Social Work Program
Field Guide

Twenty-sixth Edition

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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 code 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.

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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 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), Field Survey (SWK 2350), and Ethics in the Helping Professions (SWK 2900). 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 spring semester. (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.)

Ethics in the Helping Professions introduces the student to current issues and ethical delimmis confronting professional helpers. Codes of ethics for the various helping professions are reviewed and emphasis is placed on understanding these codes. This course is highly recommended for completion prior to field experience. (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 on 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 Diverse 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.

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 twelve (12) credits are earned for senior field experience. Additional course requirements are covered in the course syllabi.
MISSION STATEMENT, GOALS, AND OBJECTIVES

Mission Statement

The Cedarville University Social Work Program develops competent servant leaders grounded in biblical truth to practice generalist social work in diverse settings worldwide advancing human and community well-being.

Program Goals

The goal of the social work program is to prepare future professional social workers who are competent in the areas of:

1. Serving diverse people, groups and communities by treating all with dignity and respect, valuing all relationships.
2. Addressing conditions that limit human rights, promoting social, economic and environmental justice worldwide, and working toward the elimination of poverty with the underpinning component of enhancing the quality of life for all people.
3. Practicing with competence and integrity using scientific inquiry and evidence based interventions.
4. Applying the person and the environment construct to practice, understanding the impact poverty can have on social functioning.
5. Ethically integrating faith and social work practice.

Program Objectives

Graduates of Cedarville University Social Work Program will demonstrate a basic level of competency in the profession of social work by:

1. Integrating faith and practice through a process of ethical reasoning while respecting spiritual diversity.
2. Evaluating multiple sources of knowledge and apply strategies of ethical reasoning to integrate knowledge and practice.
3. Engaging effectively with diverse individuals, groups, communities, organizations and colleagues, being mindful of the importance of difference in shaping life experiences.
4. Assuring continual professional development by practicing reflection and self-correction and managing personal biases and values in a way that allows professional values to guide practice.
5. Assessing client strengths and needs using a bio-psycho-social-spiritual model and analyze, formulate, and advocate for policies that advance social well-being, recognizing the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
CREATION

God created the heavens and the earth. In six literal days, God created light, water, sky, vegetation, day, night, and all living creatures. He created mankind in His own image, blessed them and set them to rule over every living creature and every plant throughout the whole world. He saw that all He created was good. On the seventh day, God finished His work and rested. Then He blessed the seventh day and made it holy because He rested from all the work of creation that He had done. Genesis 1:1-2

God formed man from the dust of the ground. He put the man in the Garden of Eden to work and take care of it. He commanded the man to eat from any tree in the garden except for the tree of knowledge of good and evil. The Lord then created the woman from the man. Tempted by the serpent, the woman ate from the tree of knowledge of good and evil. She also gave some to the man. God then banished them from the Garden of Eden. Genesis 3

SIN

When Adam disobeyed God and ate from the tree of knowledge of good and evil, sin entered the world, and in this way death came to all people, because all sinned. The presence of sin creates a chasm between God and all people, as all are born with a sinful nature. It is because of this sinful nature that we are condemned before a holy God. Romans 5:12; Leviticus 19:1-2, Isaiah 64:6

REDEMPTION

God, all-powerful, all-knowing, and always present, sent Jesus Christ, His only begotten Son, conceived by the Holy Spirit, born of the virgin Mary. Jesus Christ was sent to die for our sins according to the Scriptures as a representative and substitutionary sacrifice. Those who repent and believe in Jesus Christ are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit or works. Matthew 22:41-46; Acts 1:11; John 1:12; Acts 3:13-16; 9:24; 10:28, 29; 13:39, 16:31; Romans 3:21-28; Ephesians 1:3-14; 2:9-10; Philippians 1:6; Titus 3:3-8; 1 Peter 1:23; 2 Peter 1:4-11

RESURRECTION, ASCENSION, RETURN

Three days after Jesus was crucified, He was resurrected and appeared to the disciples. He ascended into heaven where He lives presently as our high priest and mediator, and will return bodily and visibly to earth at the end of the tribulation to establish His millennial kingdom, and reign as the supreme Lord over all nations. Luke 24:36-43; John 14:1-6; 15:20-25; Acts 1:9-11; 1 Corinthians 15:12-58; Romans 8:1-11; Ephesians 1:13-21; 1 Thessalonians 4:13-16; 5:1-11; 1 Timothy 2:5; Revelation 1:4-7, 19:11-16, 20:6

BELIEVER’S INHERITANCE

Our belief in the death, burial, and resurrection of our Lord Jesus Christ gives us an inheritance that can never perish, spoil, or fade, the salvation of our souls. After we believed, we were sealed with the promised Holy Spirit, who Christ gave us as a deposit guaranteeing our inheritance until the redemption of all those who are God’s possession. Ephesians 1:13-14; 1 Peter 1:3-4

DIVINE GRACE

Until the return of our Lord Jesus Christ, God, because He is good and shows mercy to all of His creation, causes the sun to rise, sends rain, provides food and drink, and fills hearts with the capacity for joy for the sons and daughters of Adam and the sons and daughters of Jesus Christ. Psalm 145:9; Matthew 4:45; Acts 14:15

SERVANTS OF COMMON GRACE

While followers of Jesus Christ live in the assurance of salvation, all human beings face the consequences of sin, which may include false teachings, painful toil, malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illnesses, and the pains of grief from dealing with the physical death of loved ones. Genesis 3:17-19; Acts 6:1, Hebrews 12:1-3, 6-14

Believers in Jesus Christ, filled with the Holy Spirit, called to the vocation of social work, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God’s goodness and mercy for all of His creation. Social work at Cedarville University prepares students to be servants of common grace, trained to help sick, the prisoner, the widow, the orphan, and others who are suffering from the consequences of sin. Graduates of the social work program at Cedarville University are grounded in knowledge and committed to seeking wisdom in God’s holy and inerrant Word, prepared to be competent in their professional practice, and ready to give their testimony for Jesus Christ. Matthew 25:40-46, Acts 6:2, Corinthians 5:20-21, James 1:27, 2:14-26, 2 Timothy 1:6-13, Micah 6:8
Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.
Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: Service

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

Value: Social Justice

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

**Value: Dignity and Worth of the Person**

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

**Value: Importance of Human Relationships**

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

**Value: Integrity**

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

**Value: Competence**

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

**Ethical Standards**

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

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

1.01 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 SelfDetermination

Social workers respect and promote the right of clients to selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to selfdetermination 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 thirdparty 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 well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

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

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

2.05 Consultation

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

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

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

2.06 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 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 fulful 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.

Taken from the NASW website.
STUDENT CODE OF ETHICS

(Written by students in SWK 2900 Ethics in the Helping Professions Spring 2011. Revised by Advisory Council and student representatives April 2016. Adapted by the Social Work Department May 2016.)

1. Social work students’ ethical responsibilities to learning
1.1 Social work students should understand that the program offers a generalist method foundation, and upon graduation practice should be completed within this framework.
1.2 Social work students may not cheat. (Definition: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise).
   a. Dishonesty, Fraud, and Deception: As cited in the National Association of Social Workers (NASW) Code 4, social work students should not participate in, condone, or be associated with dishonesty, fraud, and/or deception.
   b. Fabrication and Falsification: Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
   c. Plagarism: Intentionally or knowingly presenting the words or ideas of another as one’s own without proper acknowledgement of the source.
   d. Abuse of Academic Materials: Intentionally, knowingly destroying, stealing, or making materials inaccessible (i.e. library or other borrowed academic resources).
   e. Complicity in Academic Dishonesty: Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.
1.3 Social work majors not yet admitted into the Program should make an earnest effort to complete volunteer work that is meaningful for one’s social work education and interest.

2. Social work students’ ethical responsibilities to other students
2.1 Social work students must respect the differences of other students’ opinions.
2.2 Social work students should not intentionally disrupt classes in any form or manner.
2.3 Social work students should not act in a way that endangers other students, faculty, staff, and/or clients.
2.4 Social work students may not bring frivolous or false charges against other students.
2.5 Social work students who observe, believe, or suspect another student of cheating in any graded assignment must immediately bring the matter to the attention of the instructor.

3. Social work students’ ethical responsibilities to professors and the social work program
3.1 Social work students should conduct themselves as an entry-level professional at all times on and off campus.
3.2 Social work students must fully embrace the generalist model as a perspective for social work practice
3.3 Social work students are obligated to live up to their full intellectual potential in completing assignments.
3.4 Social work students should focus on course content and practice application rather than preoccupation with grades.
3.5 Social work students who question the ethical validity of the field agencies’ assignments are obligated to confer with the social work program field director.
3.6 Social work students who question the ethical validity of the field professor’s policies and procedures are obligated to confer with the Program Director.
4. Social work students’ ethical responsibilities to field work client system
4.1 Students are obligated to comply with all ethical responsibilities to client systems as articulated in the NASW Code of Ethics (standards 1.01-1.16). The following ethical standards relevant to the activities of all social work students include: Commitment to Clients, Self-Determination, Informed Consent, Competence, Cultural Competence and Social Diversity, Conflicts of interest, Privacy and Confidentiality, Access to Records, Sexual Relationships, Physical Contact, Sexual Harassment, Derogatory Language, Payment for Services, Clients Who Lack Decision-Making Capacity, Interruption of Services, and Termination of Services.
4.2 Students will incorporate technology into client services in accordance with the NASW and ASWB Standards of Technology and Social Work Practice found at https://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf.
   a. Protect client confidentiality at all times.
   b. Follow agency policies and procedures for use of technology.
   c. Ensure compliance with federal laws regarding client written and electronic records.
4.3 Social work students who are involved in volunteer work and/or field work and are confused about an impending ethical issue should consult the setting supervisor and a social work faculty member.

5. Social work students’ ethical responsibilities to field instructors
5.1 Social work students are obligated to fulfill the terms of the Affiliation Agreement.
   a. Adhere to professional ethics and conform to the usual standards and practices of the agency.
   b. Meet work requirements as regularly scheduled by the agency within the Program’s requirement of 8 hours/week for juniors and 16 hours/week for seniors.
   c. Observe accuracy and promptness in preparation of correspondence, records, and reports.
   d. Protect the validity and confidentiality of electronic and written records and reports.
   e. Relate to appointed agency field instructor in matters of consultation and supervision, keeping the field instructor informed of activities and progress.
   f. Provide professionally sound and appropriate services to clients.
5.2 Social work students are obligated to complete field assignments in a committed, serious, and purposeful fashion.
5.3 Social work students are obligated to live up to their full intellectual abilities when completing their field work experience.
5.4 Social work students are obligated to comply with field agency policies and procedures.
5.5 Social work students who question the ethical validity of the field agencies’ assignments are obligated to confer with the field instructor and if further question exists, confer with the field director.

6. Social work students’ ethical responsibilities to the University
6.1 Social work students should act in a manner that brings a positive image or credit to the university.
6.2 Social work students are obligated to comply with the university Student Handbook, the Community Covenant, the Social Work Program Student Handbook, and the guidelines found in the Field Guide.
6.3 Social work students are obligated to refrain from defacing university property and equipment.
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.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. Competency-based education is an outcome performance approach to curriculum design. EPAS recognizes a holistic view of competency; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

The goal of this approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Cedarville University’s Social Work Program has added a tenth competency consistent with its mission and goals. [www.cswe.org](http://www.cswe.org), 2015 EPAS

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:

<table>
<thead>
<tr>
<th>Competency 1 – Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers make ethical decisions by applying professional standards (i.e., the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context.</td>
</tr>
</tbody>
</table>

| Social workers use reflection and self-regulation to manage personal values and maintains professionalism in practice situations. |

| Social workers demonstrate professional demeanor in behavior, appearance, oral communication, written communication, and electronic communication. |

| Social workers use technology ethically and appropriately to facilitate practice outcomes. |

| Social workers use supervision and consultation to guide professional judgment and behavior. |

<table>
<thead>
<tr>
<th>Competency 2 – Engage Diversity and Difference in Practice</th>
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<tbody>
<tr>
<td>Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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</table>

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

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Social workers engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage in Practice-informed Research and Research-informed Practice**

Social workers use practice experience and theory to inform scientific inquiry and research.

Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**

Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Social workers assess how social welfare and economic policies impact the delivery of and access to social services.

Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers select and use appropriate methods for evaluation of outcomes.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 10 – Faith and Practice**

Social workers integrate faith and practice through a process of ethical reasoning by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.

Social workers apply self-awareness and use reflection and self-regulation to manage personal biases and values and maintain professionalism in practice situations.

Social workers respect spiritual diversity, applying into their practice an understanding of the importance of diversity and difference in shaping life experiences.

Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.
**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, as found in ipt.

- Conduct self as a member of the social work profession and abide by agency work policies and procedures.

- Adhere to the agency's dress and appearance policies.

- 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.)

- Prepare evaluation reports, beginning with the learning contract.

- Have transportation to and from field experience. Students are not to use their personal vehicles to transport individuals associated with their internships.

- In the event of an accident and/or injury, fill out the agency’s incident report form and/or Appendix I Incident Report and give a copy to the Field Director.

- Prepare agenda for weekly supervisory meetings with field instructor.

- 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. This may include events outside regular class hours.

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 who will provide learning opportunities for students. The university maintains institutional liability insurance.

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 to debrief following the field observation.

• Be available as a resource person for the student.

• Be available as a consultant to the field instructor.

• Provide field seminar classes for students in field experience (see section on field seminar class).

• Complete professor’s Field Instructor Evaluation and professor’s Agency Evaluation.

THE FIELD INSTRUCTOR

The Field Instructor is responsible to:
• Complete a Field Instructor Information Form.

• Attend orientation and training sessions.

• Sign an Affiliation Agreement.

• 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.

• Evaluate the student's progress toward meeting his/her goals.

• Complete the FPPAI online semester evaluation of each student's performance.

• Recommend a grade to the professor.

• 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 in IPT.

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 (documented on IPT).
- 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 among 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 S drive. Go to My Computer, (S:)/DEPT/SWK/Field Experience/Appendices.

Field Instructors and students will receive information by email from the Social Work Office on accessing and using the online forms.

CRITERIA FOR AGENCIES SUPERVISING STUDENTS IN FIELD PLACEMENTS
A. The field instructor must have one (1) of the following qualifications for senior field experience:

(1) MSW degree with two (2) years of experience after graduation (LSW/LISW preferred)

(2) In the senior year in instances where a non-MSW is providing field instruction, the student will meet once a week with a qualified MSW from the agency other than the field instructor or an MSW from another agency. The field director may discuss an appropriate course of action in the above circumstances on an individual basis.

(3) In the rare circumstance of a student not having a field instructor who holds a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing the social work perspective by having the student assigned to the Field Director or designated faculty member who meets the requirements of the social work program. This would include, but is not limited to, one hour weekly supervision sessions, drafting of the Learning Contract, meeting the terms of the weekly Supervisory Agenda form, evaluating the student’s progress in meeting his/her goals, and completing a semester evaluation of the student’s performance using FPPAI online.

B. The field instructor must have one (1) of the following qualifications for junior field experience:

(1) Bachelor of social work degree (LSW preferred) with minimum of two (2) years of social work experience after graduation

(2) Bachelor’s degree in human services with a minimum of five (5) years of social work experience after graduation (appropriate license preferred)

(3) The field director may discuss an appropriate course of action on an individual basis in the event the above circumstances are not met.

C. The agency agrees to provide direct supervision for social work students. The assigned field instructors are expected to carry out the following responsibilities:

(1) Attend all pre-experience meetings with students and field director

(2) Provide orientation to agency and job/task

(3) Provide a minimum of one (1) hour/week in supervisory conference with student in order to provide feedback and act as educator and model
(4) Provide on-going supervision and evaluations of assigned students throughout the experience

(5) Provide in-service training on an on-going basis

(6) Participate in evaluation meetings with the student and field director, usually one (1) per semester

(7) Verify and sign time sheets and other field experience forms presented by the student

(8) Notify the field director of any problems or questions as soon as they become evident

(9) Provide a generalist practice experience

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 two social service agencies. Students may search the web-based program “intern placement tracking” (ipt) for approved agencies at which to interview. Students are free to interview at agencies not in ipt. Students may do more than two interviews. This requirement is used to help students understand the competitiveness that may come in finding employment upon graduation from Cedarville University (CU) and to understand the importance of an interview. At the discretion of the professor, a student may be required to complete additional interviews. Failure to complete the minimum two (2) interviews or additional interviews required by the professor will result in the student’s grade being lowered by half a letter grade (for example, from an A- to a B+) and/or not being able to start their internship. Students will take their resumes, a program brochure, and a letter from the professor on university letterhead to each interview. Once the students have completed their interviews, the students go 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 students have decided where they would like to do their internship and are accepted by that agency, the students send out letters of decline to those agencies they did not choose. The students also send out a letter of acceptance to the agency at which they were approved for internship.

Students may choose an agency not in ipt. Additional paperwork is involved for placements outside of ipt.

FIELD EXPERIENCE PLACEMENT PROCESS
This policy has been developed to facilitate a smooth and timely placement of students. This policy is necessary because there is 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 in ipt. The professor will review these selections 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 work submitted on or before the due date. The adage “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 large numbers 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.)

- The professor may use discretion regarding the number of students interviewing at each agency.

**NO 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 for a field placement. 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.

PAID FIELD INSTRUCTORS
Supervision by a field instructor is expected to be a voluntary service, rising from their commitment to the profession. Neither the student nor the university will pay for the services of a field instructor.

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 overnight accommodations. 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. Extra field hours from one semester may not be used toward the following semester. For example, if a student has accumulated 90 hours in the Fall, (15 hours over the required 75 for juniors), this does not result in a requirement of 60 hours for the Spring semester. The student must still complete the full requirement of 75 hours for juniors and 225 hours for seniors in the Spring 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 office may provide a copy of the FBI background report. However, background checks are only good for one year. BCI&I will provide a copy for a fee. 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 to meet the program requirements of 150 hours for a junior intern and 450 hours for a senior intern. 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.

**LUNCH PERIOD**
The lunch hour is not to be counted toward Field Experience hours unless it is a working lunch i.e. training, meetings, supervision etc. The student should adhere to the standards for employees at the agency.

**TRANSPORTATION AND INSURANCE**
Students are responsible for providing for their own transportation to and from field experience. Students are not to use their personal vehicles to transport individuals associated with their internships. The University's insurance does not extend to this activity.

**INCLEMENT WEATHER**
When Cedarville University is closed due to weather, students are not to report to their internships. Students are responsible to communicate all delays and absences to their field instructors as early as possible. When the university remains open, and the weather is a concern, students are to confer with their field instructors and use their best judgment.

**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 or field director. The professor or field director will determine if a change is in the best interest of the student and if necessary will then initiate a change.

**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. Note: If the grievance is academic in nature, recourse is to the University’s official academic grievance policy as found in the applicable handbooks.

**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, and specifically where the sexual harassment prevents or impairs a student’s full enjoyment of educational benefits, climate, or opportunities. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct (whether by supervisors, co-workers, or
others) 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 to the Field Director and in writing (Appendix H, Incident Report Form).

   A student in an international field placement should immediately report the incident verbally to the in-country field coordinator and in writing (Appendix H, Incident Report Form). The student should seek the advice of the in-country field coordinator about what steps to take in regard to the offending individual. The student should also report it to his/her professor and field instructor unless this is the harassing individual.

2. The Field Director will discuss the situation with the agency director (or his/her designated representative).

   For international field, the Field Director and/or professor will consult with the in-country field coordinator. The in-country field coordinator will discuss the situation with the agency director (or his/her designated representative).

3. The social work Field Director will be responsible for arranging a meeting to discuss the problem with the student, professor, field instructor, and agency director (or his/her designated representative).

   For international field, the Field Director is responsible for ensuring the in-country field coordinator will conduct a meeting to discuss the situation with the agency director (or his/her designated representative), the student and professor. The in-country field coordinator will report the proceedings of this meeting to the Field Director and professor.

4. The Title IX Coordinator should be contacted by the professor or the student and/or the Field Director, directly.

5. Action will be taken appropriate to the agency’s sexual harassment policy and/or the international study program’s policy if applicable.

6. A student will be given the option of changing his/her field experience depending upon the outcome of the sexual harassment assessment, whether in a domestic setting or in an international placement.

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 to the Field Director that a social work student has been suspected of sexually harassing an agency staff member or client.

In international field experiences, the in-country field coordinator will provide written documentation to the professor that a social work student has been suspected of sexually harassing an agency staff member or client.
2. The Field Director and/or professor will discuss the allegations with the agency director (or his/her designated representative) and the in-country field coordinator if applicable.

3. The Field Director is responsible for arranging meetings to discuss the allegation with the student, the professor, the on-site coordinator, the field instructor, and the agency director. This may be conducted via communications technology or conference telephone calls for placements outside the Miami Valley area. The Field Director may choose to delegate the responsibility for some of these meetings to the on-site field coordinator for international field placements. The on-site field coordinator will report the proceedings of all meetings regarding the allegation to the Field Director.

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 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.

SOCIAL MEDIA POLICY
Social work students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. While social media creates exciting opportunities and is an effective communication tool, it can create serious challenges in the professional setting. Be cognizant of your professional self when using social media.

Boundaries between personal and professional matters can easily become blurred when using social media. Consequently, social work students must exercise caution in the use of social media technology. Students should not “friend” or follow past or current clients. A polite way to decline is to emphasize agency policy and your professional obligation to protect the client’s privacy.

Students need to take steps to protect their personal safety and privacy. Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, remembering that social networks allow access of personal information to countless people, including clients, both in the present and the future. Practice the use of secure settings on all social media.

Clients are not restricted from searching online for information about a student or an employee. Photos, videos, written comments, and other postings can arm a client to test professional boundaries and competence. Moreover, such information could be used to jeopardize an individual’s personal safety.

Student interns must maintain the privacy of their clients. The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the realm of social media use. Students are expected to read, understand and abide by the NASW Code of Ethics (found in this handbook) regarding the use of technology to protect the welfare of clients. It is the
student intern’s responsibility to learn about their field agency’s rules regarding social media. Discuss your agency’s social media policy with your field instructor.

**Audio and visual conferencing for class requires awareness of your surroundings.** Ensure your surroundings are secure and clear from inappropriate observers and listeners. Further protect the university, clients and your field agency by taking care not to reveal details that could possibly identify specific clients, agencies, or agency staff, such as names, locations, physical descriptions. Understand that any unethical use of technology may result in termination from the field setting and referral to the Program Director.

It is important for social work students to remember that anything (comments, pictures, videos, etc.) posted online is potentially accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings. It is in the profession’s best interest for students to remember that social media sites are public domains and any and all information can potentially be accessed by anyone.

*(Adapted in part from Gallaudet University Department of Social Work Student Handbook)*

**DIVERSITY POLICY**

**Responsibility of 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 demonstrate a willingness and capability to engage and serve the needs of all people regardless of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal sovereign status. Students are required to take several courses that have diversity competence criteria as specific course objectives. The social work faculty must work to insures 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 engage 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 and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal sovereign status. Only students who meet
these expectations consistent with University standards as found in its doctrinal statement and student handbook 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.

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 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 I) and inform the field director and University Medical Services.

University Medical Services will determine what additional steps are needed.

PRACTICE CLASSES POLICY
Students who do not successfully complete any practice course cannot enter or continue in a field placement. The course must be retaken and passed with a “C” or higher in order to resume field experience.
DISMISSAL POLICY

Cedarville University’s Academic Integrity Pledge is a commitment to live with integrity in all areas of life including field experience. All forms of academic dishonesty violate this pledge and could result in dismissal from this community. Failure to act with academic integrity includes, but is not limited to, the following:

- Cheating on examinations or quizzes
- Plagiarism
- Knowingly furnishing false information by forgery, alteration, or misuse of documents, records, or identification. Includes, but is not limited to, questions to be asked on exams or answers for questions which will be asked
- Representing another student’s work as one’s own

Academic dishonesty in any assignment will result in an F for the assignment. Cheating on any quiz or exam will result in an F for the course. All violations will be reported to the Vice President for Academics and the Department Chair. Failure to comply with CU academic integrity standards will be resolved using university policies.

Students will be dismissed from the social work program for failure to meet the academic or professional standards of the program.

ACADEMIC

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher.

In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, and skills). Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills.

PROFESSIONAL

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience). Examples include emotional instability which prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of the Code of Ethics, lack of punctuality, absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook).

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 Vice President for Academics by requesting such an appeal in writing within five (5) days of the receipt of the report of the Hearing Panel.

(Reviewed by University General Counsel, June 2019)
INTERNATIONAL FIELD EXPERIENCE

POLICIES AND PROCEDURES FOR INTERNATIONAL FIELD EXPERIENCE (IFE)

GENERAL INFORMATION

1. The student should go online at www.bestsemester.com for the Uganda Studies Program (USP) and www.veritas.ro for the Romania Studies Program (RSP) and www.GlobalPartnerships.US for the India Studies Program (ISP) offered through Pennsylvania Center for International Exchange and Partnership (PCIEP) and read as much as possible about these three internship offerings.

2. The student should meet with his/her advisor to discuss the feasibility of an IFE experience and to further discuss scheduling needs in order to map out what courses they must take before their junior/senior years and while in the RSP, USP, or ISP to meet their anticipated graduation date. (This should happen as early in their college experience as possible in order to meet specific major, general education, and graduation requirements).

3. The student will then meet with the Social Work Program’s International Field Coordinator to discuss specific courses taken in international field, to review the Four Year Plan for the RSP, USP, or ISP international social work experience, and to ask any questions about the IFE program.

4. The student must make an appointment with the Administrative Assistant of the International Programs or International Programs Director to discuss their role in the RSP, USP, or ISP internships and begin application procedures.

5. When the student completes the application requirements, the Social Work Program’s International Field Coordinator, the Director of Field, and the Administrative Assistant of the International Programs will determine whether the student is approved to make application to RSP, USP, or ISP. Please note, if there are limited spaces for international internships, an interview process may be required by the Social Work Department.

6. If the student is accepted by RSP, ISP, or USP for an international internship, the student will continue meeting with the International Field Coordinator and the Administrative Assistant of the International Programs to finalize plans for the student’s internship experience. This will include a completion of the international internship pre-departure checklist, which will be provided to the student wishing to complete an international internship.

7. Any students needing to take proficiency-level math must pass DEV-0900 Intermediate Algebra before applying for an international internship.

8. The student must have full admission to the Social Work Program before departure.

9. A student may only do one international field internship.

10. The student will be required to have a GPA of at least a 2.75 within their core social work courses.

11. Upon notification of acceptance by USP, ISP, or RSP, the student will submit a copy of the acceptance letter to the Social Work International Field Coordinator.
COST
Students will register for classes through CU and pay block tuition pricing. If a student exceeds the number of credit hours for block pricing, the student will pay tuition over and above the block pricing. Block pricing does not apply for summer international internships.

The student will pay the traditional course fees associated with Field Experience. An administrative fee of $550 may be applied. Students are encouraged to check with the preferred program for application fees. It is the student’s responsibility to pay airfare and in-country expenses.

QUALIFICATIONS
In addition to the required application procedure for RSP, USP, or ISP programs, the applicant is expected to consistently demonstrate emotional maturity and stability, ability to work as a member of the team, servanthood, flexibility, teachability, sensitivity to others, willingness to learn, discipline, responsibility, and ability to function independently when necessary. It is expected that the student can articulate multi-cultural/cross-cultural sensitivity.

APPLICATION REQUIREMENTS
For the student planning to attend RSP’s summer or fall semester, he/she must apply to the specific program by the end of spring break. For the student planning to attend USP’s fall semester, he/she must apply by February 1. For the student planning to attend ISP, please note that departure will occur in June for fall semester. Application needs to be submitted one year prior to departure. Earlier application is advised on all accounts.

A total of three reference letters are required:
1. An advisor or faculty member
2. A pastor
3. A friend

The Social Work International Field Coordinator may request copies of the letters of reference.

PRE-DEPARTURE REQUIREMENTS
The student will be required to meet with the International Field Coordinator for a minimum of four times prior to departure. Meetings will focus on the country’s culture, people, climate, and other pertinent topics. The student is to come prepared with questions of concern or interest. This will be done the semester prior to departure.

Prior to departure, the student is required to read Cross Cultural Connections: Stepping Out and Fitting In Around the World by Duane Elmer. It is also recommended that the student reads one of the following books (depending on which country the student has chosen) to become more familiar with the country in which they will be interning. Students going to UGANDA should read Cry Thy Beloved Country (Alan Paton), Country of My Skull (Antjie Krog), and Aboke Girls: Children Abducted in Northern Uganda (Els De Temmerman). Students going to ROMANIA should read The Hole in the Flag: A Romanian Exile’s Story of Return and Revolution (Andrei Codescu), Bury Me Standing: The Gypsies and Their Journey (Isabel Fonseca), or Café Europa: Life after Communism (Slavenka Draculic), and The Pastor’s Wife (Sabine Wurmbrand). Students going to INDIA should read Sisters of the Sari (Brenda Baker), The Kite Runner (Khaled Hosseini), India: A Global Studies Handbook (Fritz Blackwell), In Spite of the Gods: The Rise of Modern India (Edward Luce), Beneath A Marble Sky (John Shors), A Fine Balance (Rohinton Mistry).

- Please note that ISP students will have an additional pre-departure training set up by PCIEP, taking place in early June. Additional requirements might be emphasized by PCIEP.
The student will be responsible to discuss two to three observations he/she learned each week pertaining to the assigned chapter(s) of the books selected by the students and professor. In addition to the required reading, it is recommended that the student read as much as possible about the country in which he/she will intern.

NOTE: The student will also fulfill all orientation obligations within the International Programs department. You may contact the International Programs department at ext. 7953 to learn more about this component.

RE-ENTRY REQUIREMENTS
The student is required to make an appointment with the International Field Coordinator no later than one week into the semester following their return to the United States. The student and the International Field Coordinator will meet for re-entry at a minimum five times. The student will also be required to read Re-Entry (Peter Jordan) about re-entry into the United States and be prepared to discuss two to three observations or questions about each chapter. It is recommended that the student keep their return semester as light as possible. NOTE: The student will also fulfill all re-entry obligations within the International Programs department. You may contact the International Programs department at ext. 7953 to learn more about this component.

SPECIFIC INFORMATION

UGANDA
Key contact: Lisa Tokpa, MSW – Social Work Coordinator

UGANDA STUDIES PROGRAM (JUNIOR AND SENIOR)
The USP international social work internship may be taken in the fall or spring semester. Junior Field Experience I & II (6 credit hours) with a minimum requirement of 150 hours in an internship and Junior Seminar I and II (2 credit hours) can be registered through the International Programs office and in conjunction with the International Field Coordinator. Junior Field Experience I and II and Junior Seminar I and II will be registered for during the sophomore spring or junior fall semester.

Uganda internship is also available to seniors in the fall and spring semester. Seniors may take Senior Field Experience I and II (12 credit hours) with a minimum requirement of 450 hours in an internship. Students may also register for Senior Seminar I.

Senior Seminar II (2 credit hours) is available only through CU and will need to be taken either during the international internship experience (for those students going abroad in spring) or following the USP experience (for those students going abroad in fall). A student may be required to register for International Senior Seminar class with the International Field Coordinator. Registration for Senior Seminar II will be completed through the standard registration process. It may be best for written assignments for Senior Seminar II be completed during the USP semester abroad. The syllabus for Senior Seminar II will be provided before the student leaves for Uganda and assignments will be emailed from Uganda to the CU Field Coordinator for grading. The student will also set aside questions each week to be discussed during the seminar classes in the spring semester online.

A student is required to take Faith and Action in the Ugandan Context, which may be substituted for Cultural Anthropology (a course substitution form is required). The junior student will be required to
take at least one additional course, and it must be selected from the core courses. The *African Literature* course has been approved to meet the CU literature elective (a course substitution form is required). *Social Work and Mental Health* has been approved to substitute for *Social Work in Mental Health Settings* (a course substitution form is required). Grades for all courses taken under the Uganda Studies Program will be assigned by the Uganda Studies Program.

The student may choose from the following field placement options:

**ROTOM**
*Description:*
Senior Adults
Children
Healthcare
Home visits
Groups

*Setting:* Micro, Mezzo, Macro

**ACHERU**
*Description:*
Children and Adolescents
Medical and Healthcare
Education
Multidisciplinary collaboration

*Setting:* Micro and Mezzo

**Off Tu Mission**
*Description:*
OFF TU Academy (K-4)
This agency takes vulnerable children off the street
Students learn literacy, English, games and sport activity, arts and crafts
An orphanage is also attached to OFF TU

*Setting:* Micro and Macro

**Chain Foundation**
*Description:*
Education
HIV/AIDS Campaigns
Income generating programs
Home Visits
Integrated Programs for those with visual impairment
Vocational Training Program

*Setting:* Micro and Macro

**Compassion International Child Development Center**
*Description:*
Orphan Care
HIV/AIDS Education
International Policy
Poverty Alleviation

*Setting:* Micro and Macro

**Refugee Law Project**
*Description:*
Refugees
Education
TESLA
Policy – grants, research
Individual and Community Assessments

*Setting:* Micro, Mezzo, Macro

**ROMANIA**

Key contact: Casey Bloom  MSW – Social Work Coordinator, Director of VERITAS International

The RSP international social work internship may be taken in the summer, fall, or spring semester of a student's junior or senior year.
**ROMANIA STUDIES PROGRAM (JUNIOR)**

A student may take Junior Field Experience I & II (6 credit hours), with a minimum requirement of 150 hours in an internship. A student will also take Junior Seminar I & II (2 credit hours) in Romania. This means that in the spring of the sophomore year, the student will be registered for Field Experience I & II and Seminar I & II by the International Programs department in conjunction with the International Field Coordinator. A student in the RSP will also be required to take Romanian Language and Culture which may be substituted for Cultural Anthropology (a course substitution form is required). A student will be required to take an online course through CU while completing the RSP. Course offerings are to be discussed with the International Field Coordinator. Grades for all courses taken under the RSP will be assigned by the RSP.

**ROMANIA STUDIES PROGRAM (SENIOR)**

A student will also have the option of taking Senior Field Experience I & II (12 credit hours), with a total requirement of 450 hours in an internship. A student taking Senior Field Experience I & II will also take Senior Seminar I (2 credit hours) in Romania. The student will be registered for all courses in the spring of their junior year by the International Programs department in conjunction with the International Field Coordinator.

The student will take Senior Seminar II in the fall or spring semester at CU and will register for it during the fall or spring semester of senior year through the standard registration process. **Students will complete written assignments for Senior Seminar II during the RSP semester abroad.** The syllabus for Seminar II will be provided to the student before departure for Romania and assignments will be emailed from Romania to the International Field Coordinator and graded. Graded assignments from Seminar II will be held until the student returns and completes seminar. The student will also set aside questions each week to be discussed during the seminar class in the spring semester. A student in the RSP may take Romanian Language and Culture, which may be substituted for Cultural Anthropology (a course substitution form is required). Grades for all courses taken under the RSP will be assigned by the RSP.

A student doing an internship in Romania may choose from the fields of social work options through Veritas International, a faith based non-profit:

**Description:** Roma Children and Families, Individuals with Special Needs, Domestic Violence, Elderly Program

**Setting:** Micro and Macro

The field instructors will work with the student to develop additional field placement options when necessary and/or desired.

**INDIA**

**INDIA STUDIES PROGRAM (JUNIOR)**

Key contact: Robert William, PCIEP Director

The ISP international social work internship may be taken only in the fall semester. *Please note, the fall semester in India runs mid June – late November.*

Junior Field Experience I & II (6 credit hours) with a minimum requirement of 150 hours in an internship and Junior Seminar I and II (2 credit hours) can be registered through the International
Programs office and in conjunction with the International Field Coordinator. Junior Field Experience I & II and Junior Seminar I & II will be registered for during the sophomore spring or junior fall semester.

A student is required to take *Understanding Indian Society* in the fall semester, which may be substituted for *Cultural Anthropology* (A course substitution form is required). *Social Work and Mental Health* has been approved to substitute for *Social Work in Mental Health Settings* (a course substitution form is required). Grades for all courses taken under the India Studies Program will be assigned by Madras Christian College.

The student may choose from the following field placement options:

**St. Andrews-ASHA Project:**

**Description:** Students placed at ASHA would work with MRDD population in a school setting. Students would provide services to MRDD population, participate in case studies, build relationships with clients and expanding their language (Tamil). Students would also participate in outreach within the community.

**Setting:** Micro or Macro

**Young Women's Christian Association (YWCA) Project:**

**Description:**

*Navjeevan Project* – This project houses up to 31 women who suffer from mental health issues. It works as a temporary home (up to a 6 month stay) and rehabilitation center; outpatient and inpatient.

*Sahodari Project* – This project provides family counseling specifically for battered women and their families. This agency provides psychiatric help, legal assistance, and counseling for families in crisis. The project operates as a safe haven for battered women, sexually assaulted girls, unwed mothers, women living in a low economic society who have no life skills. The maximum women living here is currently: 4 children and 6 adults. Vocational training is offered.

**Setting:** Micro or Macro

**Madras Christian Counseling Services**

**Description:** Housing for women who were formerly trafficked, Micro Financing, Counseling Center, Boys Home

**Setting:** Macro. Clinical experience is possible but the language barrier and finding enough translators makes it difficult. Students have the option of staying on site in the guest room. This is beneficial as MCCS is quite far from MCC.
<table>
<thead>
<tr>
<th>Field and Seminar Courses</th>
<th>Uganda Studies Program</th>
<th>Romania Studies Program</th>
<th>India Studies Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Field Experience I &amp; II</strong></td>
<td>Done in Uganda Fall or Spring Semester</td>
<td>Done in Romania Summer or Fall Semester</td>
<td>Done in India in the Fall Semester (June -Nov)</td>
</tr>
<tr>
<td><strong>Junior Seminar I &amp; II</strong></td>
<td>Both completed while in Uganda with MSW onsite</td>
<td>Both completed while in Romania with MSW onsite</td>
<td>Both completed while in India with MSW onsite</td>
</tr>
<tr>
<td><strong>Senior Field Experience I &amp; II</strong></td>
<td>Done in Uganda Fall or Spring Semester</td>
<td>Done in Romania Summer or Fall Semester</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Senior Seminar I</strong></td>
<td>Completed in Uganda with MSW onsite</td>
<td>Completed in Romania with MSW onsite</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| **International Senior Seminar II** | Assignments done in Uganda in fall or spring/ Seminar attended at CU the following semester
International Field Coordinator approval required | Assignments done in Romania in summer or fall/ Seminar attended at CU the following semester.
International Field Coordinator approval required | N/A |

*Plans for the USP, RSP, ISP Junior and Senior International Field Experiences are available from the International Field Coordinator.*
APPENDICES

A. Sample Letters of Decline and Acceptance – upload your letters into ipt
B. Field Instructor Information Form – turn in to the Social Work office
C. Affiliation Agreement – turn in to the Social Work office
D. Instructions for Learning Contract Conference Preparation
E. Sample Supervisory Agenda/Time Sheet (submitted weekly in IPT)
F. Guidelines for Junior Field Experience Journals – submit per professor’s instructions
G. Guidelines for Senior Field Experience Journals – submit per professor’s instructions
H. Incident Report Form – submit form to professor
I. Infectious Disease Exposure Incident Report - submit form to professor
J. Observation Template – Prof. Brown
K. Observation Template – Prof. Huff
Appendix A
Sample Letters of Decline and Acceptance
Cedarville University Social Work Program

**Letter of Decline** (This is only a sample. The student is to write individualized letters and mail them to the agencies he/she did not select for field placement. Upload a copy of your letters into ipt.)

(Current date)

(Four spaces)

Ms. Jane Addams  
Hull House  
23 North Main Street  
Chicago, IL 60090

Dear Ms. Addams:

Thank you for the opportunity to interview at your agency. I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Although your agency has a lot to offer, I have decided to complete my field experience at another agency.

Thank you again for your time, and I wish the best for you as you continue in the field of social work.

Sincerely,

(Four spaces for your signature)

Intern’s Name
Letter of Acceptance. (This is only a sample. The student is to write an individualized letter and mail it to the agency he/she selected for field placement. Upload a copy of your letter into ipt.)

(Current date)

(Four spaces)

Ms. Jane Addams  
Hull House  
23 North Main Street  
Chicago, IL  60090

Dear Ms. Addams:

Thank you for the opportunity to interview at your agency. I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Your agency appears to offer the type of experience that I would like to have in a field experience and would appreciate the opportunity to work with you.

I am looking forward to working with you, and learning about the populations you serve. I will be contacting you this summer to establish a starting time for me to report to your agency and what you would want me to do to prepare. The fall semester begins ______.

Sincerely,

(Four spaces for your signature)

Intern’s Name
SECTION 1:

Today’s Date: ________________________

Name: _______________________________ Cell Phone: ________________________

Present Employer: ______________________ Work Phone: ______________________

Work Address: ________________________________

Work Address - Dept, Suite, etc.: ________________________________

City: ______________ State: __________ Zip Code: ______________

Email Address: ______________________________ Fax: ______________________

Professional Licenses held: ______________________________

My interests in working with your social work program include (in addition to field supervision):

- Conducting a seminar (list topics)____________________________
- Guest lecturing in class (list topics)____________________________
- Serving on your Advisory Board______________________________
- Other ______________________________

CU student I will be supervising: First Name _____________________ Last Name____________________

SECTION 2:

EDUCATION

Name/location of college: ________________________________

Date of graduation: ________________________ Degree earned: ________________________

Name/location of graduate school: ________________________________

Date of graduation: ________________________ Degree earned: ________________________

Additional Education/Training: ________________________________
SECTION 3: A current resume may be attached for Section 3

EMPLOYMENT HISTORY (Paid and Volunteer)

(Agency/Organization--present or most recent)

(Time Employed)

Responsibilities: __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Agency/Organization--previous)

(Time Employed)

Responsibilities: __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Agency/Organization--previous)

(Time Employed)

Responsibilities: __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
APPENDIX C
AFFILIATION AGREEMENT
(Hard copy with signatures must be submitted to the professor)

Cedarville University Social Work Program

Cedarville University, on behalf of its social work program, (CEDARVILLE UNIVERSITY), and _________________________________ (AGENCY) agree as follows:

WHEREAS, CEDARVILLE UNIVERSITY has established a program for professional education development as part of its requirements leading to a degree from the social work program (the field experience); and

WHEREAS, the AGENCY desires to aid the professional development of students in the social work program;

NOW THEREFORE, in consideration of the mutual benefits to be received, the parties do hereby mutually agree to the following provisions:

Section 1: Discrimination

Neither party shall unlawfully discriminate against any student desiring to participate or any student participating in the field experience because of race, color, sex, national origin, handicap, disability, age, or political orientation.

Section 2: Sexual Harassment

A. Sexual harassment will not be tolerated by the AGENCY, by CEDARVILLE UNIVERSITY, or by the student in the field experience.

B. All parties acknowledge that 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 that 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.

C. All parties agree matters concerning alleged sexual harassment by students will be conducted according to procedures as outlined in the Field Guide.

Section 3: Insurance

A. CEDARVILLE UNIVERSITY maintains institutional liability insurance. The University’s insurance does not extend to students using their personal vehicle to transport individuals associated with their internships.
B. CEDARVILLE UNIVERSITY acknowledges that students shall not be covered under the AGENCY’s Workers Compensation Insurance and informs the students of this fact.

Section 4: Mutual Responsibilities

A. The AGENCY will assign a qualified field instructor to coordinate student learning experiences with the professor. The field instructor is responsible to:

1. Complete a Field Instructor Information Form before an experience occurs (Appendix B of the Field Guide).
2. Attend orientation and training sessions.
3. Develop a learning climate and environment for the student in the agency through a workable learning/teaching plan or structure.
4. Conduct an orientation to the agency.
5. Educate the student about personal risks (i.e. physical health and safety) and appropriate protections.
6. Provide suitable space, availability of desk, telephone.
7. Meet weekly in a student-field instructor conference to provide feedback and act as educator and model.
8. Give assignments geared to promoting the student’s learning and professional growth as a beginning social worker.
9. Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice.
10. Serve as a role model for social work practice.
11. Encourage innovative practice that is congruent with the program’s objectives, ethics, and values of the profession.
12. Set up and participate in individualized learning contracts with each student and with the professor (Appendix D of the Field Guide).
13. Evaluate the student’s progress toward meeting his/her goals.
14. Complete an online evaluation of each student’s performance each semester.
15. Participate in a three-way conference at the beginning and near the end of the experience with the professor and the student.
16. Be available to each student in emergency situations.
17. Submit university forms as needed for evaluation and reporting.
18. Be familiar with the social work curriculum.

19. Inform the professor of any serious hindrance to learning.

20. Provide a generalist social work experience in working in micro, mezzo, and macro settings.

21. In cases of paid internships, the Agency will make the field experience the priority over the paid internship, ensuring students are provided opportunities to develop competency in all areas required by CSWE and accomplish the tasks in their Learning Contracts.

22. Hold the university harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other’s performance hereunder.

B. CEDARVILLE UNIVERSITY is responsible to:

1. Maintain a social work program that includes a field experience component that meets the accreditation standards of the Council on Social Work Education.

2. Provide a field director who is responsible for recruiting and selecting agencies with qualified field instructors.

3. Agree to inform students that they shall not receive any salary, stipends, housing, or medical insurance from the AGENCY in association with educational activities that are a subject of this agreement. Reimbursement of expenses such as gasoline, background checks, conference fees, etc. must be determined between the agency and the student.

4. Hold the agency harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other’s performance hereunder.

5. Adhere to rules and regulations that govern HIPAA.

C. The field director/professor is responsible to:

1. Enhance the teaching contribution of the field instructors by providing them with workshops, seminars, and orientation sessions, course syllabi, the Field Guide, and consultation.

2. Offer field experiences that meet the program’s criteria, for executing agreements between agency and the university as needed, for the orientation of field instructors to the program’s curriculum and the background of the individual student.

3. Help new field instructors plan for students in accordance with the objectives of field experience.

4. Hold orientation meetings for students prior to field experience.

5. Keep records of student’s time spent in field and evaluation reports.

6. Will be available for a 3-way conference at any point during the two semesters.

7. Be available as a resource person for the student and as a consultant to the field instructor.
8. Provide field seminar classes for students in field experience.

9. Complete field director’s Field Instructor Evaluation and Field Director’s Agency Evaluation.

D. The STUDENT is responsible to:

1. Attend field experience orientation meetings at the beginning of the school year and go through the steps involved in obtaining an experience.

2. 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.

3. Perform in a professional manner and keep commitments to the agency, the field instructor, the clients, and the professor.

4. Take the initiative in seeking advice and consultation or help from the agency field instructor or the professor.

5. Bring to the attention of the professor questionable professional practices within the agency.

6. Notify agency field instructors of unavoidable absences and tardiness in advance, as is expected in professional employment.

7. Complete work assigned by the field instructor in the agency and the accountability documents required by the field director within specified deadlines.

8. Conduct self as a member of the social work profession and abide by agency work policies and procedures.

9. Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation.

10. Learn the ethics of the social work profession (See Code of Ethics section of the Field Guide) and apply these principles to field experience at all times (confidentiality is especially important as an ethical principle).

11. Comply with all applicable state, federal, and local laws regarding the confidentiality of client/patient information and medical records.

12. Prepare evaluation reports, beginning with the learning contract.

13. Conduct oneself in a professional manner, which is consistent with the standards found in the Cedarville University Handbook. The student shall adhere to the mission and lifestyle commitment of Cedarville University, which holds to principles from the Word of God that guide personal development and governs one’s behavior.

Section 5. Term of Agreement

The term of this agreement shall be for two academic semesters beginning on ______________. Either party may cancel this agreement for any reason upon sixty (60) days prior written notice to the other party.
party. In the event of cancellation by AGENCY, Student will be permitted to complete the internship experience.

Section 6. **Choice of Law**

This agreement shall be governed by the laws of the state of Ohio.

IN WITNESS THEREOF, the parties have executed this agreement in duplicated originals, each of which shall be regarded as an original though constituting but one agreement, on the day and year set forth above.

_______________________________________ Date: ______________________________
AGENCY Representative

_______________________________________ Date: ______________________________
CEDARVILLE UNIVERSITY STUDENT

_______________________________________ Date: ______________________________
CEDARVILLE UNIVERSITY REPRESENTATIVE
APPENDIX D

Instructions for Learning Contract Conference Preparation

Cedarville University Social Work Program

There are three (3) parts to preparing for the Learning Contract Conference:

(1) Scheduling the conference
(2) Preparing the Learning Contract form (done in IPT)
(3) Participating in the conference

1. Scheduling the Learning Contract Conference

The conference usually takes place at the field experience agency. Participants are the field instructor, the student or students, and the professor. Allow an hour for each conference. See professor for finalizing the date, time, and place.

The student is responsible for setting up a date and time that is agreeable to all participants. If more than one student is involved, perhaps one could take the responsibility for coordinating the scheduling for that field experience agency. It may be necessary for some to use time outside of regularly scheduled field experience hours. The student receives credit on time sheets for conference time.

2. Preparing the Learning Contract Form

The intention of the form is to address the competencies and behaviors set by CSWE and to identify goals/tasks for field experience that are individualized for each student, that are feasible in the agency, and that are attainable within the school year. The student is responsible for the preparation, and the field instructor is expected to be involved to the extent that is mutually agreeable. The student is expected to work on the Learning Contract before scheduling a time to meet with the Field Instructor. After the student is done with their draft of the Learning Contract, a meeting should take place between the student and Field Instructor before the professor is contacted for an agency conference time to review the Learning Contract with all involved parties. The contract should be developed online in IPT and submitted to the professor two days before the conference time.

The headings of sections reflect the CSWE Competencies and are intended to offer a focus for broad coverage. The main idea of the sections is to encourage the student to identify or develop tasks in each of these competencies, which are all considered important to social work professional training. The subheadings list the behaviors for the competency as identified by CSWE. There may be overlapping of goals (tasks) under these subheadings, and this is acceptable.

3. Participating in the Conference

The purpose of the conference is to confirm, clarify, expand, or modify goals (tasks). This is done through sharing, questioning, and feedback. The Learning Contract form is a working document that is the basis for the conference. Some learning tasks may need some revisions as a result of brainstorming during the conference. Some forms will not require any modification. The student, the field instructor, and the professor are all expected to offer input at the conference. The professor may use the opportunity to learn more about the specifics of the field experience assignments.
The final form signed by the student, the field instructor, and the professor is retained in IPT. The student and the field instructor can refer to it online or print out hard copies as needed. The Learning Contract becomes part of the framework for training at the agency. The Learning Tasks become the basis for future evaluation of the student. Final evaluation of field experience takes place just before completion of the required number of hours each semester.

Revision of the Learning Contract form may be necessary following the conference. If revision is necessary, the student is expected to amend the form and submit it to the professor within three (3) days of the conference.
Appendix E

Sample Agenda and Time Sheet

This form is completed in IPT

Field Experience Supervisory Agenda/Time Sheet

Cedarville University Social Work Program

Instructions:

This form is used to guide the weekly hour-long supervision time between the student and field instructor. The student must come prepared each week with the agenda items section completed outlining the topics for discussion. The field instructor may add other items to the agenda as well. During the course of the meeting, the student is responsible to include additional issues discussed on the form. At the end of the meeting, both the field instructor and student sign off to verify that the meeting took place and to document the hours in field.

It is not necessarily expected that every section of the form will be filled in each week; however, the form should reflect how the student is progressing and the time they have spent in their field placement. Juniors are required to submit 8 forms each semester. Seniors must submit 12 forms each semester. Juniors must complete and document at least 75 hours in field each semester. Seniors must complete and document at least 225 hours in field each semester.

Week of 02/24

Agenda Items:

1. Confirm observation meeting.
2. Talk with about inter-collaboration event on Saturday.
3. Discuss articles. sent.

Click to add agenda item

Ethical Practice – to be referenced to the NASW Code of Ethics, as applicable (write out):

1. and I had an interesting discussion on Wednesday about not leading our clients into harmful situations even if they want our help. For example, one of her clients expressed interest in getting a rent-to-own house. Knowing this is most likely a bad situation to enter and that the client would not be able to maintain this housing, it would be wrong of a social worker here at (who is supposed to be helping with getting the client permanently housed and stable) to aid them in placing themselves in a situation that could be harmful.

Click to add item
Things the Student Did Well:

1. This week I had the most one-on-one meetings with clients I have had since my time at... has scheduled me with numerous clients, and I will have the same appointment times with them every week. Because I feel like I have true relationships with a lot of her clients now, I have a lot more confidence to go into a meeting and lead it.

Plan for Improvement:

1. After talking with... about working individually with clients, she gave me a few things to improve on in my session:

   - Organize and plan a session/execute that session.
   - Being able to redirect the client and stay on topic in a session.
   - How to talk about realistic options with clients/share concerns.
   - Simultaneously build with rapport said clients.

Learning Objectives for the Next Session:

1. Confirm observation.
2. Meet individually with clients to work on both housing applications and life skills.

Hours in field since last supervision session: 22
Total hours for semester: 117
Field instructor’s Signature: ( )
Student’s Signature: ( )
Appendix F

Guidelines for Junior Field Experience Journal

Cedarville University Social Work Program

(Use professional jargon where possible in recording.)

Name: _________________________________ Week of: ________________

Agency: _______________________________ Journal #: ______________

Field instructor: _______________________________________________________________________

Two (2) to four (4) typed pages (12-point font) doubled spaced. Include the above heading on each journal submitted. List and answer each of the following questions:

1. What did you learn (positive or negative) from field experience this past week? Include facts.

2. What did you learn from your client(s) and how did this new information/insight encourage you to learn more regarding the situation? Give me an example of how you implemented this.

3. How did you integrate knowledge (including research based knowledge), values, and skills into your practice?

4. What interviewing skills did you use or did you observe and how did you/they do?

5. What issues related to poverty did you observe? Include any oppression/discrimination findings and suggest any interventions for change.

6. What professional social work values did you observe or apply from the Codes of Ethics? Indicate which code of ethics you utilized.

7. List the activities that you were involved in this week (i.e. client contacts, orientations, paperwork).

8. Suggest at least one outstanding learning experience or question which might be shared with the class.

9. Give an example of when you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?

10. What did you say in class this past week that would count toward your participation grade?

11. What tasks or activities have you completed that help you fulfill your learning contract?

12. Did you need to submit a personal safety report at your agency? If yes, please explain.
(Use professional jargon where possible in recording.)

Name: __________________________  Week of: _______
Agency: _______________________________  Journal # ____________
Field instructor: ____________________________________________

Two (2) to four (4) typed pages (12 point font) double spaced. Include the above heading on each journal submitted. *List and answer* each of the following questions.

1. What tasks did you accomplish as part of your learning contract this week? Please elaborate.

2. What did you learn from your client(s) and how did this new information/insight encourage you to learn more regarding the situation? Give me an example of how you implemented this.

3. What feelings (self-awareness, reflection, and self-regulation) did you experience in field this week? In what ways did your personal and/or professional values help or hinder the feelings you were experiencing?

4. What are some of the things you would have done differently in field experience if you were given the opportunity to do it over again?

5. What would be the change of outcomes in doing things over again?

6. How did you integrate knowledge (including research based knowledge/quantitative and qualitative research methods), values, and skills into your practice?

7. What plan or intervention would you or did you use in research evidence to improve practice, policy and service delivery?

8. What interpersonal skills (such as empathy/reflection) did you find yourself consciously applying in your practice?

9. Suggest at least one outstanding learning experience or question which might be shared with the class.

10. Give an example where you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?

11. What did you say in class this past week that would count toward your participation grade?

12. Did you need to submit a personal safety report at your agency? If yes, please explain.
APPENDIX H
Incident Report Form

Cedarville University Social Work Program

Name:______________________________________________________________
Placement agency:__________________________________________________
Field instructor:_____________________________________________________
Field instructor’s phone:______________________________________________
Date(s) and location of alleged incident:_______________________________

Describe the incident in your own words. Be sure to describe steps that have been taken to date.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Desired Outcome:___________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signature:__________________________________________________________
Today’s Date:____________________

**Sign and Submit hard copy to your professor**
APPENDIX I

STUDENT EXPOSURE INCIDENT REPORT

Cedarville University Social Work Program

Student Name____________________________     Faculty Name_______________________________

Date of Exposure__________________________    Time of Exposure____________________________

Place of Exposure:  ______________________________________________________________

Type of potentially infectious materials involved (blood, drainage, air borne) ______________________

☐ Dirty Needle Stick       ☐ Splash (eye, nose, mouth)       ☐ Broken skin exposure
☐ Other, describe __________________________________________

Source of potentially infectious material /client’s name_________________________________________

Circumstances (work being performed, etc.):_________________________________________________

____________________________________________________________________________________

How incident occurred:  _________________________________________________________________

____________________________________________________________________________________

Personal protective measures in use during time of exposure (gloves, mask, etc.)

____________________________________________________________________________________

The following steps must be taken, and information transmitted, in the case of a student’s exposure to
to potentially infectious materials:

☐ Injury/exposure immediately & thoroughly washed.
☐ Field instructor notified.
☐ Follow infection control policy of agency.
☐ UMS notified (Date________________ Time________________)
☐ Student’s blood collected and tested for HIV/HBV (baseline). [UMS or Private Physician]
☐ Offer or refer for HIV/HBV prophylaxis as indicated.
☐ Will initiate or arrange post-exposure counseling that will include signs and symptoms of HIV/HBV
to report and the appropriate medical follow-up. Prolonged counseling will be required.
☐ Follow-up labs drawn at the appropriate times if the student is enrolled at Cedarville University.
After leaving Cedarville University, the student will follow up with private physician.

____________________________________________________________________________________

____________________________________________________________________________________

Student Signature     Date     Field Instructor     Date

Field Director Signature     Date     UMS     Date

**Turn in completed form, signed by yourself and your field instructor, to your professor.**

DISTRIBUTION: ☐ Social work program/Dept. ☐ UMS ☐ Student ☐ Student File
APPENDIX J
Field Observation Form

Date: _______________________________________
Student: ___________________________________
Agency: ___________________________________
Agency Address: ______________________________
Agency Phone Number: ________________________
Field Instructor: ____________________________
Semester: __________________ Year: ____________
Junior: ______________ Senior: _____________

Directions: The field professor is to complete the following evaluation. The response items range from (1) to (3). A score of (1) reflects below expectations. A score of (3) reflects exceeds expectations. A score of (2) indicates that the student is on target with the program’s expectations. Please select the response that corresponds to your observation of the student.

Below Expectations       Meets Expectations       Exceeds Expectations

The student demonstrates the ability to define a problem, generate alternatives, make a selection from the alternatives, and implement a solution

   1       2       3

Comments: ____________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. Affective – ability to engage and connect with clients and co-workers
The student demonstrates the ability to connect with clients and co-workers. The student demonstrates a positive mental attitude. The student displays calmness, confidence, competence, compassion, and empathy during interactions with clients and co-workers.

   1       2       3

Comments: ____________________________________________________________
______________________________________________________________________
______________________________________________________________________

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3. Knowledge – Information obtained through education (theories) and experience

The student draws from educational theories and experience as a basis for professional practice. See Bi-weekly Journal Assignment – Q. 3: How did you integrate knowledge (including research-based knowledge), values, and skills into your practice?

1 2 3

Comments: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Values – Beliefs and activities that guide professional practice

The student’s practice demonstrates an understanding of the following social work values: Dignity and Worth of a Person, Competence, Integrity, Service, Importance of Human Relationships, and Social Justice. See Bi-weekly Journal Assignments – Q. 5: What issues related to poverty did you observe? Include any oppression/discrimination findings and suggest any interventions for change. & Q. 6: What professional social work values did you observe or apply from the Codes of Ethics? Indicate which code of ethics you utilized.

1 2 3

Comments: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. Skills – The ability to perform critical tasks when working with clients

The student demonstrates basic professional skills such as active and reflective listening, self-awareness (positioning of self, body posture, and tracking), communication (verbal and non-verbal), identification of strengths, working in partnerships, record keeping, and use and management of resources. See Bi-weekly Journal Assignments – Q. 4: What interviewing skills did you use or did you observe and how did you/they do? Q. 7: List the activities that you were involved in this week (i.e. client contacts, orientations, paperwork. Q.8: Suggest at least one outstanding learning experience or question which might be shared with the class.

1 2 3

Comments: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
# Appendix K

Field Observation Form

**Student Name:**

**Agency:**

**Date of Observation:**

**Professor:** George Huff

**Name of Person Evaluating Student:**

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<thead>
<tr>
<th>Dimensions</th>
<th>1 Below Expectations</th>
<th>2 Meets Expectations</th>
<th>3 Exceeds Expectations</th>
<th>Comments</th>
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<tr>
<td>Cognitive – critical thinking/problem solving</td>
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<td>• Ability to define a problem, generate alternatives, making a selection from the alternatives, and implementing a solution</td>
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<td>Affective – ability to engage and connect with client</td>
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<tr>
<td>• Moods, feelings, and attitudes</td>
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<td>Listening to others, following steps/rules, ignoring distractions, asking for help, staying calm with others, demonstrating responsibility for behavior, taking turns when speaking</td>
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<td>Knowledge – Information obtained through education (theories) and experience</td>
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<td>Values</td>
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<td>• Dignity and worth of the person</td>
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<td>• Service</td>
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<td>• Importance of Human Relationships</td>
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<td>• Social Justice</td>
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<td>• Reflective listening</td>
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<td>• Open body language</td>
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<td>• Tracking</td>
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