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COLLEGE OF HEALTH AND HUMAN SERVICES

DEPARTMENT OF SOCIAL WORK
MSW Field Education Education Manual
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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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SECTION 1: OVERVIEW

Welcome to Field Education!

The field education practicum is an integral component of the MSW Program and your education as a social worker. This manual serves as a resource to help make the field practicum experience a successful one for students, but also serves as a guide for agency field instructors and task supervisors. It is the student’s responsibility to read through this field education handbook carefully, and be familiar with and abide by field program policies. Refer back to this manual often throughout your field placement.

This field education manual is available in electronic form on the social work website, at www.socialwork.gmu.edu, under “Field Education.” All course syllabi for the MSW Program may be obtained through the web site under “Course Syllabi.” This manual includes a copy of the NASW Code of Ethics, the NASW Standards on Cultural Competence, and Resources for Social Workers.

Department of Social Work Mission

The mission of the Department of Social Work at George Mason University 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. 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 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. 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, fostering lifelong learners committed to promoting social functioning, community empowerment, and cultural competence.

MSW Program Goals

On the master’s program level, four program goals are derived from the departmental mission.

1. To prepare social workers with knowledge and advanced skills in direct and clinical practice, organizational leadership, social policy, and community practice to enhance social functioning and alleviate poverty, oppression, and injustice.
2. To prepare ethical social work leaders who facilitate positive social change locally, nationally, and internationally/globally through direct and clinical services, advocacy, social action, and community empowerment in diverse social, cultural, and political and organizational contexts.

3. To prepare social workers with appropriate knowledge and skills for practice with culturally diverse colleagues and client systems of all sizes in a variety of professional contexts.

4. To prepare social workers who contribute to the social work profession through continuous professional development and leadership activities that promote competent social work practice.

About Field Education

Field education is the “signature pedagogy” of social work education; it is the pivotal transformative experience in progressing from “social work student” to “social work professional”. The graduate curriculum of the Social Work Department, including the field education program, is guided by the Educational Policy and Accreditation Standards (EPAS, 2008) issued by the Council on Social Work Education (See www.cswe.org). The Field Practicum experience should provide the student with activities that are related to the Department of Social Work’s overall program goals and objectives. The purpose of the practicum is to provide the opportunity for the student to apply social work knowledge, skills, values, and ethics to professional practice.

The regular MSW degree program at GMU requires two field practicum experiences – a foundation field practicum and a concentration field practicum. Each consists of fall and spring field courses. Advanced Standing students enroll in the concentration year practicum only, building upon field experiences from their BSW programs. Field sites are specifically selected to allow students to engage in an array of practice behaviors toward achieving core competencies. The student field experience is supervised at the agency or organization by MSW level social work professionals and monitored by designated Faculty Field Liaisons. The field practicum is accompanied by Field Seminar courses facilitated by a Faculty Field Liaison. Seminar courses serve to bridge theories, concepts and knowledge to real world application. Through these seminars students examine and reflect upon their experiences working in the field and refine their critical thinking skills.

The Foundation year practicum (SOCW 672 and SOCW 673) is designed as a practical integration of social work theory, skill development, values and ethical orientation to the profession. Field activities are focused on students developing “best practice” standards in the settings where they are placed.

The Concentration year practicum (SOCW 692 and SOCW 693 for Clinical Practice students and SOCW 694 and SOCW 695 for Social Change students) is designed to provide students with the opportunity to apply their social work knowledge, values and skills from across the curriculum for
advanced practice in the areas of clinical mental health and behavioral health practice, organizational management and leadership, community practice, and policy and advocacy.

**Policy on Prior Work, Volunteer or Life Experience**

In accordance with Council on Social Work Education EPAS guideline 3.2.5, this program does not grant social work course/practicum credit based on previous work, volunteer or life experience. Students who aim to do a field practicum at a place of prior or current employment, volunteer work or other such experience must submit a petition distinguishing their field practicum role, experience and supervision from other non-practicum related experiences. (See Appendix A)

**Standards for Field Education**

Field instruction will take place only in an approved agency or organization with an approved MSW level Agency Field Instructor. It is the responsibility of the Field Education Office to approve both the placement sites and the field instructors. This approval process occurs prior to the placement of the student.

An agency Affiliation Agreement (contract) 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 a readiness to invest staff time and other agency resources in student education. Additional information regarding the Department of Social Work’s program mission, goals and objectives may be found at www.socialwork.gmu.edu. Agency Field Instructors (AFI) are experienced social workers who have an understanding of and an interest in social work education. AFI’s must possess a minimum of two (2) years post masters experience (min. 3 years for Clinical concentration students). Emphasis is placed on the teaching aspect of supervision for Field Education.

A MSW Field Education Calendar is developed annually and denotes the target dates that materials are due to the Field Education Office. The Department of Social Work requires specific documentation of the student’s learning processes and outcomes. The student, Field Instructor, and Field Liaison are expected to work together to complete the assignments and required formal evaluations of the student’s work and submit them to the Field Education Office on time.

Field education involves close cooperation among the Agency, Field Instructor, University and student. Each has a responsibility in the on-going assessment of the practicum experience.
Roles in Field Education

A. Director of Field Education

The Field Director will be responsible for:

1) Providing the agency with the necessary consultation and support to carry out the educational program goals;
2) Providing specific learning objectives compliant with accreditation standards to be used in planning the field educational program for students;
3) Providing guidelines for evaluation of students’ progress;
4) Developing and assuring a clear process for screening and selecting students for the placement process;
5) Obtaining regular feedback from the agency regarding the field program's strengths and limitations and recommending suitable modifications when appropriate
6) Maintaining regular communication with agency directors and agency field instructors;
7) Providing consultation around field practicum concerns;
8) Providing continuing educational services including the field instruction training seminars.

B. Associate Field Director

The Associate Field Director will assist the Field Director in working with students who are conducting their field practicum at agencies in the community.

The Associate Field Director is responsible for:

1) Assisting in the recruitment and retention of practicum sites within the community;
2) Assisting in the field seminar curriculum development;
3) Providing supervision and support to field adjunct faculty (field liaisons);
4) Serving as one of the faculty field liaisons.

C. Faculty Field Liaison / Field Seminar Instructor

Faculty Liaisons are adjunct faculty who teach field seminar courses and support the practicum experiences in the community. A faculty field liaison provides the critical link between the School, the student, and the agency field instructor. Students are assigned to a faculty field liaison based on seminar enrollment and that liaison/instructor is primary roles is to provide direction, guidance, instruction and consultation supporting the student’s achievement of practice behavior competencies. For each assigned student, the faculty field liaison is required to make face-to-face agency visits and phone contacts with the student and agency field instructor. The focus of visits depends on the needs of the student and the agency, and involves consultation around developing a Learning Agreement, problem solving any practicum concerns, and clarifying competency evaluation issues. In the case of concerns or issues requiring immediate attention, the faculty field liaison will make additional agency visits or phone contacts as needed.
D. Field Agency

A field agency is an organizational entity that agrees to participate in the education of social work students is responsible for:

1) Providing an environment that is conducive to educational goals and objectives;
2) Accepting the student as contributing services related to the function of the agency;
3) Affording the student significant responsibility in assignments with clients, sufficient to enable meaningful learning opportunities appropriate to the MSW program and field objectives, the students individual Learning Agreement and CSWE competencies;
4) Making adjustments as necessary to enable the agency field instructor sufficient time for planning of the student's activities, regular weekly and emergency conferences with the student, meetings with the Field Director and/or faculty field liaison, writing of evaluations, and other duties connected with this responsibility;
5) Providing the agency field instructor and student suitable physical facilities and work items including adequate desk space, telephone, supplies, clerical support, and privacy for client interviewing, group meetings, and supervision conferences;
6) Assuring that a student is not, under any circumstances, left alone or solely responsible in an office, agency, or institutional setting. At least one agency staff member must be available at all times. This does not preclude a student making a home visit alone, for example, if the agency field instructor believes the student is adequately prepared to do so.

E. Agency Field Instructor (AFI)

An agency field instructor is an employee of the agency selected to be the primary provider of instruction and supervision for social work students. The agency field instructor should meet the criteria for selection as indicated above. Therefore, by definition the agency field instructor holds at least a Master’s in social work and has at least 2 years post-masters (3 years, if supervising a Clinical concentration student) clinical and/or administrative experience. Additionally, the agency field instructor is required to submit a current resume. This document will be kept on file in the field education office.

Recognizing that the agency field instructor has other responsibilities besides student supervision, he/she should, however, allot a sufficient portion of his/her time for each student on designated field practicum days. This will include time for student instruction, program development, and occasional meetings with the Field Director and/or faculty field liaison, program and student evaluation, and other related activities.

The agency field instructor must schedule at least one hour of formal supervisory conference with the individual student on a weekly basis.

The agency field instructor should monitor practicum-related documentation. In particular weekly time logs, and student learning agreements/evaluations should be reviewed at the beginning of weekly supervision sessions. He or she is responsible for making sure that the student has access
to guidance and consultation by other agency professionals in the agency field instructor’s absence (e.g., during vacation or illness). The agency field instructor is also expected to immediately notify the school if there is a significant change in the agency field instructor’s availability due to a change of employment status, staffing, etc.

To provide a meaningful field experience, the agency field instructor should:

1) Understand how the overall objectives and specific curriculum of the department relate to the objectives of field instruction;
2) Integrate these objectives with those of the agency and its policies and procedures;
3) Assist the student to formulate a comprehensive Learning Agreement i.e. educational contract;
4) Integrate the student into his/her practice unit and set up an orientation program that will present a total picture of the agency;
5) Select appropriate cases, objectives, learning tasks, and assignments for the student;
6) Plan conferences and unit meetings;
7) Assign written work (process and summary recordings, psychosocial summaries, case notes, etc.), and review these with the student;
8) Encourage the student to participate fully in the life of the agency;
9) Provide feedback to the student on a regular weekly basis as to performance;
10) Communicate with the student, Field Director, and/or faculty field liaison any unusual opportunities, conditions, or problems as soon as they are evident;
11) Participate with the student in the preparation of the Field Practicum Evaluations during the semester;
12) Participate in training seminars for all agency-based field instruction.

F. Task Supervisor (or “preceptor”)

In recognition of the fact that the students’ experience in an agency can be enhanced by interaction with non-MSW social service professionals, some agency field instructors may assign some supervisory responsibilities to a task supervisor. The task supervisor is selected by the agency field instructor based on the preceptor’s experience or expertise in a particular area of service delivery. The preceptor may be from professional disciplines other than social work such as marriage and family counseling, psychology, occupational and recreational therapy, etc.

The involvement of a task supervisor is at the discretion of the agency field instructor, but a task supervisor does NOT replace the agency field instructor nor reduce or diminish any of the agency field instructor’s responsibilities as listed above.

Both the task supervisor and agency field instructor are encouraged to develop clear avenues of communication as it relates to the students’ progress through the practicum. Ultimately, the agency field instructor remains solely responsible for the student’s field training experience and holds vicarious liability for the student’s field performance.
G. Agency Field Instructor Orientation Training

The Department of Social Work provides, training experiences that are mandatory for all agency field instructors, voluntary for task supervisors and open to all professionals of other disciplines wanting to work with social work students. The orientation provides an opportunity to:

1) Promote general consistency in the training of students with regard to basic social work skills across agencies;
2) Foster a network of communication between agency field instructors and the Department of Social Work;
3) Disseminate the most current information reflecting generally accepted principles of field supervision (including legal issues, examination of the supervisory relationship, promoting the optimal field learning experience, identifying and addressing student or agency problems, etc.).
4) Obtain information from community partners that can be used to help the field education program evolve and be progressively more coordinated with workforce needs.

Expectations for Field Education

Expectations for the Agency

1. The agency’s director should be committed to the agency’s participation in professional social work education, and there should be a commitment to enter into a long-term relationship with the University involving the training of numerous students over time.

2. An employee of the agency should be designated to serve as the contact person to work with the school.

3. The agency and the School will enter into an agreement regarding the mutual expectations for affiliation prior to a student being accepted for placement.

4. The agency will provide reasonable physical facilities necessary to accommodate the student and also provide a reasonable orientation to the agency (Appendix B).

5. The agency should provide the variety, quality and quantity of learning experiences (Appendix C) appropriate for the level of field education: Foundation year (BSW and 1st yr. MSW) and/or Concentration year (Clinical or Social Change).

6. The agency will be expected to assure the availability of case material and work activities for instructional use by students. This material would be subject to the guidelines of confidentiality.

7. The agency will reimburse students for agency-related travel expenses from the agency to home visits, etc.
8. The agency should provide the opportunity for students to attend staff meetings and participate in other collaborative and professional exchanges.

9. In the case of working with a faith-based agency, the agency may provide the opportunity for students to attend and participate in spiritually-oriented activities; however they must respect the student’s decision as to whether or not to participate.

10. The agency should allow its field instructors adequate time for student supervision and for attendance at seminars and other meetings pertinent to this role.

11. Agencies should have formal safety policies and procedures. (See Appendix D).

Expectations for the Field Instructor

1. The Field Instructor must have an MSW and a minimum of two years’ related practice experience beyond the Master’s degree. Exceptions must be approved by the Director of Field Education.

2. New Field Instructors are required to attend a Field Instructor’s Orientation that will be held before the start of the academic field semester. Continuing Education Credit will be awarded for attendance. Annual Continuing Education programs are made available to all Field Instructors affiliated with the George Mason University Department of Social Work.

3. Field Instructors should become familiar with and consistently use the appropriate field instruction curriculum in developing clear expectations of student performance. Program goals and field learning objectives are detailed in this Field Manual.

4. The Field Instructor will develop learning opportunities that focus on areas of social work skill development related to theory and evidence based practice, and will create specific educational assignments in consultation with the Faculty Field Liaison as needed.

5. The Field Instructor is required to provide weekly one hour of individual educational supervision as a minimum standard. Students will document a record of their supervision in the weekly journal located in the field software program.

6. The Field Instructor is responsible for having the student prepare process recordings. The Field Instructor will provide clear written feedback to the student regarding their performance using the process recording as an assessment tool. Student process recordings with Field Instructor comments must be submitted to the Field Liaison as scheduled in the Field Seminar syllabus.

7. The Field Instructor will develop with the student an individualized Learning agreement within the first month of the practicum. The student is responsible for submitting the Learning agreement through the Field Education Software by the due date listed in the Field Seminar syllabus.

8. The Field Instructor’s evaluation of the student must reflect actual performance and not effort or potential. The Field Instructor’s written evaluations of student performance should be consistent, with clear examples of student strengths and/or areas of improvement. Narrative documentation of student performance should be consistent with any numerical ratings given.
9. The Field Instructor should confer with the student in the preparation of the mid-semester assessment and the end-of-semester evaluations. The student is expected to sign the evaluation and their signature indicates that they have read the evaluation.

10. The mid-term and final evaluations must be submitted through the Field Education Software by the dates listed in the MSW Field Education Calendar. The Faculty Field Liaison is responsible for interpreting the evaluations and submitting the student’s grade.

11. Field Instructors should provide timely feedback on the student’s progress to the Faculty Field Liaison. It is expected that the Field Instructor promptly notify the Liaison of any problem with the student’s performance or difficulty in the agency’s ability to meet the educational expectations of the student.

External Field Instructors

Occasionally there is an excellent educational opportunity with an agency; however, that agency may not have an MSW staff person available as a Field Instructor to supervise the student. In this circumstance, an external Field Instructor may be obtained, by the agency, to provide weekly supervision for the student, while the agency employs a Task Supervisor who provides the student with daily assignments, tasks and supervision. The external Field Instructor will have a MSW degree and a minimum of two years post graduate social work experience for foundation and social change students, and an MSW with three year of post graduate experience for clinical students. In addition they must have their own professional liability coverage as well as the commensurate work experience for either the Foundation year or Concentration year setting.

The external Field Instructor is expected to work closely with the Task Supervisor in obtaining input regarding the student’s performance. The external Field Instructor will fulfill all the expectations required of Field Instructors of the Social Work Department.

Expectations for the GMU Department of Social Work and Faculty Field Liaison

1. The Director of Field Education will maintain regular communication with agencies and field instructors through the faculty field liaisons. This person will be the primary source of support and consultation to the agency, field instructor and student. The faculty field liaison must have an MSW and a minimum of 2 years post-Master’s experience.
2. The Department of Social Work will provide an orientation for all students prior to the start of their field practicum. This orientation will include a discussion of the expectations of the Agency, The Department of Social Work and the student, in addition to a review of the NASW Code of Ethics (in the Appendix). The issues of Personal Safety, Risk Management and Universal Precautions will be discussed as well.
3. The Faculty Field Liaison will become familiar with the activities of the Agency and will visit each Agency at least once in the course of the semester. The Faculty Field Liaison will act as an educational resource to the Field Instructor and student.
4. The Faculty Field Liaison will review the student’s work at the time of the Agency visit. This can be in the form of process recordings, audio or video tapes, agency documentation, or other tangible, observable work products of the student.

5. The Faculty Field Liaison and Director of Field Education will provide consultation on educational issues and assistance in addressing any concerns the Agency may have about a student’s performance.

6. After reviewing the Field Instructor’s written assessment or evaluation, the Field Liaison will assign the semester grade and submit this grade to the University and the Field Education Office.

7. The Faculty Field Liaison will provide immediate consultation within 24 hours should a serious problem occur with a student’s performance and will advise the Field Education Office of the situation.

8. The Faculty Field Liaison will encourage the student to provide regular feedback to the Field Instructor about the student’s practicum experience.

9. The Faculty Field Liaison will attend Field Instructor orientations when scheduled, as well as routinely meet with the Director of Field Education.

10. The Faculty Field Liaison is responsible for ensuring student field records are submitted through the field education software. At the end of each semester, the Field Liaison ensures that the student’s Learning agreement, Mid-Semester Assessment and End-of-Semester Evaluation, Record of Work Hours, process recordings and, where applicable, Remedial Contract, are filed in the software.

Expectations for the Student

1. The student is expected to meet the course requirements for each level of field instruction and to maintain a GPA of 3.0 for the semester. See Grading Policies in this manual.

2. The student will adhere to the NASW Code of Ethics, included in this Field Manual. The student is expected to read the Code of Ethics during their first week of field placement. Failure to follow these ethical standards or the University’s Honor Code may result in termination from the field practicum and/or the MSW Program. Please read the policies on academic termination and dismissal in the University Catalog.

3. Students enrolled in the university assume an obligation to conduct themselves in a manner compatible with the university’s function as an educational institution. The university has the authority for maintaining order within the university and the right to exclude those who are disruptive. Per the GMU Office of Judicial Affairs:

   The right to free speech and expression does not include unlawful activity or activity which endangers or threatens to endanger the safety or well-being of any member of the community. Further, it does not include any activity which materially interferes with the education or well-being of other students or the mission of the institution.

   Issues of student conduct will be referred to the Office of Judicial Affairs (see page 50, General Policies, GMU Catalog).

4. Students will engage in culturally competent practice (in the Appendix).

5. It is mandatory that the student maintain the confidentiality of agency records.
6. The student will contribute to the development of their Learning agreement with their Field Instructor and submit it through the software by the due date in their Field Calendar.

7. The student will submit process recordings and other assessment materials as requested by his/her Field Instructor. The student will submit work products as well as a written agenda prior to their supervision meeting with their Field Instructor. This documentation will be reviewed by the Faculty Field Liaison during the Liaison’s visit to the agency or as requested by the Faculty Liaison.

8. **The student will not alter the program requirements or any other condition of his or her field placement without the written permission of the Director of Field Education and the Field Instructor.**

9. The student will adhere to the **Agency’s schedule** of holidays, closings, etc. and will be expected to follow the GMU MSW Field Education Calendar regarding winter and spring recess. **Students must consult with their field instructor to negotiate time off during these breaks in the academic calendar.** The student will adhere to the Agency’s schedule of orientation and in-service training as a requirement of his/her practicum.

10. If a student is ill or otherwise absent from field work for any reason, the student must make up the missed hours. If time in the field is lost as the result of an inclement weather closing, the student must make up any time missed.

11. All students must keep a record of the number of hours they work in the field. The **Student Record of Work Hours** form, located in the field education software, must be signed by the student, Field Instructor, and Field Liaison every week.

**NOTE:** All students are expected to retain a copy of their Learning agreement, all process recordings, assignments, Record of Work Hours, and other related work products until they have completed the social work program. Documents maintained in the Intern Placement Tracking (IPT) system are archived at the end of each academic year. However, students will not have access to these documents once they have been archived. It is imperative that students make copies of field documentation prior to the end of any academic year.
SECTION 2: UNIVERSITY AND SOCIAL WORK DEPARTMENT POLICIES

Field Hours

Foundation Year students are required to spend a minimum 225 hours engaged in field education activities during the fall and spring semesters for a minimum total of 450 hours per year. Concentration year students are required to spend a minimum 300 hours engaged in field education activities during the fall and spring semesters for a minimum total of 600 hours per year. This averages approximately 16 hours per week per semester for foundation year students and 20 hours per week per semester for concentration year students. However, the specific internship schedules are coordinated between each student and his/her field instructor. Students should expect to spend eight hours, or more, per day engaged in their field placement activities. In some cases, students may work fewer hours. However, regularly scheduled placement hours should include four hours or more each day. In no instance should a student be regularly scheduled for less than four hours.

Examples of what is not included as field hours are: travel to and from the agency, seminar hours, time spent on assignments related to seminar and/or other classes, and seminars/workshops not approved by the field instructor, and other activities not approved by the field instructor. Field hours do include travel time for home visits/field related travel, documentation, reading and research related to field placement, supervision time, and other activities that are related to the field placement as approved by the field instructor.

Special Requirements for Field Placements

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 will be expected to obtain all required screenings at their own expense if not covered by the agency. All students must follow the agency’s guidelines on Universal Precautions and this information should be part of the student’s orientation to the field by the agency.

Immunizations

All students must have the Hepatitis B vaccination series and a screening test for tuberculosis (TB) prior to beginning their field 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 Education may not be able to obtain a practicum for that student. Students who do not comply with the University’s immunization requirements may be unable to register for the next semester.
To obtain more information visit the following website: http://shs.gmu.edu/immunizations/index.php#Forms

Insurance Coverage

Students in field placements are covered for liability under the Commonwealth of Virginia’s Self Insured Liability Insurance Plan and will be covered for medical malpractice under the Medical Malpractice Insurance Plan, as established by the Department of General Services, Division of Risk Management. Only those practicum activities that have been determined by the student’s Field Instructor to be part of the course are covered.

Students may obtain additional professional liability insurance (malpractice coverage) through the National Association of Social Workers (NASW). You must be a member of NASW in order to receive a discounted insurance rate. For further information on student memberships, contact: www.socialworkers.org. Student professional liability coverage can also be obtained through the American Professional Agency.

While not a University requirement, the Social Work Department strongly recommends that all students have some type of health insurance. If you currently are not covered under an individual or family health insurance program, you may purchase health insurance through the University’s Student Health Services. If you do not purchase a Student Health insurance policy, you may receive routine healthcare through the University Student Health Services.

Driver’s License and Transporting Clients

If students will be driving as part of their field experience, they must possess a valid driver’s license. It is the student’s responsibility to obtain a license as well as auto insurance if she or he will be using their personal vehicle for transportation to and from their field assignments.

Students should never transport clients in their personal automobiles.

If, at times, 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 risks.

Home Visits

Home visits may be a routine responsibility of a student’s field placement, or indicated in a variety of situations. Agencies will be expected to take reasonable measures to ensure the safety of each student. At a minimum, the same security provided to the staff must be provided to the students. In certain circumstances students may need additional support and security. The
Director of Field Education should be consulted by the student, Field Instructor or Faculty Field Liaison if safety is a concern.

Please Note: The Social Work faculty is perpetually cognizant of the potential risk involved in the practicum experience and in the service delivery process. Students are encouraged to adopt safe practices in the exercise of their practicum activities. Agency staff members are required to orient students to agency guidelines and procedures for risk reduction and personal safety, as well as their emergency procedures.

If you are working in an agency and you do not have access to a telephone when working with clients, please make sure you have your own personal cell phone, or arrange to change location where you have access to a telephone.

*All personal safety incidents, (e.g. an accident which may have resulted in an injury or a case of sexual harassment or stalking) must be reported immediately to the Director of Field Education by either the student, Field Instructor or Faculty Field Liaison.*
The Personal Safety Incident Report is located in our field software program.

**Emergencies**

In the case of an emergency off campus (e.g. crime, injury, fire, etc.) call #911 and be prepared to report:

a) the nature of the emergency;

b) the exact location of the emergency;

c) your name and call-back phone number in case further information is needed.

Make sure you are in a safe location.

*It is imperative that the Field Education Office have your correct telephone numbers, including cell phone number, home address, email, and emergency contact. Please update your information in the field education software and with your Field Instructor whenever a change occurs.*

*Please make sure that you understand what the Emergency Procedures are for your agency. Field Instructors have the responsibility to make sure that all students in their agency receive this information during orientation to the agency.*

**Disaster and Emergency Preparedness**

Emergency Information can be obtained from the GMU Information number, 703-993-1000, the GMU Today web site, www.gmu.edu/today or the GMU TV Station, in addition to the local radio and television stations.

If you are affected or involved in an emergency or disaster where you live, work, volunteer or are placed for field practicum, please notify your Field Instructor and Faculty Field Liaison as soon as it is safe to do so and within 72 hours.
Additional information on Emergency and Disaster Preparedness may be found at:
3. American Red Cross- www.redcross.org

Inclement Weather Policy

If the University delays opening in the morning, students should go to the next regularly scheduled class. In the instance of an early closing and cancellation of classes, the University will close at 4:00 pm to make it clear that late afternoon and evening classes are not being held.

Individual students with special commuting issues should make sensible personal decisions as to whether or not they can attend class when the University is open but the weather is not optimal. Faculty is encouraged to be flexible regarding the attendance rules in this regard.

If an agency closes during inclement weather on one or more day(s) that the student was scheduled to be in the field, the student must make up for time missed. Further, it is the student’s responsibility to arrange to make up those hours somewhere in the course of the current semester. Keep in mind that, under normal circumstances, all field hours must be completed by the last day of class for any given semester.

Information regarding any delays or closings for the University, in addition to any Emergency Information can be obtained from the GMU Information number, 703-993-1000, the GMU Today web site, www.gmu.edu/today or the GMU TV Station in addition to the local radio and television stations.

Equal Opportunity and Affirmative Action

George Mason University is an equal opportunity/affirmative action institution. It is committed to the principle that access to study and employment opportunities afforded by the university, including all benefits and privileges, be accorded to each person, student, faculty or staff member on the basis of individual merit, without regard to race, color, religion, national origin, veteran status, disability, sexual orientation, sex or age. 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.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 provides protection from discrimination for qualified individuals with disabilities. You may be qualified through the GMU Disability Resource Center, (703) 993-2474. **If you require special accommodations, you must provide the Director of Field Education with documentation from the Disability Resource Center explaining the nature of the required accommodations prior to the placement process.**
**Sexual Harassment**

George Mason University and the Social Work Department have a policy that seeks to guarantee each student 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 practicum site. University policy specifies that: “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.” (EEOC & OCR)

**Drugs and Alcohol**

The abuse of drugs and alcohol by members of the GMU community is incompatible with the goals of the University. Those in need of assistance in dealing with such problems are encouraged to seek the confidential services of the University’s Counseling Center, the Student Health Center, or the Drug Education Center. *Abuse of drugs and/or alcohol will be grounds for termination of a student from the program. Substance abuse of any kind will impair a student’s judgment and the ability to work effectively with clients in the field practicum setting.*

The Department of Social Work has a Drug-Free Practicum Policy regarding the use, abuse, selling, trading, or offering for sale and/or distribution alcohol, illegal drugs, over the counter (OTC) or prescription drugs that impair functioning or are distributed illegally, and other intoxicants, such as the abuse of inhalants.

Students who fail a drug test as a condition of applying for or continuing in a field placement, must immediately notify the Director of Field Education. Failure to do so will result in termination from the program.

If a student violates the Drug-Free Practicum Policy, they will be withdrawn and terminated immediately from the field placement. A student is automatically suspended from the University for a minimum of one year. The suspended student must provide evidence of successful participation in a drug treatment program prior to reinstatement.

Please read the University’s Drug and Alcohol Policy in the University Catalog, and the Department of Social Work’s Drug and Alcohol Policy in the MSW Student Handbook.
Confidentiality

While the Social Work Department requires students to 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 Social Work Program 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.** The Faculty will respect each student’s right to privacy and only request consent to share information as deemed necessary. At all times students must adhere to the **NASW Code of Ethics** (located in the Appendix of this manual) regarding the standard of confidentiality in working with clients. During the Field Seminars, which occur every other week, all students are expected to maintain as confidential the information shared about various agencies, as well as any information of a personal nature disclosed by students themselves.

Employment

Many students in the program are employed either on a part-time or full-time basis. Those students are expected to negotiate with their employers the required time necessary to be available for their practicum during the usual business hours of the field agency. **Students must consistently attend the Field Seminar.** In general, students are not allowed to complete a practicum in a setting where they work or volunteer since this may be considered a potential conflict of interest.

Conflict of Interest

The intent of the Conflict of Interest Policy is to ensure each student an objective learning environment, including a sound evaluation of student performance in the field setting. All students are required to sign a Conflict of Interest Statement prior to beginning the practicum experience.

Students should not undertake a practicum experience in an agency where a prior relationship exists. A prior relationship exists if the student is a former or current client of the agency; is a former or present employee of the agency; or has a relative or other close personal relationship among the staff in the practicum agency. Students are expected to immediately notify the Director of Field Education if such a relationship exists in a placement being offered for the student’s consideration, so that the Director can assess the appropriateness of the placement. All students must sign a Conflict of Interest Statement. Students will sign this statement through the field education software before field placements begin.
Open Identification of MSW Student Status

It is the policy of the Department of Social Work and specified in the NASW Code of Ethics that students must identify themselves as students or interns in their field placement with clients and other agency representatives.

Placement Non-Acceptance

If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. Should the student not be accepted by a field agency a second time, the student will be re-evaluated by the Director of Field Education. If the reason for the student’s non-acceptance with an agency is due to student-related issues, the MSW Field Director reserves the right to refer the student for termination from the program since they will be unable to complete the practicum part of the MSW degree requirements.

If the student is rejected for agency-related reasons, the student will be offered other placement options.

Grading Policy

Students must earn a grade of B minus or better in all field seminar courses. If a student receives a grade of C or F they will be able to repeat the course only one time.

Students must successfully complete Foundation year courses SOCW 657, 658, 672 and 673 in order to proceed to the Concentration year curriculum.

Receiving a grade of F in two courses will result in termination from the program. Please see the MSW Student Handbook regarding additional information and the procedure for appealing a grade.

Employment Based Practicum (EBP)

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.

Working full time

Students are strongly discouraged from working full time and attending school on either a part-time or full time basis given the workload of graduate education. Working full time in addition to
attending a graduate program requiring 225-300 hours of field work a semester will be extremely stressful and may make the graduate program impossible to complete.

**Prior Work Credit**

The MSW Program does not provide any course credit based on life or previous work experience of the student.

**Procedures for termination from practicum**

A student's practicum may be terminated by the student, Field Instructor, an agency administrator, or Faculty Liaison for any of the following reasons:

1. **Level of student preparation for the practicum**: For the Foundation Practicum, it is assumed that the student has acquired the competencies expected for participation in the work-world (e.g., arriving on time, managing one's schedule and communicating it to others as appropriate, presenting and conducting one's self in a professional manner--including dress and other aspects of self-presentation as well as engaging in appropriate interpersonal interactions). In addition, for the Concentration Practicum, it is expected that the student has acquired the necessary knowledge for "entry level" professional practice (reflected in objectives for B.S.W. curriculum and Foundation curriculum of M.S.W. programs) prior to the beginning of the Concentration Practicum. For either practicum, evidence to the contrary of the above expectations--given appropriate efforts by the Field Instructor and Liaison to assist the student in remedy of these deficits--will constitute grounds for the agency's withdrawal of the practicum for that student and for the initiation of an Academic Review of the student's standing in the M.S.W. program and course of study.

2. **Failure to comply with the Code of Ethics**: Students are expected standards for comply with the NASW Code of Ethics (provided in Field Manual).

3. **Agency breach of Affiliation Agreement**: The agency is expected to provide the expected learning experiences and/or appropriate supervision to meet any of the other expectations identified in the Affiliation Agreement between the agency and the University.

4. **Unexpected events**: There may be times in the life of the student or in the agency where continuing in that practicum setting might jeopardize the quality of the student's learning experience (e.g. personal trauma, or agency re-organization, etc.).

5. **Mismatch**: Sometimes, differences in learning or interpersonal styles between the Field Instructor and/or agency and the student emerge as the student and Field Instructor begin to work together, rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare but they may generate recommendations for a change in the practicum arrangements.
Any number of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what she/he expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program.

Whatever the reasons prompting consideration of practicum termination, the student, Field Instructor, Faculty Liaison, and Academic Advisor will work as a team to resolve problems and to come up with appropriate solutions. The procedures that follow describe the process to terminate practicum, if the situation cannot be resolved.

**Field Instructor Initiated Termination**

If the Field Instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the Field Instructor to discuss (as soon as possible) any such problems with the student and the Faculty Liaison. If issues cannot be resolved, the Field Instructor can request termination of the placement. It is important that the Field Instructor clearly identify those areas which still need further development in order for the student to be successful in another practicum site. Once all avenues have been explored with the student and Faculty Liaison and the only option left is to terminate the current practicum, the **FACULTY LIAISON** will:

1. **Inform the Director of Field Education or appropriate Field Coordinator that the placement needs to be terminated.**

2. **Instruct the student to review the field manual and follow procedures as it relates to termination of practicum, and advise the student to meet with his/her Academic Advisor.**

3. **Ask the Field Instructor to complete a “Statement of Practicum Termination” form (available in this manual). If the Field Instructor is not comfortable or willing to complete this form, the liaison should complete it with as much detail as possible.**

4. **Ensure the student has the opportunity to add to and sign the form indicating that the student understands the terms of termination and factors on which to work for future professional growth and development.**

5. **Add a summary of the termination decision (including the event(s) prompting the termination and the reasons for it). Additionally, the liaison will either recommend to the Field Faculty that the student be placed in another setting, or request an academic review be facilitated by the MSW Program Director.**

6. **Sign the form and submit it to the Field Education Office for placement in the student file. The student should maintain a copy of this document for his/her records.**
7. The Field Education Office will provide the Academic Advisor, Faculty Liaison and Field Instructor a copy of the termination form.

**Student Initiated Termination**

Some students, for various reasons, wish to leave their placement agency. Some students are seeking a placement change and will continue their fieldwork in another agency. Other students may be withdrawing from Field and/or the M.S.W. program. **Changing field practicum sites can only be requested due to compelling circumstances.** This procedure often requires the student to undergo another orientation to the new agency and start-up delays are inevitable. Before any decision regarding a transfer is made, the student should:

1. Discuss any concerns with the Field Instructor.
2. Talk with the Faculty Liaison to discuss the nature of the educational concerns and the steps already taken to address them with the Field Instructor.
3. Decide with the Field Instructor and the Faculty Liaison if the current placement can be salvaged for the student.
4. Work with the Field Instructor and Faculty Liaison, if a transfer is recommended, to develop termination procedures and a time frame within which the transfer is appropriate and feasible. Alternative placement within the agency will be considered before those external to the agency.
5. Submit to the Director of Field Education or the appropriate Field Coordinator a **Petition to Terminate a Field Placement** signed by the Academic Advisor, Faculty Liaison, and the Field Instructor. A copy of this form is in the manual and must include a written explanation from the student’s liaison noting the educational rationale for the proposed change, the steps taken to modify the student’s assignments in the original placement, and a termination plan.

**Practicum Termination Consequences**

Termination from practicum can have serious consequences to include, but not limited to:

1. Loss of hours/successfully complete additional hours beyond the minimum requirements which may result in delay of graduation.
2. Failing grade which will result in repeating the course.
3. An Academic Review to discuss various options for the student. The Faculty Liaison, Academic Advisor, or Field Faculty member can request an Academic Review if the
practicum termination raises question(s) as to whether the student should continue in the M.S.W. program or whether the student's Program of Study should be significantly altered.

4. An incomplete grade, which may require significant and additional time in a new placement to ensure competencies are achieved.

5. Assignment to a new agency that might be a better match for the student.

The consequences depend upon the circumstances of the termination. The student will work with the Academic Advisor and the Field Director to develop options. The Faculty Liaison will provide recommendations with feedback from the Field Instructor.

Students have the right to fair and consistent application of evaluation criteria in their field work and to a fair and consistent application of written procedures for termination from the program should this be necessary. Please refer to the University Catalog and MSW Student Handbook for additional information about termination and dismissal for academic reasons.
SECTION 3: ACADEMIC REQUIREMENTS

Field Competencies

The Council on Social Work Education accreditation standards outline 9 core competencies and
The following field competencies encompass both foundation and concentration years. The
activities assigned to each competency, however, will vary depending on the track of study, i.e.,
generalist practice, clinical or social change.

COMPETENCIES FOR FOUNDATION YEAR STUDENTS
EPAS Core Competencies and Practice Behaviors (Council on Social Work Education)

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.
• PB5: 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.
Specialization-year Competencies and Practice Behaviors
George Mason University Department of Social Work

CLINICAL SPECIALIZATION

EP 2.1.1: Demonstrate Ethical and Professional Behavior
- PB 1: Differentiate the social work mission, core values, and ethics from those of other professions.
- PB 2: Demonstrate insight into one’s professional strengths and limitations as a social worker.
- PB 3: Apply ethical decision-making skills, including professional standards and relevant laws.

EP 2.1.2: Engage Diversity & Difference in Practice Behavior
- PB 4: Develop culturally informed skills that promote the values of equity, social inclusion, and economic justice.
- PB 5: Demonstrate the ability to identify, adapt, and apply social work assessment, diagnostic, intervention, and evaluative skills effectively.
- PB 6: Demonstrate insight into one’s strengths and challenges regarding diversity and difference.

EP 2.1.3: Advance Human Rights & Social, Economic, and Environmental Justice
- PB 7: Identify and articulate the effects of oppression, discrimination, and historical trauma on clients to guide treatment and intervention.
- PB 8: Advocate at multiple levels to advance the social and economic rights of diverse populations.

EP 2.1.4: Engage in Practice-Informed Research & Research-Informed Practice
- PB 8: Use evidence-based practice in clinical assessment and intervention with clients.
- PB 9: Use research to evaluate clinical practice effectiveness and/or outcomes.
- PB 10: Demonstrate knowledge of emerging scientific and technological developments and their impact on the practice environment.

EP 2.1.5: Engage in Policy Practice
- PB 11: Identify how evidence-based practice can be used to advocate for policies that advance social and economic well-being for clients.
- PB 12: Identify how practice-based evidence can be used to advocate for policies that advance social and economic well-being for clients.

EP 2.1.6: Engage with Individuals, Families, Groups, Organizations, & Communities
- PB 13: Distinguish, appraise, and integrate multiple sources of knowledge for use in professional decision-making.
- PB 14: Attend to the interpersonal dynamics and context influencing the development of a culturally responsive professional relationship.
EP 2.1.7: Assess Individuals, Families, Groups, Organizations, & Communities
- PB 15: Use multidimensional bio-psycho-social spiritual assessment tools for diagnosis and selection of appropriate intervention strategies.
- PB 16: Judiciously use theories from the biological, behavioral, and social sciences to understand the challenges and opportunities of individuals, families, organizations, and communities over time.

EP 2.1.8: Intervene with Individuals, Families, Groups, Organizations, & Communities
- PB 17: Critically evaluate, select, and apply best practices and evidence-based interventions.
- PB 18: Facilitate termination and/or referral for continued service.
- PB 19: Demonstrate use of knowledge from the biological and behavioral/social sciences to guide assessment, diagnosis, and intervention strategies with individuals, families, organizations, and communities.

EP 2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities
- PB 20: Critically evaluate client progress and intervention effectiveness using appropriate research methods.

Specialization-year Competencies and Practice Behaviors
George Mason University Department of Social Work

Social Change Specialization

EP 2.1.1: Demonstrate Ethical & Professional
- PB 1: Demonstrate knowledge of social work’s mission, core values, and ethics in advocating for services based on client needs, organizational protocols and procedures, community resources, and the policy context.
- PB 2: Apply ethical decision-making skills to issues specific to organizational, community, and policy practice.
- PB 3: Recognize and manage personal biases in acting against prejudice, discrimination, and oppression to advance access to services.

EP 2.1.2: Engage Diversity & Difference in Practice Behavior
- PB 4: Build relationships that acknowledge difference and diverse identities and use that knowledge to shape social work practice.
- PB 5: Use culturally-informed skills to promote equity and social and economic justice.
• PB 6: Critically adapt and apply social work planning strategies to effectively meet the changing needs of diverse client systems.

EP 2.1.3: Advance Human Rights & Social, Economic, and Environmental Justice
• PB 7: Engage community stakeholders in processes designed to advance human rights and social and economic justice.

EP 2.1.4: Engage in Practice-Informed Research & Research-Informed Practice
• PB 8: Use theories of community and organizational behavior in assessing and analyzing macro interventions.
• PB 9: Use research to evaluate policy and program effectiveness and/or outcomes.

EP 2.1.5: Engage in Policy Practice
• PB 10: Demonstrate how policy impacts social and economic well-being (e.g., potential impact on the availability, suitability, and affordability of services).
• PB 11: Engage, join, or support human service organizations that ethically and effectively work for the improved well-being of individuals, families, organizations, or communities.
• PB 12: Identify how practice-based evidence can be used to advocate for policies that advance social and economic well-being for client systems.

EP 2.1.6: Engage with Individuals, Families, Groups, Organizations, & Communities
• PB 13: Analyze the strengths and weaknesses of various theories, models, and perspectives as applied in policy, organizational, and community contexts.
• PB 14: Effectively communicate professional judgments to a variety of stakeholders.
• PB 15: Develop culturally responsive strategies to engage individuals, organizations, and communities in the change process.

EP 2.1.7: Assess Individuals, Families, Groups, Organizations, & Communities
• PB 16: Demonstrate the use of knowledge from the biological, behavioral, political, and social sciences to guide social change strategies.
• PB 17: Engage with communities, their constituencies, and organizations to assess capacities, strengths, and needs, and identify opportunities for change.

EP 2.1.8: Intervene with Individuals, Families, Groups, Organizations, & Communities
• PB 18: Collaborate with communities, organizations, and other professionals to apply interventions using a variety of models, methods, strategies, and tactics appropriate to the local, regional, national, and international contexts.

EP 2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities
• PB 19: Use participatory methods to involve community and organizational constituencies to evaluate the effectiveness of interventions
• PB 20: Use participatory methods to guide policy, planning, and program development

**Learning agreement**

The learning agreement is an agreement designed by the student in partnership with the Field Instructor to specify intended educational outcomes of the student’s learning needs. The learning agreement should demonstrate how the student will meet the 9 practice competencies and accompanying practice behaviors by identifying the skills utilized in the student’s field practica assignments and activities. In preparing their Learning agreements students should include all competencies and practice behaviors as are appropriate. Further, the measurable learning activities that accompany each of the practice behaviors should be clearly related. The learning agreement also serves as an evaluation method in that it is a tool for designating accountability and responsibility in the completion of assignments. Evaluation of student performance should be clearly related to measuring the outcome of those tasks and activities linked to the identified course competencies and practice behaviors.

Students and Field Instructors should refer to the Field Calendar in the manual regarding the completion date of the Learning agreement. The Field Liaison may be consulted for assistance.

Learning agreements are located in the My Forms section of the field software program and are completed at the beginning of the fall and spring semesters in field.

**Student Evaluation**

Student performance in the practicum is evaluated by the MSW Field Instructor of record, in cooperation with the student and any other work site supervisor providing assignments to the student. All students should have an opportunity to review and discuss their evaluation with their Field Instructor prior to the Field Instructor submitting the final version. The mid-term assessment and end of semester evaluation are on the same form as the learning agreement.

A Mid-Semester Assessment and an End-of-Semester Evaluation for the student is to be completed for both the fall and spring semesters. Both evaluations should be submitted only after a review and discussion has taken place between the Field Instructor and the student. Please consult the Field Education Calendar for submission due dates. The Faculty Field Liaison determines the grade for the practicum experience after receiving the End of Semester Evaluation.

Additional resources are provided in the Appendix.
SECTION 4: OVERVIEW OF FIELD PLACEMENT PROCESS:

1. **Application** for Field Practicum: A notice is sent to all current and newly admitted students asking that they declare their intention to take part in a field internship by submitting an application for a field internship. This notice is typically sent during the latter part of the fall semester. Students are asked to complete the application for the field internship experience that reflects the program status they will have attained by the time the internship begins. The due date for the application is typically a date in mid-December. In addition, a professionally developed resume must also be submitted to the field coordinator. **Until the professional resume has been received, the placement process cannot proceed.**

2. **Matching**: Once a student’s completed application and resume have been received by the field coordinator, we will begin to match the student’s interest areas, past experiences per resume, and any agencies for which the student identified an interest with a selection of agencies that reflects the student’s interests and experiences. In addition, we conscientiously consider the transportation and lifestyle limitations that are identified in the application and use these to inform the matching process to the degree possible.

3. **Referrals**: Following the identification of agencies for which there is a match, an official request is sent to the agencies asking that the student’s resume be considered and, if the agency wishes, to pursue scheduling an interview directly with the student. If the agency does not wish to pursue an interview with the student, we ask that they inform us within two weeks of the referral so that the student can be referred to other agencies in a timely fashion.

4. **Interview**: It is imperative that students respond to any agency’s request for an interview promptly, professionally, and to demonstrate flexibility with regard to scheduling the interview. Keep in mind that the first agency that calls to request an interview may not be an agency that had previously been considered by the student. However, because the
matching process is carefully undertaken, it is important not to refuse an interview based on the assumption that there will be an unlimited number of placement options available.

5. **Agency Offer of Internship:** Agencies will generally make offers of internship directly to students. It is the student’s responsibility to respond promptly and affirmatively to offers.

6. **Confirming the Internship:** Upon receiving and accepting an offer for an internship, it is imperative that the student complete the online confirmation form through Survey Monkey. Until the confirmation form is received, students cannot be enrolled in the Field Practicum and Seminar course. The confirmation form provides essential information about a student’s field placement that is used to populate the IPT system as well as informing the field department/faculty about the student’s whereabouts and important points of contact while in the field.
SECTION 5: FOUNDATION FIELD EDUCATION

Foundation Year Practicum

The Foundation year practicum is concurrent with course work. It is designed to give students a hands-on learning experience in generalist practice that complements the classroom curriculum. The Social Work Department has formed partnerships with a host of human social service agencies in the Washington metropolitan area for this purpose.

Foundation year students are placed in the field for a minimum of 16 hours per week (approximately 225 or more hours each semester) and will complete 450 or more hours by the end of their second semester. Students engaged in field practicum must make themselves available in general during regular business hours, commonly understood to be between the hours of 8:00 AM and 6:00 PM, Monday through Friday. Although some variation in hours may be necessary to meet the requirements of certain practicum sites, these modifications will be negotiated with those specific agencies and the Director of Field Education.

All Foundation year students will meet with their MSW Field Instructor of record for one hour per week of educational supervision. This supervision time is included in the minimum 16 hour requirement of student time in the field. In addition to the field practicum, students are required to attend an integrative seminar held every other week throughout the semester and facilitated by their assigned Faculty Field Liaison. **Special note: The second semester of Field Practicum begins the FIRST FULL WEEK in January for the Spring Semester; this is approximately TWO weeks before classes start!**

The Foundation practicum will focus on building generalist social work practice skills in the areas of working with individuals, families, groups, communities, and organizations. Generalist practice skills center on the process of problem-solving: assessment, problem identification, goal setting, planning and intervention, evaluation, and termination.

**PLEASE NOTE:**

Students are encouraged to research on the internet and in the Field Education Database system for potential practicum sites. In researching possible placements, students may NOT refer themselves directly to an agency. Inquires must be made through the field director, associate field director, or field coordinator.

All placements must be arranged by the Field Education Office. Students must not initiate contact with any agency to seek a placement within that agency without prior approval of the Director of Field Education. Any placements initiated without the knowledge of the Director of Field Education will not be approved.
Additionally, students may not interview at more than one agency at a time.

The Field Education Faculty cannot guarantee that students will be placed in one of their preferred slots or agencies, but student requests will be used to help determine appropriate sites.

NOTE: If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. Should the student not be accepted by a field agency a second time, the student will be re-evaluated by the Director of Field Education. If the reason for the student’s non-acceptance with an agency is due to student-related issues, the MSW Field Director reserves the right to refer the student for termination from the program since they will be unable to complete the practicum part of the MSW degree requirements.

If the student is rejected for agency-related reasons, the student will be offered other placement options.
SECTION 6: CONCENTRATION FIELD EDUCATION

Concentration Year Practicum

The Concentration year practicum is a concurrent model of field placement where students are working at agencies for a minimum 20 hours a week during both the fall and spring semesters while they are also completing other academic course work. Students will complete a minimum 300 hours of field work at the end of each semester, for a minimum of 600 hours by the time they graduate from the program. This type of placement requires greater flexibility in scheduling the necessary time to attend meetings or other activities related to their field assignments. Each student must negotiate their schedule with their field instructor to ensure they meet the 300 hours per semester.

The Concentration year practicum will focus on building advanced skills in clinical practice, community practice, supervision and administration, advocacy and social policy, in addition to enhancing the students’ understanding of issues such as, child welfare, juvenile justice, mental health, substance abuse, disabilities, health, long term care, and diversity. Practicum settings include government agencies, non-profit organizations, and for-profit organizations.

Concentration year students must make themselves available during regular business hours, commonly understood as between 8:00 AM until 6:00 PM, Monday through Friday. All Concentration year students will meet with their MSW Field Instructor of record for one hour a week of educational supervision. This supervision time is included in the 20 hour per week requirement (minimum) of student time in the field. Concentration year students will be required to attend an integrative seminar every other week, to be facilitated by their assigned Faculty Field Liaison. **Special note: The second semester of Field Practicum begins the FIRST FULL WEEK in January for the Spring Semester; this is approximately TWO weeks before classes start!**

PLEASE NOTE:

Students are encouraged to research on the internet and in the Field Education Database system for potential practicum sites. In researching possible placements, students may NOT refer themselves directly to an agency. Inquires must be made through the field director, associate field director, or field coordinator.

All placements must be arranged by the Field Education Office. Students must not initiate contact with any agency to seek a placement within that agency without prior approval of the Director of Field Education. Any placements initiated without the knowledge of the Director of Field Education will not be approved.

Additionally, students may not interview at more than one agency at a time.

The Field Education Faculty cannot guarantee that students will be placed in one of their preferred slots or agencies, but student requests will be used to help determine appropriate sites.
SECTION 7: AGENCY INTERVIEWS

Preparing for the Agency Interview

Placements require a preliminary interview. After an agency contacts the student for an interview, it is expected that the student respond promptly to that agency to schedule the interview. If the contact person cannot be reached, the student finds out when that person will be available and calls back at that time. The student should also leave his/her name, a return number, and the best time to be reached by the contact person. When leaving phone messages, students should also mention that they are George Mason University graduate social work students and are calling to set up an interview for field placement.

Once the agency contact person is reached, a date and time for the interview are set. Placement interviews should be handled like job interviews, which require appropriate professional attire, behavior, and some background knowledge about the agency.

Before the interview, the student might find it helpful to review the agency’s website and check the agency files in the Field Education Office to obtain more information about the agency. Occasionally, either the student or Field Instructor may need additional time to evaluate the “match” prior to deciding on whether or not to confirm the placement. In such cases, the student must be tactfully proactive in following up with the Field Instructor.

The Interview

During the interview, the student learns about the requirements of the particular placement and the educational opportunities available at the agency. The interview is a two-way process. Students should have clear goals and learning priorities and be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc. Suggested questions are provided below:

Suggested Interview Questions

1. What kind of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for inter-professional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills to you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. How are students helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

Students should be prepared to answer questions about their background, educational and career goals, and why they might desire that particular placement. At the interview, agency personnel assess the student’s level of interest and suitability for the general type of assignments they have in mind. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the agency and the student, the Field Education Office should be informed at once by the student and/or the Field Instructor.

Students should discuss and make arrangements with the agency regarding their schedules. Students may also inquire whether stipends are available at the agency. Students should also ensure they comply with agency requirements such as background checks, drug screens etc. prior to the start of the practicum. Many agencies hold orientations at the beginning of the week, which are typically class days for full time students. Students must make sure that they make arrangements to attend any required orientations prior to the start of the semester.

If there is a problem at the agency that is identified before field work begins, the student or agency should contact the Field Education Office immediately.
APPENDIX A: FORMS

George Mason University
Department of Social Work

Petition Form for Field Practicum

Instructions: Complete page 1 of the petition form and attach an explanatory memo using the format outlined on page 2.

<table>
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<tr>
<th>If BSW, check status:</th>
<th>If MSW, check year/concentration:</th>
<th>For Semester:</th>
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<td>Senior Practicum [ ]</td>
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I am submitting this petition to request: (check all that apply)

- To conduct my field practicum at my **current** place of employment or volunteer site
- To conduct my field practicum at my **former** place of employment or volunteer site
- To conduct my BSW-Sr practicum at my BSW-Jr site
- To conduct my MSW practicum at my BSW or undergrad site
- To continue my 2nd year MSW (concentration) practicum at my 1 year (foundation) practicum site

Expected Graduation Date: ___________

dd/mm/yyyy

Note: submitting a petition is only a “request” and does not constitute automatic approval. The student should plan for alternative placement arrangements should the petition be denied.

Approved [ ] Resubmit with revisions as noted [ ] Denied [ ]

___________________________________________ ___________
Director of Field Education Date
DIRECTIONS: Petition memo must include the following information and be submitted with page 1. Memo format:

Part 1: Heading
TO: Dr. Stacey Hardy, Director of Field Education
FROM: (insert your name), BSW/MSW Student
SUBJECT: Petition to conduct Field Practicum...(request as indicated on page 1)
DATE:

Part 2 (A): If this is an employment/volunteer site petition, provide a paragraph including the following information:

• Agency name, address and telephone number. Provide employment position and description (tasks), work supervisor and work schedule (hours/days).

• Description of practicum tasks/activities, agency field instructor and practicum schedule (hours/days).

• Explain how practicum activities, agency field instructor and schedule are different and distinct from your job or volunteer work.

• For employment sites, petition must include the following statement: “If there is a change in employment status, student will notify the GMU Department of Social Work - Field Education Program immediately.”

Part 2 (B): If petitioning to continue practicum at current/prior practicum site, provide a paragraph including the following information:

• Describe the practicum tasks/activities that will provide a variety of new experiences to foster learning.

• Explain how practicum activities, agency field instructor and schedule are different and distinct from your prior practicum experiences.

Part 3: This petition memo must be submitted with original signatures indicating agreement with the petition provisions. Signed by:

1. Student submitting the request
2. Agency Field Instructor, and
3. Work/Volunteer Supervisor (if an employment petition).
GEORGE MASON UNIVERSITY
Social Work Department
Field Education Office
(703) 993-4245
Fax: (703) 934-2193

Petition to Terminate Field Placement Initiated by Student

Name:__________________________________Date Initiated:______________

Placement Site:__________________________________________________

1. In order to complete a request to terminate your practicum, please do the following:
   a. Attach a typed narrative of your rationale for your termination.
   b. Complete form and turn in to field office.

_______________________________________ _________________________
Student Signature Date

2. Field Instructor: ______________________________
   a) General Comments:

   b) Student’s progress towards competencies (complete either mid-term or final evaluation):

   c) Suggestions for supervision/setting for student’s future success in achieving competencies

_______________________________________ _________________________
Field Instructor Date
Statement of Practicum Termination Initiated by Field Instructor

Student Name:______________________________________________________________

Field Instructor:___________________________Agency:________________________

1. Please identify the factors that prohibited this student from being successful in this practicum setting.

2. Please identify the areas that this student needs to continue to develop to be successful in another practicum setting.

_______________________________________    ______________________
Field Instructor’s Signature                  Date

Student’s Statement:

_______________________________________    ______________________
Student’s Signature                         Date

Faculty Liaison’s Statement:

_______________________________________    ______________________
Faculty Liaison’s Signature                  Date

Field Office Action Taken:

_______________________________________    ______________________
Field Director Signature                    Date
APPENDIX B: PREPARING STUDENTS FOR ORIENTATION TO FIELD PLACEMENT SITE

**Micro Level of Orientation**

1. Orientation Plan
2. Learning agreement
3. Supervision
   - Learning styles
   - Supervisor role and style
   - Previous experiences with supervision
   - Weekly supervision times
   - Who sets agenda for supervision meetings
   - What is discussed in supervision
   - How to discuss goals, fears, issues, assignments
   - Integrating class and field
   - Evaluation of learning outcomes

4. Professional Behavior
   - Expectations
     - Agency boundaries: what’s okay to talk about; what’s not okay
     - Time off for illness, holidays
     - Make-up days

**Mezzo Level of Orientation**

1. Purpose, function, and structure of the agency/organization
   - Mission
   - Governance
   - Policies
   - Funding

2. Who’s Who
   - Organizational charts
   - Job descriptions
   - List of people to meet

3. Clients/Consumers/Constituents
   - Who they are
   - Service provision/delivery (what and how)
   - How they get connected
Intake process
Costs for services
Service outcomes/evaluation

4. Layout of agency/organization
   Tour of agency
   Student’s office, desk, phone, files, etc.
   Copy and fax machines
   Lunch/break room

5. Information flow
   Telephone
   Computer use/access
   Routing material
   Mail (in and out)
   Messages
   Meetings required

6. Documentation
   Format
   When and where
   Confidentiality issues
   Jargon, abbreviations
   Statistical records
   Forms

7. Confidentiality
   Interview locations
   Consent for release of information
   Confidential and privileged information
   Legal requirements to report; other legal parameters

8. Safety and Security Issues
   Office
   Home Visits
   Use of personal car

9. Resources
   For clients/consumers/constituents
   For students
   For staff
   Bibliography of important books and articles
   Internet availability
   Library journal access
Cellular phones
Mileage and/or parking reimbursement
Stipend
Staff development
Additional learning opportunities

**Macro Level of Orientation**

1. **The Community**
   - Map of the community
   - History of the community
   - Strengths of the community
   - Major issues
   - Aspects of diversity
   - Community leadership

2. **Social Service System**
   - Visits to area agencies and organizations
   - Resource list of area agencies and organizations
   - How this agency/organization fits in with similar agencies/organizations elsewhere
   - How this agency/organization coordinates with other types of agencies/organizations
   - How this agency/organization partners with other agencies/organizations/groups
   - Coalitions/networking groups in the community
   - History/perceptions/strengths/limitations of agency/organization in the community

3. **Social Policies**
   - Local, state, federal government mandates or sanctions
   - Regulatory bodies
   - Regulatory processes
   - Legislation affecting clients/service provision and/or delivery

Baseline Assessment

Knowing what one needs to learn is an obvious prerequisite to achieving professional mastery. The student achieves such mastery through engagement in self-assessment and the supervisor’s assessment, and subsequent written evaluation, of the student’s abilities and performance.

It is important for the field supervisor to have a sense of the knowledge and skills a student brings to the field placement. The initial challenge to the field supervisor is figuring out the student’s level of competence at the beginning of the field placement. Students come with a range of experiences and nothing should be assumed or predetermined prior to the student’s arrival at the field site. Sometimes a BSW student may have had more experience than a first-year MSW student. In addition, the amount of experience alone does not guarantee competency. Therefore, each student should have an individualized baseline assessment. From this baseline data, the field supervisor and student can develop a plan to provide learning opportunities that fit with the individual student.

Some suggestions for establishing a baseline assessment of the student’s abilities:

- have the student write a brief summary of his/her strengths and weaknesses
- have the student observe your practice—discuss the student’s observations about the client, the problem situation, assessment and intervention, social work roles, values and ethics, etc.
- have the student write a summary of an observed transaction between client and field supervisor
- observe the student’s practice of beginning-level tasks
- assess the student’s verbal communication skills through role play situations
- assess the student’s written communication skills through case summary, letter, meeting notes, etc. using the format required by the agency

Selection of Learning Experiences

Once the field supervisor establishes a baseline assessment of the field student, the next step is to identify appropriate learning tasks. However, in identifying student tasks, the supervisor needs to understand adult learning styles and individual preferences. Not everyone learns in the same way—consideration must be given to special needs, the educational context, and a preferred style of learning. Therefore, it is important to explore using a variety of learning experiences for the student. All learning experiences should enhance the student’s ability to meet his/her educational objectives.
The following is a list of learning experiences for Foundation, Clinical and Social Change students to help stimulate thinking about identifying learning experiences. This list is not exhaustive, some of the items may not apply to your setting, and there may be additional learning opportunities unique to your specific agency/organization or area of practice to consider.

**Foundation Year:**

Foundation year MSW students focus on generalist practice in the areas of working with individuals, families, groups, communities and organizations. Students are to develop basic social work skills in the areas of engagement, assessment, problem identification, goal setting, contracting, planning and implementing interventions, evaluation and termination through many of the following activities:

- Engage in direct practice
  - (face-to-face or phone contact)
- Conduct intakes
- Case management
- Develop and/or implement treatment plans
- Conduct assessments and social histories
- Conduct home visits
- Provide referrals
- Facilitate and/or co-facilitate groups
- Advocate for client needs
- Attend meetings
  - (staff, clinical, team, eligibility, community, etc.)
- Conduct and/or present research
- Research and/or write grants
- Participate in agency and/or community trainings
- Coordinate and/or participate in community outreach events
- Participate in legislative initiatives
- Attend court hearings

**Clinical Concentration:**

In the beginning of placement, co-counseling or shadowing (as needed)
- Minimum 3-5 clients (child/adult, individual/couple/family/group) per semester
- Minimum 3-5 clinical assessments per semester (to include diagnosis)
- Participate on treatment team (social work and/or multidisciplinary)
  - Group supervision, case presentations, unit meetings, etc.
- Case management and planning
- Treatment planning and Intervention
- Follow-up
- Clinical progress notes
- Receive at least one hour of individual supervision per week with Field Instructor
Participate in a minimum of 3 agency or outside trainings per semester
Facilitate/co-facilitate groups (clinical, psycho-educational)
Develop and conduct trainings and/or orientations
Research and identify best clinical practices to use with different clients
Teamwork with outside agencies to help your clients (schools, hospitals, etc.)
Intakes
Home visits
Forensic evaluations
Referral of clients

Social Change Concentration:

Monitor and analyze policy and legal precedents
Conduct research
  (Agency research, original research, surveys, best-practices)
Conduct community needs assessment and planning
Make recommendations for program improvements
Participate in program management and evaluation
Participate in public education events
Represent agency in meetings
  Team meetings, staff meetings, stakeholder meetings, coalition meetings, budget meetings
Write policy briefs, presentations and/or position statements
Attend local, state or national trainings and/or workshops
Identify funding sources
Write and submit grants / proposals
Identify community resources and make recommendations for utilizing them
Attend congressional or municipal hearings
Attend and/or participate in court hearings
Lobby and advocate for constituent needs
Conduct agency or community presentations
Develop evaluation or program methods and tools
Conduct stakeholder interviews
Participate in coalition building
Conduct community outreach and/or community organizing events
Facilitate/co-facilitate groups and trainings
Write newsletter articles and/or press releases
Coordinate volunteers
Participate in social marketing

Don’t forget your “wish list” of activities you have on your Things To Do list (written or otherwise) that could match well with the student’s educational objectives. These activities may be great learning opportunities for the student. For example, that coalition meeting you never have time for may be perfect for your student. Perhaps your student can update the agency’s community
resources directory. What about those clients who need a follow-up phone call after having received services from your agency? Even within the parameters of educational objectives, you can be creative in identifying learning experiences for the social work intern.

**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. One process recording is required per semester and 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, 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: AGENCY SAFETY GUIDELINES

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed. Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The School recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. Personal Safety should be carefully reviewed by Field Instructors and students. However, we also need to make a serious effort to try to reduce risk in field settings.

The following guidelines are designed to supplement the School’s agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student’s educational agreement with the explicit approval of the Faculty Liaison to the agency and the Field Education Office. Moreover, it is recognized that the implementation of these guidelines may take some time. A liaison may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so and current conditions are sufficiently safe to proceed with a field placement.

1. A field agency should have a policy and/or procedures on safety covering the following matters:
   (a) Building and office security
   (b) Emergency procedures, including when and how to summon security or police assistance.
   (c) Staff responsibilities and procedures governing the management of violent clients.
   (d) Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided (see four and five below).
   (e) Alcohol and drug use policy formulated and posted.
   (f) Guns and other weapons policy formulated and posted.
   (g) Procedures for logging and communicating with staff and students all incidents or threats of violence.
   (h) Policy for aftermath of assault and threat of assault. Provision of support services for victim’s family and/or staff and clients who may have witnessed the assault.
   (i) Relationship with police should be established.

2. The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to
code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

3. Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the Field Instructor, and the Faculty Liaison. The following types of activities should be discussed with either the Faculty Liaison to the agency to determine if these activities should be assigned to a student:
   (a) Physical restraint of clients.
   (b) Transportation of a client in an agency car; only if student has insurance.
   (c) Transportation of a client with a recent history of violent behavior.
   (d) Treatment of a client with a history of violence.
   (e) Work in the agency at times when and/or in areas where other staff are not present.

4. The student’s Field Instructor should know, or be able to easily ascertain the student’s location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

5. Thorough preparation should be made for student home visits with consideration given to the following elements:
   (a) Selection of clients and home environments that are not assessed to be dangerous to the student.
   (b) Provision of a safe means of transportation, by agency vehicle, or public transportation where such can be judged to be normally safe.
APPENDIX E: 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 of or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.2 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 F: 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 G: 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 H: 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
APPENDIX I: RESOURCES

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.


*Required text for all students placed in field.*

**Required text for all students in the MSW Program.**
APPENDIX J: 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.

6. 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.

7. 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!