

# **SOCIAL WORK PROGRAM**

## **Field Guide**

**2009**



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Revised August 2009**

# **Social Work Program**

# **Field Guide**

## **2009-2010**

**Seventeenth Edition**

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# CONTENTS

Social Work Program.....	2
Field Guide.....	2
2009-2010.....	2
Seventeenth Edition.....	2
Revised June 2009.....	2
<b>ACKNOWLEDGMENTS</b> .....	<b>6</b>
<b>PREFACE</b> .....	<b>5</b>
Introduction.....	7
Mission Statement, Goals, and Objectives.....	10
Mission Statement.....	10
Program Goals.....	10
Program Objectives.....	11
Field Experience Objectives.....	12
Codes of Ethics.....	13
North American Association of Christians in Social Work.....	13
National Association of Social Workers.....	14
Preamble.....	14
Purpose of the NASW Code of Ethics.....	15
Educational Policy and Accreditation Standards.....	35
Educational Policy.....	35
1. Purposes.....	35
2. Structure of Social Work Education.....	37
3. Program Objectives.....	37
4. Foundation Curriculum Content.....	39
Mutual Responsibilities.....	41
The Student.....	41
The University.....	42
The Professor.....	42
The Field Instructor.....	43
Policies.....	46
Access to Field Guide Appendices.....	46
Field Placement Agency Interviews.....	46
Field Experience Placement Process.....	46

Group Interviewing Policy .....	47
Exemptions From Field Experience .....	47
Paid Field Experience .....	47
Special Arrangement Expenses.....	48
Finishing Field Experience Early or Late.....	48
FBI And BCI&I Reports.....	48
Holidays and Vacations.....	48
Insurance .....	49
Changing Agency Experiences.....	49
Recourse For Grievances .....	49
Sexual Harassment Policy and Procedures.....	49
Nondiscrimination Policy and Diversity Policy .....	51
Nondiscrimination Policy.....	51
Diversity Policy.....	51
Diversity Policy for Students .....	52
Introduction .....	52
Strategic Policy for Student Diversity.....	52
Plan and Procedures for Student Diversity .....	53
Minority Recruitment .....	53
Financial Aid.....	53
Organizations.....	53
Diverse Experiences .....	53
Diversity Policy for Faculty And Staff.....	54
Introduction .....	54
Strategic Policy for Personnel Diversity.....	54
Implementation Plan for Student Exposure to Diversity.....	55
Infectious Disease Exposure .....	55
Dismissal Procedure .....	55
Field Experience Opportunities (Local and International).....	58
Junior Pre-Placement Checklist.....	59
Junior Placement Checklist .....	61
Senior Pre-Placement Checklist.....	63
Senior Placement Checklist .....	65

## **PREFACE**

This guide is intended to familiarize you, the student, and the field instructor, with the format and content of field experience. It is designed to initially orient you to field experience as well as to serve as an ongoing reference and guide throughout the two-year experience. The mission statement, goals, and objectives of the social work program, the social work codes of ethics, and the Educational Policy and Accreditation Standards are included in the guide in order to provide a framework for field experience. The goals and objectives in these documents are important to incorporate in class and in the field in order to prepare students to become effective generalist social workers.

Social work, as an applied discipline and profession, requires emphasis upon planned field experience as a vital component of the educational process. At Cedarville University, application and practice are key concepts in designing field experience and seminar class to meet the educational objectives of the social work program. The experience concurrently couples field experiences with classroom activity. This provides for integration of theoretical learning and practical experience that has proven to be invaluable in professional development.

Inquiries and/or comments concerning information in this guide or regarding the social work program should be directed to the Social Work Program, Cedarville University, 251 N. Main St., Cedarville, OH 45314, (937) 766-7676.

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## INTRODUCTION

The social work program at Cedarville University offers a broad range of field experience opportunities at a variety of social service agencies in metropolitan, rural, and international settings. The field experience process for the student follows an employment model in both the field experience courses. This is one of the significant ways in which the program prepares the student for beginning social work practice.

There have been several courses developed to prepare and assist the student for a successful experience in field agencies. These courses include *Total Immersion Experience* (SWK 1100), *Introduction to Social Work* (SWK 2330), and *Field Survey* (SWK 2350). Each course is designed to aid the student in better understanding of what he/she can expect during the two field experience sequences, as well as the profession in general.

The *Total Immersion Experience* (TIE) is a pre-professional experience for a student who has indicated an interest in social work. Cedarville University requires each social work student to participate in a social service agency, shadowing a social worker for one full week (five consecutive days) in order to better understand: 1) social work as a vocation and the student's feelings toward a social work career; 2) the vulnerable populations social workers serve; 3) the professional helping relationship; and 4) the agency setting. The requirements of the course are typically fulfilled during the student's summer break. (Available to non-majors.)

*Introduction to Social Work* introduces the profession and the variety of social work practice. It includes a study of the historical development and professionalization of social work. Incorporating a poverty focus, this course develops the student's ability for critical thinking and group problem solving, his/her commitments and values, and the skills needed for effective citizenship. (Available to non-majors.)

*Field Survey* provides detailed exposure to fields of social work practice, the role of social work, and agency structure. There is a special emphasis on understanding the dynamics of the professional helping relationship given the client's membership in certain groups. This course allows the students to "get their feet wet" in human services. (Available to non-majors.)

A minimum of 600 hours of field experience is required of all social work majors: 150 hours in the junior year and 450 hours in the senior year. The 450 hours in the senior year meets the Council on Social Work Education's minimum requirement for field hours. In addition, the Cedarville University social work program requires 150 hours of field in the junior year in order to enhance the social work education of the students with an emphasis on poverty. Students are required to select a different agency for each year to ensure a broad and varied experience in the field.

Junior field experience provides practical experience in a social work agency, institution, or department designed to complement the student's academic work and enable the student to apply theory to actual social work situations. The primary focus of the junior student will be serving an indigent population. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contact in agencies with a variety of individuals, groups, and/or community resource workers, to learn various preliminary social work tasks, and to share experiences with other students in small field seminar classes. The students will be expected to develop an initial self-assessment of their specific role in the helping process, perform at an

introductory level the functions of the agency to which they are assigned, and put into practice primary social work skills. The course is designed to result in the development of competence in linking people with systems that provide them with resources, services, and opportunities, to develop skill in applying knowledge of human diversity in behavior and social environment, and to understand social work issues from a global/multi-cultural perspective.

Juniors fulfill their field experience requirement over two (2) semesters (fall and spring) within one (1) agency. The experience requires eight (8) hours per week for a minimum of 150 hours. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

Junior students in field experience are responsible to a field instructor (social worker) with whom they meet on a weekly basis. In addition, juniors meet in small seminar classes with the professor one hour a week throughout the experience in addition to the 150 hours spent in the agency. These groups give the students an opportunity to share new knowledge, awareness, and reactions to their new field experiences with their peers and faculty on campus. (The professor may choose junior experiences.)

The senior field experience is designed to provide the student with an opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the field instructor. It is expected that the student will become aware of and analyze his/her own value orientations and feelings about people and the problems that they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of social work services in the community, and of learning techniques and skills common to social work practice, and an understanding of social work issues from a global/multi-cultural perspective.

Seniors will fulfill their required field experience during the fall and spring semesters of their senior year. They complete 225 hours fall semester and the remaining 225 hours during spring semester. This experience requires two (2) full days on Mondays and Wednesdays with any incomplete hours to be made up on Fridays of each week. Some examples would be a holiday, illness, or a snow day to be made up Friday of that week. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

The senior field experience, similar to the junior experience, is integrated with class work, especially in the *Social Work Practice with Special Populations (SWK 4210)* and *Social Work Practice with Communities and Organizations (SWK 4220)*. This involves the integration of previously learned knowledge and experiences to maximize each student's cognitive and practical use of social work theory and practice. Seniors also meet in field seminar classes with the professor two (2) hours a week, in addition to the 450 hours spent in the agency, to discuss the above areas and to individualize their practice of social work.

Throughout the field experience program, continuous and intensive involvement provides students with a continuity of contact with the social work profession. Familiarization with routines and procedures gives the student a more solid identification and feeling of belonging with the agency, professionals, clients, and delivery systems. Each student has ongoing supervision from both the

field instructor and the professor, addressing a variety of issues and needs such as progress, obstacles to growth, and observations. The professor serves as a pivotal link between the curriculum, field experience, and the student. These relationships give the students consistent opportunities for feedback and input on how they can work more effectively as professionals. The field instructors are selected in accordance with criteria that comply with the standards of the Council on Social Work Education (see Appendix A).

Junior and senior field experiences are both graded on an A to F scale. Each student receives separate grades for field and seminar class. Six (6) credits are earned for the junior field experience, and fourteen (14) credits are earned for senior field experience. Additional course requirements are covered in the course syllabi.

# MISSION STATEMENT, GOALS, AND OBJECTIVES

## MISSION STATEMENT

The mission of the Cedarville University social work program is to prepare students to lead in serving those in need as professional generalist social workers by empowering them with the knowledge, values, and skills of the profession from a biblical worldview.

## PROGRAM GOALS

The goal of the social work program is ultimately to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice by:

1. Providing content about social work practice from a generalist perspective with client systems of various sizes and types.
2. Preparing students with the skills, values, and knowledge to practice with diverse populations at risk.
3. Providing content about social contexts, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Preparing graduates who are aware of their professional identity and their responsibility to continue their professional growth and development.
5. Preparing students to practice with populations at risk with unique discrimination and oppressive histories (with a special focus on poverty).
6. Integrating biblical principles throughout the curriculum so that students can appropriately integrate their faith and that of their clients into the helping relationship.
7. Laying a foundation of core skills essential to a high caliber of social work practice (i.e., problem solving, listening, verbal and written communication, critical thinking).
8. Creating an appreciation for the profession as well as an understanding of the history, personalities, and issues and events that helped to shape it.
9. Infusing throughout the curriculum the values and ethics that guide professional social workers in their practice.

## PROGRAM OBJECTIVES

Graduates of Cedarville University baccalaureate social work program will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Integrate Christian beliefs and values with professional social work values and ethics as set forth in the codes of ethics.
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, political ideology, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, political and sexual orientation.
4. Identify the issues underlying the conditions of poverty, oppression, and discrimination and apply strategies of advocacy and social change that advance social and economic justice nationally and globally.
5. Comprehend and interpret the history of the social work practice and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes and in the context of the church.
7. Apply knowledge of bio-psycho-social-spiritual variables and use theoretical frameworks supported by empirical evidence to interpret individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice under supervision, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Utilize supervision and consultation appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems and under supervision, seek necessary organizational change.

## FIELD EXPERIENCE OBJECTIVES

1. Apply critical thinking skills within the context of professional social work practice.
2. Integrate Christian beliefs and values with professional social work values and ethics as set forth in the code of ethics.
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, political ideology, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, political, and sexual orientation.
4. Identify the issues underlying the conditions of poverty, oppression, and discrimination, and apply strategies of advocacy and social change that advance social and economic justice nationally and globally.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes and in the context of the church.
7. Apply knowledge of bio-psycho-social-spiritual variables and use theoretical frameworks supported by empirical evidence to interpret individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.
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# CODES OF ETHICS

## NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK

### A. Tenets emphasizing Christian beliefs

1. There is one God, who created and sustains everything that exists, and who continues to be active in human history.
2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
4. God works in and through people in the person of the Holy Spirit.
5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

### B. Tenets emphasizing human relationships and responsibilities

1. Every individual is a person of worth, with basic human rights and essential human responsibilities.
2. The uniqueness of each human being and the distinctiveness of social groups derive from factors, such as age, sexuality, race, ethnicity, national origin, religion, life philosophy, family, culture, and economic and social structures.
3. Human beings are interdependent with each other and with their social and physical environments.
4. Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

### C. Tenets emphasizing vocation

1. A dynamic relationship exists between the Christian life and Social Work practice.
2. Christians in Social Work ought not to be motivated by temporal wealth, power, or security.
3. Christians in Social Work ought to examine and evaluate all human ideologies and Social Work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
4. Christians in Social Work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.

5. Christians in Social Work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
6. Christians in Social Work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

## NATIONAL ASSOCIATION OF SOCIAL WORKERS

### *PREAMBLE*

1. The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
2. 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.
3. 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.

4. 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 wellbeing of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

### **Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### *1.01 Commitment to Clients*

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

### *1.02 Self-determination*

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

### *1.03 Informed Consent*

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs,

reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

#### *1.04 Competence*

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

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

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

#### *1.05 Cultural Competence and Social Diversity*

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

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

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

#### *1.06 Conflicts of Interest*

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

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

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

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

#### *1.07 Privacy and Confidentiality*

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

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

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

achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile

machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

#### *1.08 Access to Records*

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

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

#### *1.09 Sexual Relationships*

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

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

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

demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

#### *1.10 Physical Contact*

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

#### *1.11 Sexual Harassment*

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

#### *1.12 Derogatory Language*

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

#### *1.13 Payment for Services*

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and 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**

### *2.01 Respect*

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

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

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

### *2.02 Confidentiality*

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

### *2.03 Interdisciplinary Collaboration*

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing 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 wellbeing.

### *2.04 Disputes Involving Colleagues*

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

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

### *2.05 Consultation*

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

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

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

### *2.06 Referral for Services*

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

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

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

### *2.07 Sexual Relationships*

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

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

### *2.08 Sexual Harassment*

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

### *2.09 Impairment of Colleagues*

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

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

### *2.10 Incompetence of Colleagues*

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

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

### *2.11 Unethical Conduct of Colleagues*

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

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

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

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

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

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### *3.01 Supervision and Consultation*

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

#### *3.02 Education and Training*

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### *3.03 Performance Evaluation*

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

### 3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

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

### 3.06 Client Transfer

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

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

### 3.07 Administration

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

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

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

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

### *3.08 Continuing Education and Staff Development*

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

### *3.09 Commitments to Employers*

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

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

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

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

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

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

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

### *3.10 Labor Management Disputes*

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### *4.01 Competence*

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

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

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

### *4.02 Discrimination*

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

### *4.03 Private Conduct*

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

### *4.04 Dishonesty, Fraud, and Deception*

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

### *4.05 Impairment*

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

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

### *4.06 Misrepresentation*

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

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

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

#### *4.07 Solicitations*

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

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

#### *4.08 Acknowledging Credit*

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

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

## **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

### *5.01 Integrity of the Profession*

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

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

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

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

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

### *5.02 Evaluation and Research*

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

- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

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

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

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### *6.01 Social Welfare*

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

### *6.02 Public Participation*

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

### *6.03 Public Emergencies*

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

### *6.04 Social and Political Action*

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

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

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

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

Updated from NASW web site on May 29, 2009.

# EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS). This policy outlines the curriculum content of all schools of social work that CSWE accredits. The intent of this policy is to provide a sound, consistent curriculum for students, so that upon graduation, students will possess the knowledge, values, and skills needed for a generalist social worker.

The curriculum includes eight (8) content areas, which are social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. The design of the program at Cedarville University is one seamless, comprehensive curriculum. It is essential that the field experience be one in which the student can practice social work in an integrative manner. The EPAS is important for students, as it informs them of the guidelines for social work education, which in turn they may use to evaluate their own education in accordance with CSWE standards.

The field instructor is a vital and equal partner in the education process. It is expected that the field instructor be committed to firmly grounding the student's social work education according to the EPAS. The Educational Policy is included in this guide, as it serves as the framework for the social work curriculum.

## EDUCATIONAL POLICY

### *1. PURPOSES*

#### **1.0 Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.

- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

### **1.1 Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

### **1.2 Achievement of Purposes**

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.

- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## 2. STRUCTURE OF SOCIAL WORK EDUCATION

### 2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

### 2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## 3. PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### 3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **3.1 Concentration Objectives**

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **3.2 Additional Program Objectives**

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

#### **4. FOUNDATION CURRICULUM CONTENT**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

##### **4.0 Values and Ethics**

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

##### **4.1 Diversity**

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

##### **4.2 Populations-at-Risk and Social and Economic Justice**

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

##### **4.3 Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

##### **4.4 Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge

and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### **4.5 Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **4.6 Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### **4.7 Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

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# MUTUAL RESPONSIBILITIES

## THE STUDENT

The student is responsible to:

- Arrange an academic schedule during the junior and senior years so that the hours required for the experience can generally be scheduled in half-day/full- day segments.
- Perform in a responsible professional manner, keeping commitments to the agency, the field instructor, the clients, and the professor.
- Take the initiative in seeking advice and consultation or help from the agency field instructor or the professor.
- Schedule debriefing sessions with the professor following observation visits.
- Bring to the attention of the professor questionable professional practices within the agency.
- Notify the agency field instructor of unavoidable absences and tardiness in advance, as is expected in professional employment.
- Complete work assigned by the field instructor in the agency and the accountability documents required by the professor within specified deadlines, such as the Field Experience Time Sheet (Appendix O).
- Conduct self as a member of the social work profession and abide by agency work policies and procedures.
- Adhere to Cedarville University Student Handbook: Dress and Appearance Policies unless otherwise agreed to by the professor and student.
- Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation.
- Learn the ethics of the social work profession and apply these principles in field experience at all times. (Confidentiality is especially important as an ethical principle.) [See Appendix T for National Association of Social Workers (NASW) Code of Ethics and Appendix S for North American Association of Christians in Social Work (NACSW) Code of Ethics].
- Prepare evaluation reports, beginning with the learning contract.
- Have a car for field experience.
- Prepare agenda for regular supervisory meetings with field instructor (Appendix I).

- Pay a course fee to help offset operational expenses associated with the field experience.
- Complete all field experience requirements by the last day of the semester in order to satisfactorily complete the course.
- Attend ALL required social work program events.

## THE UNIVERSITY

It is the responsibility of the university to maintain a social work program that includes a field experience component that meets the accreditation standards of the Council on Social Work Education. The university provides professors (MSWs) who are responsible for recruiting and selecting agencies with qualified field instructors that serve as experience opportunities offered to students. The university maintains institutional liability insurance. All students taking six or more credit hours per semester have student health insurance as a benefit of tuition.

## THE PROFESSOR

The professor is responsible to:

- Enhance the teaching contribution of the field instructors by providing them with workshops, seminars, orientation sessions, course syllabi, university information, and consultation.
- Offer field experiences that meet the program's criteria, to execute agreements between the agency and the university as needed, and to orient field instructors to the program's curriculum and the background of the individual student.
- Help the new field instructors plan for the students in accordance with the objectives of field experience.
- Hold orientation meetings for students prior to experience.
- Keep records of the student's time spent in field and evaluation reports.
- Meet with the field instructor and the student in three-way conferences for developing the Learning Contract.
- Conduct an observation of the student in his/her field setting.
- Be available as a resource person for the student.
- Be available as a consultant to the field instructor.

- Provide field seminar classes on campus for students in field experience (see section on field seminar class).
- Complete professor's Field Instructor Evaluation (Appendix Y) and professor's Agency Evaluation (Appendix Z).

## THE FIELD INSTRUCTOR

The Field Instructor is responsible to:

- Complete a Field Instructor Information Form (Appendix F).
- Attend orientation and training sessions.
- Sign an Affiliation Agreement (Appendix Q).
- Develop a learning climate and environment for the student in the agency through a workable learning/teaching plan or structure.
- Conduct an orientation to the agency.
- Educate the student about personal risks (i.e. physical health and safety) and appropriate protections.
- Provide suitable space, availability of desk, telephone, etc.
- Meet weekly in a student-field instructor conference to provide feedback and act as educator and model.
- Give assignments geared to helping promote the student's learning and professional growth as a beginning social worker.
- Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice.
- Serve as a role model for social work practice.
- Encourage innovative practice that is congruent with the program's objectives, ethics, and values of the profession.
- Set up and participate in individualized learning contracts with each student and with the professor (Appendices G and H).
- Evaluate the student's progress toward meeting his/her goals.

- Prepare a written semester evaluation of each student's performance (Appendix K-I, First Semester Field Experience Evaluation of Student; Appendix L-I, Field Instructor's Final Evaluation of Student-Junior Field Experience; and Appendix M-I, Field Instructor's Final Evaluation of Student-Senior Field Experience).
- Participate in a three-way conference at least twice during the experience with the professor and the student.
- Complete the Field Instructor's Program Evaluation (Appendix P).

Field experience teaching may include a combination of individual tutorial conferences, consultation, group and peer supervision, student seminars, agency staff meetings, and in-service training. These teaching methods are geared to the individual teaching styles of the field instructors, the needs of the students, and the needs of the agencies. Assignments are frequently influenced by the service demands of the agency and the time schedules of both the student and the agency.

In addition, the field instructor is responsible to:

- Hold regular instructor conferences with the student that are consistently scheduled weekly (Appendix I, Supervisory Agenda).
- Be available to each student in emergency situations.

The field instructor cooperates with the professor in enriching the learning of the student:

- By attendance at program-sponsored orientation sessions, educational seminars, and workshops.
- By becoming familiar with the social work curriculum.
- By submitting university forms as needed for evaluation and reporting.

The field instructors are encouraged to share their expertise by being special guest lecturers in the classroom. Opportunities are provided through the field instructors to help the students move toward increasing their autonomy as a learner, to develop accountability as professional social workers, and to take responsibility for their own learning.

If learning/teaching problems arise, the field instructor may consult with the professor. The field instructor is responsible:

- For informing the professor of serious learning blocks.
- For notifying the professor in advance if he/she is unable to supervise the student for the entire term of the experience.

- For preparation of student evaluations to cover the period of supervision (a new field instructor is responsible for remainder of year reports).
- For consulting with the professor about the selection of a new field instructor.

In summary, the mutual responsibilities of student, field instructor, and professor with the university's program structure involve a three-way process that is intended to bring together social work knowledge, theoretical applications, and ethical practices of the profession as a vital part of preparing the student for beginning social work employment.

Within this three-way process, there are special relationships between the student, field instructor and professor. The instructor relationship that develops between the student and field instructor is crucial to the learning process. This relationship can affect the progress of the social work student and the fulfillment of mutual responsibilities herein described. The professor is available to help explore these relationships and work toward the solution of problems that may arise within these relationships.

# POLICIES

## ACCESS TO FIELD GUIDE APPENDICES

Students may access the Field Guide Appendices on the Department S drive by following this procedure: Choose Start Menu. Choose CedarNet then Network Utilities. Choose Map Department Drive (S). You will receive a message that “The Department Drive (S) was successfully mapped.”

Go to My Computer, Dept on ‘Sequoia’ (S:)/DEPT/SWK-CJ-SOC/SWK Program/Field Experience/Field Guide/Appendices.

## FIELD PLACEMENT AGENCY INTERVIEWS

We strive to ensure that our students’ experiences are similar to what they might experience in real life. In order to achieve this goal, our students are required to interview at a minimum of three social service agencies. The students may do more than three interviews and some do. This requirement is used to help the students understand the competitiveness that may come in finding employment upon graduation from Cedarville University (CU) and to understand the importance of an interview. Once the student has completed their interviews, the student goes through a process to determine at which agency they would like to intern. This involves their professor as well as the prospective field instructor. The agency plays an important aspect of evaluating whether they are interested in accepting the student(s) as an intern. Once the student has decided where they would like to do their internship and is accepted by that agency, the student sends out letters of decline to those agencies he/she did not choose. The student also sends out a letter of acceptance to the agency at which he/she was approved for internship.

## FIELD EXPERIENCE PLACEMENT PROCESS

This policy has been developed to facilitate a smooth and timely placement of students. This policy is necessary because there are a finite number of agencies available, and also because of the agency’s capacity to provide students with an enriching experience.

The program desires that all students be placed in the agency that is his/her first choice. However, it will not always be possible due to the reasons already stated. The policy begins at the time the student submits his/her Student’s Final Choice Form (Appendix D). The professor will collect these forms and assess each student’s choices. Where there are multiple requests for first choice agencies, the professor will decide which student will actually be placed in the agency(s). The professor will make a decision based on the following criteria:

**Timeliness of Submission:** The old adage “The early bird gets the worm” is true. We cannot stress enough having your paperwork submitted on or before the due date. The adage of “He who hesitates is lost” is also a truism.

**The Desire and Need of the Agency:** An agency representative may be impressed with one student over another. The decision will be made in favor of the agency.

**The Discretion of the Professor:** Sometimes there is not a clear-cut choice based upon the first two criteria. When this is the case, the professor or field director will make a decision for the students. What does this mean? The professor/field director will evaluate the information and make a decision based upon what would be in the best interest of the students. The program will endeavor to make these difficult decisions with a keen sense of fairness.

## GROUP INTERVIEWING POLICY

This policy has been added in order to address how to handle multiple individuals interviewing at any one agency. It has been difficult for some agencies to accommodate a large number of students who want to interview for a field experience at their agency. There have also been concerns regarding group interviews and how the dynamics affect the individual students. In order to be respectful of the agency's needs as well as the student's, the following policy has been adopted:

- Individual interviews are to be conducted whenever possible. This will assist in educating the student regarding a realistic interview in a social work setting. (An exception may be made if the agency requests a group interview in order to accommodate the needs of the agency.)
- There are to be no more than three (3) students interviewing at any given agency. The professor may use discretion regarding the number of students interviewing at each agency.

## EXEMPTIONS FROM FIELD EXPERIENCE

There are no exemptions from junior or senior field experience. The Accreditation Standards of the Council on Social Work Education clearly state that "Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field experience or of the courses in the professional foundation areas."

## PAID FIELD EXPERIENCE

Most field experience positions are not paid positions. Paid field experiences are permissible. However, a paid experience must meet all of the criteria. In addition, students must be able to fulfill the objectives for field experience within the paid experience. Emphasis must be on field experience as a learning experience rather than as paid employment.

## SPECIAL ARRANGEMENT EXPENSES

When special arrangements need to be made for a student's field experience, expenditures will be determined by the program that may include meals, mileage, and overnights. These expenditures will be the responsibility of the student, and the student will sign a contractual agreement.

## FINISHING FIELD EXPERIENCE EARLY OR LATE

It is expected that students will complete their field experience hours concurrently with their junior or senior seminar courses. Therefore, students must continue in their field placements until the last day of their seminar course in order to contribute to class discussions. The student will obtain the minimum hours each semester to meet the required amount for the year. Therefore, extra field hours from one semester may not be used toward the following semester.

In the case of a student completing their field experience hours after the expected due date (a situation that must be approved by the professor/field director), a contract must be established in writing. The contract will include the number of remaining hours to be completed, the date by which the hours will be completed, the day established for weekly agency supervision, and the weekday and time to meet with the professor to turn in weekly paperwork and to discuss any field issues. The professor/field director must approve any student's request to start field experience early.

## FBI AND BCI&I REPORTS

Criminal investigation reports are the responsibility of the placing agency. The social work program cannot provide copies of your background checks. Background checks are only good for one year. The FBI will not provide copies at any time, so FBI checks must be done for each requesting agency. BCI&I will provide a copy for an \$8.00 charge. You may call the Ohio Bureau of Criminal Identification and Investigation for further information at (740) 845-2000.

## HOLIDAYS AND VACATIONS

The university does not require students to do field experience during holidays and vacations. However, an agency may request that a student work during this period of time. The nature of the field experience will determine the student's responsibility to the clients. The field instructor and student will negotiate the number of hours the student is to work. The students are responsible for informing their field instructors of their schedules. The student and the field instructor should determine if he/she needs to be present during the holiday.

## INSURANCE

Students are responsible for providing a car for use in field experience and need to carry appropriate liability insurance. The student must provide a copy of his/her automotive insurance card and driver's license prior to starting his/her field experience.

## CHANGING AGENCY EXPERIENCES

Students normally remain in the same experience for the entire year. However, unusual circumstances may arise which will necessitate a change in agency experiences. The professor, field instructor, or student may initiate a change. If students feel their experiences need to be changed for any reason, they must discuss this with the professor/field director. The professor/field director will then initiate the change of experience if necessary.

## RECOURSE FOR GRIEVANCES

If a student has a grievance related to field experience, he/she should first discuss the matter with the person immediately involved. In the next step, the professor should be included in discussions. If the student is dissatisfied with the outcome of these discussions, he/she can then bring his/her grievance to his/her advisor. If the student continues to be dissatisfied, he/she has recourse to the social work program director. The student should document all proceedings.

## SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment will not be tolerated by the agency, by Cedarville University, or by the student in the field experience.

Sexual harassment of students is a violation of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

The following procedures are established to protect the student from sexual harassment when placed in a social work field experience. If a student in a field experience believes that he or she is being sexually harassed the following procedures should be followed:

1. The student should immediately report the incident verbally and in writing (Appendix R, Sexual Harassment Incident Report Form) to the professor. The student should also report it to his/her field instructor unless this is the harassing individual.
2. The professor will consult with the social work program director and the agency director. The social work program director will discuss the situation with the agency director (or his/her designated representative).
3. The social work program director will be responsible for arranging a meeting to discuss the problem with the student, social work program director, professor, field instructor, and agency director (or his/her designated representative).
4. Action will be taken appropriate to the agency's sexual harassment policy.
5. The student will be given the option of changing his/her field experience.

Cedarville University views an act of sexual harassment by a student to be intolerable. The following procedures are established to effectively address an allegation of sexual harassment by a Cedarville student:

1. The field instructor will provide verbal and written documentation that a social work student has been suspected of sexually harassing an agency staff member or client.
2. The professor will consult with the social work program director and the agency director. The social work program director will discuss the allegations with the agency director (or his/her designated representative).
3. The social work program director will be responsible for arranging a meeting to discuss the problem with the student, social work program director, professor, field instructor, and the agency director (or his/her designated representative).
4. Action will be taken appropriate to the agency's Sexual Harassment Policy.
5. If an act of sexual harassment has been verified, the student will be removed from the field experience and a review of the student's suitability for the continuance in the social work program will be conducted.
6. Alleged acts of sexual harassment by a Cedarville student will be reported to the Vice President of Student Life and will be handled in accordance with the applicable disciplinary procedures provided in the Cedarville University Student Handbook.

## NONDISCRIMINATION POLICY AND DIVERSITY POLICY

### *NONDISCRIMINATION POLICY*

The social work program at Cedarville University maintains a policy of nondiscrimination based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. This policy is consistent with policies of similar intent held by the university (see Cedarville University Student Handbook, Chapter 9, p. 52 and Field Guide: Policies). Cedarville University reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964.

### *DIVERSITY POLICY*

#### **Responsibility of the Social Work Faculty**

Social work faculty must work to assure that each graduate of the Cedarville University social work program is prepared to work with the range of human diversity that social work professionals invariably encounter in practice. Students will not graduate with a degree in social work unless they can willingly and capably serve the needs of all people regardless of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students are required to take several courses that have diversity competence criteria as specific course objectives. The social work faculty must work to insure that students demonstrate diversity competence in their professional practice at both the junior and senior level field experiences. Field instructors work closely with the social work faculty to ensure that students demonstrate diversity competence in their practice.

#### **Responsibility of Social Work Students**

Students applying for admission to the social work program must commit themselves to actively engaging in learning experiences that will help them become competent in providing professional services to diverse populations. Students must be willing to examine their personal backgrounds and world and life views with the goal of working through any barriers or conflicts that could interfere with providing effective services to a diverse clientele. As future members of a profession that is committed to social justice, students must be willing to learn how to encounter the injustices caused by age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Only students who meet these expectations will be permitted to graduate from Cedarville University's social work program.

#### **Responsibility of the Social Work Program**

The social work program will strive to provide students with a wide variety of opportunities to interact with diverse populations and experience cross-cultural relationships including sponsored alternative spring break trips, club activities, class guest speakers, workshop presenters, majors meetings, class projects, readings and assignments, summer trips and potential study abroad opportunities. In addition, field experience agencies for both the junior and senior years will be included in the field directory based on their ability to provide a diverse experience via interaction with agency staff (i.e., field instructors) and clienteles. In some cases, the field director will assign students to a particular field experience based on the student's need for broadened

exposure to diverse groups of people. The social work program diversity policy covers the recruitment of students and the hiring of faculty and staff (see Field Guide: Policies).

## DIVERSITY POLICY FOR STUDENTS

### *INTRODUCTION*

Inherent to a correct understanding of a Christian world view is the concept that each member of the human race is equal in the sight of God, equally made in the image of God, equally sinful and separated from God, equally incapable of establishing relationship with God through individual good works; but equally extended to all men is the common grace of God which includes Christ's work on the cross, and everyone equally should hear the good news of salvation and a new life in Christ. The principle of human equality also affects the Christian's treatment of others. Cedarville University's social work program is actively engaged in the advancement of both aspects of this important biblical concept. The following policy was adopted to provide a clear statement of the program's purpose and plan as it relates to the recruitment, admission, retention, and education opportunities of all students.

### *STRATEGIC POLICY FOR STUDENT DIVERSITY*

1. The social work program provides equal educational opportunity. In its admission or educational policies and practices, the program does not discriminate against any person or group based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. The social work program reserves the right to discriminate on the basis of religion under Title VII of the Civil Right Act of 1964 (as amended).
2. This policy of equal educational opportunity applies to all aspects of education, including recruitment, admission, financial aid, retention, and graduation.
3. The social work program does not discriminate in its educational policies and practices against any qualified person with a disability. This extends to recruitment, admission, financial aid, retention, and graduation.
4. Consistent with its objective of achieving and providing equal educational opportunity, the social work program is actively engaged in admissions recruitment practices that reflect an ongoing plan to encourage minorities, women, men, and those with disabilities to be a part of the program and the university student body. Therefore, the program aids the removal of any barriers that would discourage access to the major.
5. The social work program is committed to open access to all its educational, organizational, and social and religious activities for every member of the program.
6. Any student in the social work program who believes unlawful discrimination has occurred will have access to due process as outlined in policy procedures.

## PLAN AND PROCEDURES FOR STUDENT DIVERSITY

### *MINORITY RECRUITMENT*

1. The program director meets annually with the Coordinator of Intercultural Recruitment (CIR), who reports to the Director of Admissions, to discuss recruitment of minority students. The coordinator is responsible for admissions activities and programs related to recruitment and admission of minority students.
2. The program director and the CIR seek to identify outstanding Christian minority high school students and devise ways of making contact with them.
3. The Admissions Office has developed a plan for identifying prospective minority students based on demographic, academic, and interest criteria.
4. The CIR contacts each identified minority student applying for admission into the university.
5. The CIR contacts the student again upon acceptance. If the student chooses not to enroll, the CIR contacts the student to learn the reasons for the student's choice.
6. The program also sends a target mailing to all undeclared or related majors minority candidates and undeclared or related majors minority students already enrolled at the university.

### *FINANCIAL AID*

1. The social work program works with the CIR to seek scholarship money specifically designated for recruitment of minority students.
2. Without illegal discrimination, the program actively seeks diversity in their student employees.
3. The program director meets with the CIR to be briefed concerning the specific aid programs available for minority students.
4. The financial aid office and the CIR provides individualized help for minority social work students requiring assistance through financial aid applications.

### *ORGANIZATIONS*

The social work club, Epsilon Alpha Pi (EAP), specifies that it does not discriminate on the basis of race, origin, or nationality.

### *DIVERSE EXPERIENCES*

1. The social work program supports spring break trips to diverse cultural regions through the Christian ministry department.
2. The social work program sponsors a spring break trip to the Dominican Republic every other year.
3. The social work program solicits minority agencies to serve as field experience sites.

4. The social work program solicits diverse field instructors.
5. The social work program solicits diverse community Advisory Council members.

## DIVERSITY POLICY FOR FACULTY AND STAFF

### *INTRODUCTION*

Inherent to a correct understanding of a Christian worldview is the concept that each member of the human race is equal in the sight of God, equally made in the image of God, equally sinful and separated from God, equally incapable of establishing relationship with God through individual good works; but equally extended to all men is the common grace of God which includes Christ's work on the cross, and everyone equally should hear the good news of salvation and a new life in Christ. The principle of human equality also affects the Christian's treatment of others. Cedarville University's social work program is actively engaged in the advancement of both aspects of this important biblical concept. The following policy was adopted to provide a clear statement of the program's purpose and plan as it relates to the recruitment and retention of all faculty and staff.

### *STRATEGIC POLICY FOR PERSONNEL DIVERSITY*

1. The social work program provides equal employment opportunity. In its employment policies and practices, the program does not unlawfully discriminate against any person or group based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. The social work program reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964 (as amended).
2. This policy of equal opportunity applies to all aspects of employment, including initial hiring, position of work assignment, training, promotion, benefits, disciplinary action, and termination of academic and non-academic employees. It also extends to position descriptions and qualification.
3. The program does not discriminate against any qualified person with a disability in its employment policies and practices. This extends to recruitment, selection, termination, compensation, benefits, and advancement in employment.
4. Consistent with its objective of achieving and providing equal opportunity in employment, the social work program is actively engaged in employment practices that reflect an ongoing plan to encourage minorities, women, and those with disabilities to be a part of the program. Therefore, the program aids the removal of any barriers which discourage access to any position.
5. Any member of the program who believes unlawful discrimination has occurred will have access to due process as outlined in policy procedures. The social work program does not unlawfully discriminate against any person or group on the basis of age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. The social work program reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964 (as amended).

## *IMPLEMENTATION PLAN FOR STUDENT EXPOSURE TO DIVERSITY*

The student's field experience in his/her junior and senior year will involve exposure to, and contact with, varying ethnicities and/or cultures through client contact and interaction with their field instructors. The field instructor and professor will assign readings and applicable tasks that will further enhance the student's understanding of diversity. The student will also be responsible for maintaining a bi-weekly journal and attending the social work seminar course in order to discuss a wide variety of issues including diversity.

The faculty and staff of the social work program will continue to seek out field agencies that are of varied cultures and ethnicities, as well as ethnic minorities as field instructors. In some cases, the professor will assign students to a particular field experience based on the student's need for broadened exposure to diverse groups of people.

## INFECTIOUS DISEASE EXPOSURE

If the student in the field experiences direct contact with airborne or blood borne pathogens, the student should:

1. Immediately and thoroughly cleanse exposed area.
2. Notify his/her field instructor and follow agency procedure.
3. Complete Student Exposure Incident Report (Appendix X) and inform the field director and University Medical Services.

University Medical Services will determine what additional steps are needed.

## DISMISSAL PROCEDURE

### **Notification**

- A. In the event any student in the social work program fails to comply with any of the policies and procedures of the program contained in the social work program Student Handbook or Field Guide, such student will be subject to termination from the program.
- B. In the event of a decision by the social work program faculty to dismiss a student from the program, a notice of such dismissal will be sent from the program director to such student.
- C. The Notice of Dismissal will include the following:
  1. A brief statement for the reason or reasons for such dismissal
  2. The right of the student to appeal the dismissal
  3. A brief description of the appeal process

- D. If the student desires to appeal his or her dismissal, within five (5) days after receipt of a Notice of Dismissal, the student must inform the program director in writing of his or her request for an appeal hearing and deliver such notice to the program director.
- E. Within ten (10) days following receipt of the request for an appeal hearing, the program director shall notify the student in writing of the following:
  - 1. The time and date of the hearing
  - 2. A brief summary of the reasons for dismissal
  - 3. The names of any persons who may testify in support of dismissal at the hearing
  - 4. The student's right to confront any such witnesses
  - 5. The student's right to be represented by an advisor and that such advisor may be present to assist the student at the hearing. Such advisor may be another student, a member of the university faculty or staff, or a Resident Assistant or Resident Director. Any attorney-at-law who may represent this student may not be present at the hearing.

### **Hearing**

- A. If a hearing is convened, it will be conducted by the program director. Except in the discretion of the program director, only the following persons may be present at the hearing:
  - 1. The Hearing Panel
  - 2. The student whose dismissal is the subject of the hearing
  - 3. The student's advisor, if any
  - 4. The witnesses may be present only at the time they are called to testify
- B. The Hearing Panel shall consist of:

A member of the social work Advisory Council, who shall be selected by the Council; a member of the program faculty, who shall be selected by the members of the program faculty; and a student representative of the Advisory Council, also to be selected by the Council.
- C. Hearing Procedure
  - 1. Although the student may not be represented by an attorney-at-law, his or her advisor, selected from the group of persons about, may be present to assist and advise the student.
  - 2. The hearing will be recorded.
  - 3. Formal rules of evidence will not apply. The Hearing Panel at the discretion of the program director may accept records, exhibits, and written statements for consideration. Any procedural questions will be determined by the program director.

4. Following the presentation of all the evidence and testimony by the program, the student will be entitled to present witnesses and evidence and to make a statement to the panel.
5. Following presentation of all testimony and evidence, the Hearing Panel will determine by majority vote whether it is more likely than not that the student has failed to meet the requirements of the social work program policies and procedures.
6. Within ten (10) days after the hearing, the chair of the Hearing Panel will prepare a written report and such decision will be sent to the student.
7. The student may appeal the panel's decision to the university's Academic Vice President by requesting such an appeal in writing within five (5) days of the receipt of the report of the Hearing Panel.

(Reviewed by university attorney, David Haffey, August 15, 2001)

## FIELD EXPERIENCE OPPORTUNITIES (LOCAL AND INTERNATIONAL)

- Welfare departments (child protective services, adult protective services, JOBS program, income maintenance, social services)
- Work in programs for elderly (senior centers, adult day care, nursing homes, hospitals)
- Crisis intervention work
- Mental health centers
- Work in schools
- Work with single parents
- Multi-service and community centers
- Group homes
- Half-way houses (for juvenile delinquents, mentally disabled, criminal offenders)
- Work with the mentally retarded (sheltered workshop, independent living, case management, group homes)
- Probation – juvenile and adult
- Chemical dependency centers
- Work with the mentally disabled in hospitals or partial hospitalization programs
- Youth work
- Family service centers
- Shelters for runaways
- Health care: hospitals and community health centers
- Court intervention programs
- Residential treatment centers (for adolescent offenders, young adults, mentally disabled)
- Day treatment centers (for juvenile offenders)
- Employee assistance programs
- Women's counseling centers
- Information and referral agencies
- Community social change organizations
- Home health and hospice programs
- Child and adolescent counseling centers
- Domestic violence programs (shelters, court and hospital advocacy)
- Homeless shelters/missions
- Work with refugees
- Christian ministries/churches
- Uganda and Romania

# JUNIOR PRE-PLACEMENT CHECKLIST

## SOCIAL WORK FIELD EXPERIENCE PROCESS

- ❖ Keep copies of all paperwork!
- ❖ Turn in all forms to social work office and stamp them with the date stamp.

Due date: July 24, 2009

- Review approved field experience agencies (see Field Directory) and Criteria for Agencies Supervising Students in Field Experience (Appendix A).
- Sign and submit Release of Information form (Appendix W) to social work office.
- Read Field Guide and sign form (Appendix V) acknowledging its completion and submit to social work office.

Due date: July 31, 2009

- Select a minimum of three (3) potential agencies from the Field Directory.
- Complete Student's Agency Interview Choice Form (Appendix C) and submit to social work office.

Due date: August 7, 2009

- If you have not contacted the professor and secured permission to schedule interviews, please contact professor today!

Due date: August 10, 2009

- Begin contacting a minimum of three (3) agencies and schedule an interview at each beginning Wednesday, August 19 through Friday, August 28. **First, make sure you have received permission from the professor to schedule the interviews.**

Due date: August 19, 2009

- Complete an approved resume through Career Services and submit one copy to Career Services, one copy to the social work office, and have a copy for each agency upon interviewing (see Appendix B for sample).

Due date: September 4, 2009

- Complete a minimum of three (3) interviews.
- Complete Student's Final Choice Form for Agency Experience (Appendix D).
- Secretary of the social work program will send out a letter to field instructors regarding orientation.

Due date: September 10, 2009

- Required attendance at majors meeting, 4:30-6:00.

Due date: September 11, 2009

- Write letters of decline to all agencies not selected for field experience. Write a thank you to selected agency (see examples of thank you letters, Appendix X). Letters are to include the field instructor's name, name of agency, and address. **Copies of all letters are to be handed in to the social work office by this date.** (Do not mail letters until the professor has given permission.)
- Submit Field Instructor Information Form (Appendix F). The social work secretary will review to confirm their qualifications.

Due date: September 18, 2009

- Required attendance at Infection Control training.

Due date: September 24, 2009

- Required attendance at Field Instructor and Student Orientation, 11:30 – 3:00 p.m.

Due date: September 25, 2009

- Have the Beginning Contract completed (Appendix E).
- Obtain required information and signatures on Beginning Contract (Appendix E).
- Turn in Affiliation Agreement (Appendix Q).
- Submit a copy of Proof of Car Insurance and copy of driver's license to social work office.

## JUNIOR PLACEMENT CHECKLIST

### SOCIAL WORK FIELD EXPERIENCE PROCESS

Due date: October 9, 2009

- Student will schedule a Final Learning Contract meeting with field instructor and professor.

Due date: October 14, 2009

- Submit to the professor the final Field Experience Learning Contract (one copy for professor, one copy for field instructor, and one copy for student), **including essential signatures** (Appendix G).

Due date: October 30, 2009

- Schedule an observation visit with the professor.

Due date: November 6, 2009

- Required attendance at Career Link day.

Due date: November 9, 2009

- Required attendance at HIV Conference, Wright State University.

Due date: November 20, 2009

- Student will make sure that professor has completed their field observation visit and, if needed, a field instructor meeting.

Due date: December 9, 2009

- Hand in completed and signed First Semester Field Experience Evaluation of Student (Appendix K-I and K-II) and final Time Sheet and Supervisory Agenda (Appendix O and I).

Due date: January 8, 2010

- Student will schedule learning contract meeting with professor and field instructor.

Due date: January 28, 2010

- Required attendance at majors meeting, 4:30 – 6:00.

Due date: January 29, 2010

- Spring semester field experience Learning Contract (Appendix G) completed and handed in to field instructor and professor.

Due date: February 5, 2010

- Student will schedule final field observation visit with professor and if needed, a field instructor meeting.

Due date: February 25, 2010

- Required attendance at Junior Field Instructor Appreciation Luncheon, 12:00-2:00.

Due date: February 26, 2010

- Student will make sure that the professor has completed their final field observation visit.

Due date: March 12, 2010

- Hand in completed and signed field instructor's and student's copies of Final Evaluation of Student (Appendix L-I and L-II), Student Evaluation of Field Experience (Appendix N—remember to attach copies of job description and thank you letter to field instructor), final Field Experience Time Sheet and Supervisory Agenda (Appendix O and I), and Field Instructor's Program Evaluation (Appendix P in a sealed envelope).

## SENIOR PRE-PLACEMENT CHECKLIST

### SOCIAL WORK FIELD EXPERIENCE PROCESS

- ❖ Keep copies of all paperwork.
- ❖ Turn in all forms to the social work office.

Due date: March 12, 2010

- Read senior level field experience placement notebook in social work office.

Due date: March 19, 2010

- Review approved field experience agencies (see Field Directory) and Criteria for Agencies Supervising Students in Field Experience (Appendix A).
- Complete Student's Agency Interview Choice Form and hand in to social work office (Appendix C).
- Complete an approved resume through Career Services and submit one copy to Career Services, one copy to the social work office, and have copies for each agency upon interviewing (see Appendix B for sample). **Do not schedule any interviews until you have been given permission by the professor.**

Due date: March 26, 2010

- Contact a minimum of three (3) agencies and schedule interviews (**provided you have been approved to do so by the professor**).
- Complete Student Questionnaire regarding junior field experience placement for office notebook.

Due date: April 16, 2010

- Complete a minimum of three (3) interviews.
- Complete Student's Final Choice Form for Agency Experience (Appendix D).

Due date: April 22, 2010

- Required attendance at majors meeting, 3:00-5:00

Due date: April 23, 2010

- Student will be notified of field experience agency approval.
- Write letters of decline to all agencies not selected for field experience. Write a thank you letter to selected agency. (See examples of thank you letters, Appendix X.) **Copies of all letters are to be handed in to social work office by this date.** (Do not mail letters until the professor has given permission.)

Due date: April 28, 2010

- Complete a Beginning Contract (Appendix E).
- Obtain required information and signatures on Beginning Contract (Appendix E), Field Instructor Information Form (Appendix F), and Affiliation Agreement (Appendix Q).

***The above forms must be completed and received by the social work office by the above dates, or you may not be placed in a senior field experience in the fall semester.***

## SENIOR PLACEMENT CHECKLIST

### SOCIAL WORK FIELD EXPERIENCE PROCESS

- ❖ Keep copies of all paperwork!
- ❖ Turn in all forms to social work office and stamp them with the date stamp.

Due date: August 19, 2009

- Senior Field Instructor Orientation 11:30 – 3:00 p.m. Students arrive at 1:30.

Due date: August 27, 2009

- Schedule a Learning Contract conference with field instructor and field director.
- Submit a copy of your proof of car insurance and a copy of your driver's license to the social work office.
- Sign and turn in a Release of Information Form (Appendix W).
- Sign and turn in a Sign-Off Sheet (Appendix V).

Due date: September 10, 2009

- Required attendance at majors meeting, 4:30-6:00

Due date: September 17, 2009

- Submit to the field director the final Field Experience Learning Contract (one copy for field director, one copy for field instructor, one copy for student), **including essential signatures** (Appendix G).

Due date: October 6, 2009

- Schedule an observation visit with field director.

Due date: October 22, 2009

- Student will make sure that the professor has completed their field observation visit and a field instructor meeting if needed.

Due date: October 30, 2009

- ONASW Ohio Chapter Conference— attendance required.

Due date: November 6, 2009

- Career Link Day – attendance required.

Due date: December 8, 2009

- Hand in completed and signed First Semester Field Experience Evaluation of Student (Appendix K-I and K-II) and this semester's final Time Sheet (Appendix O) and Supervisory Agenda (Appendix I).

Due date: January 7, 2010

- Student is to schedule a meeting with field instructor and field director for Learning Contract conference.

Due date: January 28, 2010

- Spring semester Field Experience Learning Contract (Appendix G) completed and handed in to the field director and field instructor.
- Required attendance at majors meeting, 4:30-6:00.

Due date: February 11, 2010

- Student will schedule their final field observation visit and a field instructor meeting if needed.

Due date: March 10, 2010

- Required attendance at Senior Field Instructor Appreciation Luncheon, 12:00-2:00.

Due date: March 23, 2010

- Student will make sure that the professor has completed their field observation visit and a field instructor meeting if needed.

Due date: April 20, 2010

- Complete Student Questionnaire on Sr. Field Experience placement for office notebook.

Due date: April 22, 2010

- Required attendance at majors meeting, 3:00-5:00.

Due date: April 27, 2010

- Submit completed and signed Field Instructor's and Student's Final Evaluation of Student-Senior Field Experience (Appendix M-I and M-II), Student Evaluation of Field Experience (Appendix N to include job description and thank you letter), final Field Experience Time Sheet (Appendix O), and Field Instructor's Program Evaluation (Appendix P in a sealed envelope).

Due date: April 29, 2010

- Required attendance at Senior Exit Interview.

Due date: April 30, 2010

- Required attendance at Senior Convocation.