY

Immunization Record

All students who are enrolled in a course that requires a field placement (SOCW 301; SOCW 359; SOCW 453-454) must have an annual Tuberculosis Screening (PPD). In addition, students must complete the entire Hepatitis B immunization series in accordance with current United States Public Health Service recommendations. The cost of the immunizations is the responsibility of the student. Any cost related to this requirement is the responsibility of the student. Students can register for classes prior to the completion of the immunizations. Immunizations are program requirements and must be completed by the student even if they are not required by the agency. Documentation to verify immunization must be submitted to the Social Work Program's Executive Secretary.

SOCIAL WORK PROGRAM
STUDENT IMMUNIZATION RECORD FORM

NAME_____________________________ SID# _______________________

ADDRESS

TELEPHONE#_________________ GMU STATUS (Fresh., Soph., etc.)______________

SEMESTER AND YEAR YOU WERE ENROLLED IN SOCW301 (Laboratory in Interpersonal Communication)

FALL ________ SPRING ______

Immunization Record

Instructions: This form is used to officially document your immunizations. When you receive each inoculation, it must be documented by a health care provider's signature on their official letterhead. This documentation must be submitted to the Social Work Program

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DATE</th>
<th>RESULT</th>
<th>DOCUMENTATION WITNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Yearly updates]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HEPATITIS #1

HEPATITIS #2

HEPATITIS #3

For office information only:

STATUS REVIEW COMPLETED

Director of Field Instruction:

Date:

Fall

Spring
APPENDIX C

Methods of Evaluation
Evaluation of student performance is an ongoing, interactive process between student and supervisor culminating in an end-of-semester written evaluation. For a fair and complete assessment of student performance, the field supervisor should employ a variety of measures along with the repetition of such measures. This approach will increase accuracy and fairness in evaluating student performance and provide the field supervisor with more opportunities to offer professional direction, guidance, and specific feedback. Listed below are methods of evaluation that can be made use of over the course of the field placement to evaluate the student’s performance as related to the educational outcomes in the learning contract and the final evaluation instrument. Methods of evaluation include (but are not limited to):

1. Observation

Direct observation of a student allows for direct assessment on all aspects of a student’s interviewing skills. While students may feel uncomfortable at this prospect, most realize that it is an invaluable opportunity to gain feedback. One suggestion is to phase in observation by starting with the student observing the field supervisor and processing what took place, then conducting a joint interview followed by discussion, and, finally, the field supervisor observing the student conducting an interview.

2. Role Play

Simulating placement-specific situations can be used to identify the student’s strengths and weaknesses. A role play can be used to deal with challenges and obstacles that confront a student in practice. For a role play to be most beneficial, it should be carefully planned and structured. Some field supervisors use role play situations to develop benchmarks for specific skills and to determine assignment of student tasks.

3. Case/Task Summary

The student’s ability to apply social work knowledge, skills, and values to practice can be assessed through a written case/task summary. Multiple summaries over time offer an opportunity to view how the student gathers and organizes information, makes assessments, sets goals, and identifies appropriate interventions. Through a written summary, the student’s writing abilities, familiarity with professional style, and ability to be clear and concise while highlighting significant data can be demonstrated. A case/task summary may be required agency practice or requested specifically by the field supervisor as a method of student evaluation.
4. Process Recording

This type of recording is specifically used for teaching purposes. Most of the time it is not placed in agency records. The process recording is a verbatim documentation of an interaction between the student and a client or a transaction between the student and another worker (e.g., information gathering on a project). It requires the student to write down both the verbal and non-verbal communications of the student’s interactions along with the student’s reflections and analysis. Although somewhat tedious, the process recording is a very effective method for assessing the student’s professional skills, knowledge, and values. The student engages in self-assessment and, in addition, receives feedback from the field supervisor. Two or three process recordings per semester are suggested.

5. Video/Audio Taping

The use of video and audio taping allows for an extensive evaluation of the student’s performance by the supervisor and provides an opportunity for self-evaluation. Both strengths and weaknesses can be identified. A student may be asked to submit a self-evaluation with the actual tape prior to the supervisor’s critique. Clearly, field supervisors must be selective about the transactions students are allowed to tape. The student must follow agency protocol in securing client permission to video or audiotape. Such protocol must include the acknowledgement of voluntary client participation in taping with continuation of receiving services not contingent upon participating, the educational purposes of taping, and tape disposal.

6. Forms, Reports, Professional Letters, and Additional Disseminated Materials

A student’s ability to write clearly and professionally, retrieve information from a variety of sources, and organize material in writing is intrinsic to the process of evaluating a student’s performance. It is helpful to offer opportunities for the student to write, in full or in part, court reports, grants, reports to funding sources, intakes, newsletter articles, program/agency descriptions for brochures/websites, informational handouts for clients, letters, etc. Although field supervisors may be able to complete forms by rote, this is a new task for the student. Having the student fill out forms can provide the field supervisor with information about the student’s knowledge of the agency, ability to gather data, basic writing skills, and ability to focus on purpose of the task.

7. Written Assignments

In addition to the variety of written items as part of routine agency practice, the field supervisor may ask the student to complete a written assignment in order to assess the student’s knowledge, values, and/or skills. Such assignments may be in addition to any assignments the student must complete for field seminar. A student and field supervisor may agree to use a required field seminar assignment (e.g., agency summary, critiques of articles, daily/weekly logs, process recording) for evaluation purposes as well.
8. Staff Presentation

The student’s ability to gather, organize, and verbally present information can be evaluated through the student’s participation in agency meetings (e.g., staff, program, and committee) and community opportunities (e.g., meetings, special events/projects, collaboratives). As an active participant, the student is not only able to increase his/her understanding of the agency, the community, and their interrelatedness, but is able to enhance his/her sense of professional self and connection to the agency.

9. Supervisory Conference

Weekly formal supervision enables the student to process his/her tasks and field experiences on a regular basis. Initially, the field supervisor may set the structure for the supervisory conference, but eventually the student should take on more responsibility in preparing an agenda and identifying challenging situations. Through the supervisor’s support and constructive criticism, there should be evidence of the student’s professional growth. It is recommended that both the supervisor and the student maintain written summaries of supervisory sessions to be used in completing the student’s final written evaluation.

10. Feedback from Others

Most students have the opportunity to work with agency staff in addition to the primary field supervisor. Some students may be assigned task supervisors. Other students may work on a joint project with a professional from another agency. In any case, a student will benefit from being given the opportunity to work with others, each with his/her own professional style. In addition, feedback from these other professionals can be useful in assessing student performance. The field supervisor should build in a mechanism for obtaining such feedback.

11. Student Self-Report

The student’s ability to recognize his/her strengths and limitations, personal biases/prejudices, and areas of professional growth are critical to the educational process. The final evaluation form may be used as a pre- and post-test measure to observe how the student evaluates his/her performance over time in the field placement. The supervisor may ask the student for a written self-assessment separate from the final evaluation.
APPENDIX D

FIELD INSTRUCTION DATA FORM

Student:

1. Agency Providing Field Instruction
2. No. of Students to be Placed
4. Time Schedule (hours, days of week)
5. Name of Agency Field Instructor
6. Address to send correspondence

7. Email: _______ FAX: ______________

To Be Completed By Field Instructor:

Do you have the MSW Degree? Yes No

Highest Education Degree Completed:

Number of Years at Agency:

Number of Years of Professional Experience:

Years of Supervisory Experience:

If the student will need to participate in any training or meet special requirements prior to the week of the beginning of placement, please describe.

The Agency Field Instructor will, at the end of each semester, discuss with the Faculty Liaison the agency’s participation in the program, the program strengths and weaknesses, and make suggestions for improvement and modification of agreement.

_________________________________________  __________________________________________
Agency Designated Field Instructor  Director of Field Education/Social Work Program
                      George Mason University

_________________________  _______________________
Title  Date

Please attach a resume for the field instructor. Thank you.
APPENDIX E

Learning Agreement Guidelines for
Senior Field Placement Students

DEFINITION OF A LEARNING AGREEMENT
A learning contract is an agreement, designed by the student with the field instructor and the faculty liaison to specify the intended educational outcomes, learning resources, and methods of evaluation. The learning contract is a hierarchical progression from goals to objectives to tasks in order to assure that the student has a generic and well-grounded practice experience.

WRITING GOALS
Goals are broad and long range. They state outcomes that the student wants to accomplish and can be supported by the supervisor and the liaison. Goals should be tailored to the individual agency and should reflect the student’s opportunity to perform beginning level social work practice with individuals, groups, and in the community.

WRITING OBJECTIVES
Objectives are means or methods of achieving a goal. They are often described through words of "process" like "knows, understands, analyzes, comprehends, appreciates, applies, demonstrates, performs, uses," etc. Objectives are the intermediate outcomes; the sum of several objectives should accomplish the goal. **THERE SHOULD BE AN OBJECTIVE FOR EACH COMPETENCY.**

WRITING TASKS
Tasks tell who, will do what, by when in order to accomplish each objective. Tasks are the specific activities the student and the supervisor will do and the timeframes in which they will be accomplished. Tasks demand "action" verbs that can be measured like "reading, writing, observing, interviewing, contacting, presenting, organizing, counseling, attending, assisting," etc.

WRITING EVALUATION PLANS
The evaluation seeks to determine if the goal has been achieved. Merely doing the tasks does not assure that the goal has been met; tasks could have been incomplete or ineffective, the student may not have internalized the learning anticipated from the tasks, etc. Therefore, evaluation plans answer three questions: Who will make the assessment? What data or criteria will be used to make the assessment? and When will the evaluation occur? Five types of data are generally used: direct observation of the interactional process; review of the content and quality of written documents; the student’s subjective reports both oral and written; the subjective perceptions of the supervisor and liaison on the quality of the performance; and the agency's information system statistics.
APPENDIX F

NASW CODE OF ETHICS

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes: 1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Ethical Standards**
The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**
   1.1 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.)

   1.2 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.

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

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

1.5 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures. (b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups. (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

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

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

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

1.7 Privacy and Confidentiality

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

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling. (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

1.8 Access to Records

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

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

1.9 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. (b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries. (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally. (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

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

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

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

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

2.2 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.

2.3 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.

2.4 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.

2.5 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.

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

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

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

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

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

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

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

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

3.3 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.
3.4 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
3.5 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.
3.6 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.
3.7 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.
3.8 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.
3.9 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

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

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

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

3.10 Labor–Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.1 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.

4.2 Discrimination

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

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

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

4.7 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.

4.8 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.

SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.1 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.

5.2 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

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

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed. (m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.1 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.

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

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

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

CONFLICT OF INTEREST STATEMENT

I,___________________________, by signature agree to and/or verify the following:

That I have read and understand the following Conflict of Interest Statement: “A conflict of interest is any condition which might lead to competing loyalties or conflict in the performance and/or evaluation of a student during practicum. Prior relationships with supervisors, relatives or close friends MAY constitute a conflict of interest.” It is my responsibility to inform the Director of Field Education if such a conflict(s) exists.

__________________________
Student Signature

__________________________
Witness

Date ______________________
APPENDIX H

SOCIAL WORK DEPARTMENT

Consent for Exchange of Information

I hereby authorize the GMU Field Education Director to share personal information pertaining to my criminal conviction(s) for the following felony charge:

________________________________________________________________________

Student Name:____________________Student ID#_________________________

With: ___________________________ Name of Person and /or Organization

I understand that this information will be used solely for the purposes of obtaining a field placement experience appropriate to the goals and objectives of the University MSW Program and my own educational needs.

This consent is in effect for the duration of my admission to the program, unless revoked by me in writing. I hereby hold harmless the Field Education Director and George Mason University from and against any and all claims resulting from the release of any information requested about me during or after the completion of my academic program. I understand that the decision to accept a student for a social work practicum is solely under the purview of the agency.

Student signature__________________ Date: _______________________

A copy of this document shall be as valid as the original.
APPENDIX I

NASW STANDARDS OF CULTURAL COMPETENCE

Standard 1: Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2: Self Awareness
Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

Standard 3: Cross Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems and artistic expression of major client groups served.

Standard 4: Cross Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5: Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6: Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7: Diverse Workforce
Social workers shall support and advocate for recruitment, admission and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8: Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9: Language Diversity
Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.
APPENDIX I

FIELD EDUCATION SOFTWARE

The IPT (Intern Placement Tracking) system was created to meet the unique needs of the practicum experience. It makes coordination between the student and field instructor more efficient and streamlines the traditional paperwork process. All assignments are completed through the software. It also acts as a vehicle for communication between the student, field agency, field liaison and field education office.

If problems with the software arise, please contact the Office of Social Work Education immediately. Please report the time, date and activity in process when the issue occurred. This information is necessary in determining the problem and identifying a solution. Please note that most problems occur due to users not SAVING their work regularly.

Privacy Notice: While IPT is a web-based field education software program, it is secure. Your personal information cannot be located through online search engines. When you first log into the program, you will use a default username and password. After signing in, however you will be prompted to create a personal, confidential log-in for added security. Your information in the software is viewed by the Office of Social Work Education only. If you have any concerns about your privacy using the software, please contact the Director of Field Education.

An online tutorial on how to use the software can be found on the MSW Field Education website: http://chhs.gmu.edu/sw/msw/field-practicum, along with a direct link to the IPT website.

To Log In:
There are two ways to enter the Field Software site: 1) Go to www.socialwork.gmu.edu. Click on MSW Program, then Field Education, then Software Program. This will take you to the IPT home page. Or you can type www.runipt.com into your browser.

To log-in enter the Organization ID: mason (case sensitive). You will enter your default user name and password the first time you log on. You will then be prompted to create a personal log-in. There is the option for you to reset your username and log in if you forget it. The administrator can also reset your default username and password if necessary. Your default username and password will be provided to you by the Office of Field Education.

Software Layout
The software layout may vary depending on if you are a student, field instructor or field liaison.
There is a HELP option at the top right corner of the screen. The software is navigated through Tabs and Links.

Tabs:
There are Blue tabs at the top of the screen:
Home – will always bring you to the main log-in screen.
Student or Field Instructor Detail - Please complete this form and ensure all information is current. Please make updates to your contact information as needed throughout the year.

Agency List – This tab includes a list of all partnering agencies. You can click on the agency name to view organizational information.

Links:
You will notice several links on the left-hand of your screen.
My Forms: This link will lead you to view all the forms you are responsible for. You can click on the form to view or make comments. The forms are electronically signed after you add your comments. There are several columns in the My Forms link to pay attention to. “Template” provides the list of form names. The “Status” column has three options: New, Active and Complete. New indicates a form that has not been opened or edited yet. Active indicates a form that is currently being edited by either a student or Field Instructor. Complete indicates a form that has been signed by both the student and field instructor.
The column “Waiting For” indicates the person who needs to take action in the software by adding comments and/or electronically signing. The “Due Date” is when the form needs to be completed. These dates correspond to those on the Field Calendar.
Change Password: This link allows you control over your account log-in information.
Questions about using the field education software should be directed to the Field Education Office.
APPENDIX K

PERSONAL SAFETY INCIDENT REPORT

Date of Incident: ________________________________________________

Date of this Report: _____________________________________________

Agency: _______________________________________________________

Supervisor: ____________________________________________________

Location of the Incident: _________________________________________

Describe the Incident:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Names of all parties involved: _________________________________
________________________________________________________________
________________________________________________________________

With whom have you discussed this incident? ______________________
________________________________________________________________
________________________________________________________________

Resolution: _____________________________________________________
________________________________________________________________
________________________________________________________________

Office Use Only:
Recommendation(s) _____________________________________________

________________________________________________________________

Student Signature __________________________ Director of Field Education __________________________ Supervisor __________________________
APPENDIX L

RECOMMENDED RESOURCES IN FIELD EDUCATION FOR STUDENTS, FIELD INSTRUCTORS AND FIELD LIAISONS:

The books in bold font are highly recommended reading. All of these books are available for reference in the GMU Arlington campus library or they may be directly purchased. The cost of professional material and related expenses that Field Instructors and Field Liaisons incur may also be a professional business deduction for tax purposes. Please save your receipts and consult with your tax advisor.


APPENDIX M

BENEFITS OF BEING A FIELD INSTRUCTOR

Social Workers who provide educational supervision for BSW and MSW students often do so in order to “give back” to the profession as a service activity. However, there are some tangible benefits that you may not be aware of, such as:

1. If you are a licensed clinical social worker you can receive two continuing education credits under Category II toward your license every renewal cycle.

2. For continued professional development, we offer our programs with free continuing education credit.

3. Your certificate of contact hours from an accredited university is accepted as proof of professional training by agency human resource departments, as well as managed care insurance companies.

4. As a field instructor you are able to use the university’s library resources at the Arlington, Fairfax or Prince William campuses. You may register on line for any of the library trainings that offered by accessing http://library.gmu.edu/research/classes.html

This is a free service from the university.

5. Our Reference Librarians can also provide you and your agency staff with an individualized training on-
   a. Basic research skills and accessing information;
   b. How to access a database from public libraries;
   c. How to conduct a focused review of the literature in your area of interest;
   d. The use of Assistive Technology;
   e. Bibliographic software for managing your information.

These programs may also offer free continuing education credit.

1. Through our Information and Technology Program we can also offer our field instructors training in Microsoft Applications such as Advanced Word, Power Point, Excel and Access and in navigating the Web and designing web pages.

2. As a field instructor, any expenses you incur that are not reimbursed through your agency or GMU may be taken as a tax deduction under professional expenses. For example, parking fees,
the cost of books related to social work, professional membership dues, conference fees, can be itemized on your tax return. Please see www.irs.gov for further information. Start saving those receipts

3. You have a first-hand impact on shaping the next generation of social work professionals. Students will rely upon you to understand how social work professionals function within the practice/work environment.
BENEFITS OF BEING A HOST AGENCY FOR A STUDENT PRACTICUM

When an agency agrees to serve as a site for training of social work students, there are many potential benefits that may apply. Not only is the organization contributing to the preparation of new professionals there are other actual benefits that we have heard from many of the organizations who work with the Department of Social Work as host sites for student practica. The following are a few of the benefits that have been identified by organizations we have worked with as training sites.

1. Agencies that host student practica are able to benefit from the latest knowledge, techniques and skills being employed within university education programs.

2. Students bring new ideas and perspectives that sometimes provide different insights about old problems.

3. Agencies may have the option to hire new employees that they have had the opportunity to train and observe. It is not uncommon that students are hired at the conclusion of their internship.

4. Hosting students allows agencies to develop increased employment pools of future workers.

5. There are opportunities to interact with faculty around pressing problems or issues that may need to be researched. Faculty often partner with agencies to develop research and evaluation that may be helpful in addressing agency problems.

6. Continuing education programs are available through the university and in collaboration with agencies that assist in staff development and training initiatives.

7. Employees often find work with students as invigorating and also helpful. They are able to make a contribution to their profession through helping to train the next generation of social workers.

8. Employees often indicate that students are helpful with workloads. This may allow workers to engage in some more pressing issues using student assistance.

9. Supervision of students is often good preparation for expanded supervision responsibilities on the job.
GEORGE MASON UNIVERSITY
DEPARTMENT OF SOCIAL WORK PARTNERSHIP AGREEMENT

**Background:** The Department of Social Work extends the opportunity for unique partnerships with certain agencies. These agencies provide the potential for the development of collaborative relationships that extend beyond the parameters of student internships. Partnership agreements are designed to provide mutually beneficial agreements that are negotiated between the agency and the Department of Social Work. These ongoing relationships provide a means of maximizing the assets of both the University and the agency community. The Department of Social Work can also serve as a liaison to other GMU Departments and University resources on behalf of agencies. Although each agreement is unique and designed to meet the needs of both parties, the following areas are common to these agreements.

- **Student practica** - students are provided opportunities for a learning experience that is structured based upon the educational level of the student, agency-based needs and available learning opportunities. The Department of Social Work offers student practica experiences ranging from the junior level student to the concentration (2nd year) graduate level student. Agencies can plan around having students each year and this has been helpful in providing stability to address manpower needs.

- **Research** - Universities are reservoirs of researchers with the capacity to support these endeavors. There are multiple opportunities for collaboration between researchers who may have interest in areas of inquiry identified by agencies or by the university. This can include original research to address issues identified by organizations, program evaluation, needs assessments etc.

- **Collaborative Grant writing** - Partnerships that involve collaborative grant writing are of mutual value to both organizations. These collaborations may involve identification of grant funding opportunities, supporting and assisting in writing and the conceptualization of these proposals. There may be opportunities for collaboration around training and evaluation as a part of grants also. Collaborations between universities and agencies are viewed favorably by many grant reviewing organizations.

- **Training** - Specialized training designed to meet the needs of the agency and/or university can provide a rich resource for supporting the training needs of both organizations. Continuing education requirements of staff in both organizations may be facilitated through this agreement. This may include continuing education programs for specific professional groups.
• **Collaboration on Thesis projects**-these graduate level experiences involve partnerships between student researchers and agencies to address specific project of mutual interest to both the student and the organization.

• **Consultations**-These would be based upon the match between required expertise and the availability of consultant opportunities to address these needs.

• **Unique collaborations**- Based upon the mutual needs of each organization, special or innovative collaborations can be designed.

**Student Practica Experiences**

One of the primary ways in which organizations develop collaborative relationships with the Department of Social Work is through student practicum experiences. A practicum is a community based learning experience that is designed to provide students with an opportunity to apply classroom learning to real world work. Social work as a profession has one of the most structured and demanding practica, designed to strengthen the preparation of social work professionals. Social work professionals are trained in utilizing a wide range of skills that are applicable in diverse settings. The match between the student and the community based site is vital to the education and training of students. These experiences range from the junior year of the undergraduate program to the 2nd year of graduate level study.

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