



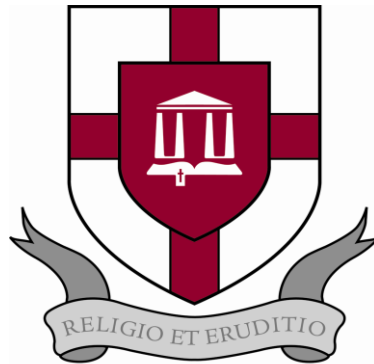
UNION UNIVERSITY
SCHOOL *of* SOCIAL WORK

Bachelor of Social Work

Field Instruction Manual

School of Social Work
1050 Union University Drive
Jackson, Tennessee 38305

Revised September 2012



UNION
UNIVERSITY

**•Excellence Driven •Christ Centered-
People Focused •Future Directed**

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

BSW Program Mission Statement

The mission of the BSW Program is to prepare competent and effective professionals for leadership in generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

Greeting from the BSW Field Directors

On behalf of the faculty and staff of the School of Social Work at Union University, welcome to the BSW Field Education Program, which has been accredited by the Council on Social Work Education (CSWE) since 1998. Accreditation ensures that the quality of professional programs merits public confidence. The Educational Policy and Accreditation Standards (EPAS) of the Council promote academic excellence in social work education.

Field education is described as the signature pedagogy in social work. The intent of field is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. To that end and in addition to a field placement, BSW students attend a concurrent field seminar where faculty facilitation encourages explicit connection between class and field. The Council on Social Work Education requires BSW students to complete a minimum of 400 hours in an agency placement under the supervision of a BSW or MSW field instructor, plus 24 hours of agency orientation. Our programs maintain placements with required supervision throughout West Tennessee.

Social work education at Union University is rooted in Christian faith and commitment. We take the words of Jesus seriously, *“Love your neighbor as you love yourself.”* As such, our social work majors are taught to appreciate all human life as God’s creation and to promote social and economic justice for all.

This manual is the official reference and procedural guide for social work students, program faculty, agency field instructors, and agency task instructors. It is subject to periodic revisions to reflect program improvements. As we strive to serve others, yours is a valued contribution to the quality and excellence of social work education in the School of Social Work at Union University.

With warm regards,

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BSW Program Field Instruction Manual
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I. BSW Program Introduction

The BSW Program at Union University prepares students to become generalist social workers. This level of professional practitioner should possess the knowledge, values, skills, and abilities to fulfill many beginning and intermediate level social work positions. This includes providing services to client systems of various types and sizes, including individuals, families, groups, communities, and organizations, dealing with diverse populations, and various problems in a variety of practice areas.

A generalist social worker utilizes the person-in-environment approach at the various practice levels, always considering the uniqueness of the situation. Brieland, Costin, and Atherton (2010) describe a generalist social worker as "*...the equivalent of the general practitioner in medicine...*" (p. 65).

Students who have completed a generalist social work program should be able to enter any beginning level social work position, assess and intervene in any problem situation, utilizing the problem-solving process, and work with a variety of client systems. They should also possess the knowledge of when and how to refer to a more specialized professional, when the need arises.

Social work is concerned with creating a more socially and economically just world, thereby enhancing the welfare of all world citizens. All social work practice is governed by the NASW Code of Ethics and reflects the professional social work values.

A. Social Work Program Goals

1. To prepare competent professionals for entry level social work practice with diverse client systems within an ever changing global context through the integration of social work knowledge, values, and skills.
2. To participate in the development of social work knowledge through scholarship.
3. To provide leadership within the professional community through consultation, continuing education, and professional associations.
4. To foster students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.
5. To prepare students for success in a graduate social work program.

B. Student Competencies

Social Work students at Union University complete a required core curriculum that provides an undergraduate liberal arts perspective. In addition, students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate the following competencies at the time of graduation:

EP 2.1.1- Identify as a professional social worker and conduct oneself accordingly.

- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Demonstrate commitment to career-long learning
- Demonstrate commitment to career long service
- Takes initiative to use supervision and consultation
- Practice self-care

EP 2.1.2 Apply social work ethical principles to guide professional practice

- Recognize and manage personal values in a way that allows professional values to guide practice
- Apply strategies of ethical reasoning, recognizing ambiguity, and arriving at principled decisions in the context of the NASW Code of Ethics

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
- Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues

EP 2.1.4 Engage diversity and difference in practice

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate vulnerable populations, or create, enhance privilege and power
- Demonstrate self-awareness related to the influence of personal culture and values,(e.g. religious, ethical, and moral; ethnicity; class; etc.) in working with diverse groups in order to reduce biases
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners by engaging those with whom they work as cultural informants

EP 2.1.5 Advance human rights and social and economic justice

- Understand how Christian thought and practice values human life and advances social and economic justice.
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

EP 2.1.6 Engage in research-informed practice and practice-informed research

- Use research evidence to inform practice
- Use practice experience to inform research

EP 2.1.7 Apply knowledge of human behavior and the social environment

- Utilize theory, conceptual frameworks, and practice models to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Analyze, formulate, and advocate for policies that advance social well-being in client systems of all sizes.
- Collaborate with colleagues and clients for effective policy action

EP 2.1.9 Respond to contexts that shape practice

- Demonstrate flexibility and creativity when encountering change or crisis

- Provide leadership in promoting sustainable change in service delivery and practice

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

EP2.1.10 (a) Engagement

- Demonstrate appropriate preparation for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills effectively in all levels of practice
- Establish and maintain a mutually agreed upon focus of work throughout the client/worker relationship

EP 2.1.10(b) Assessment

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives

EP 2.1.10(c) Intervention

- Select appropriate intervention strategies
- Initiate actions to achieve intervention goals
- Implement prevention interventions that enhance client capacities
- Implement problem-solving process with clients (e.g. individuals, families, groups, organizations, communities)
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

EP 2.1.10(d) Evaluation

- Critically analyze, monitor, and evaluate practice
- Use evaluation outcomes to modify practice

UU 2.1.11 Appreciate the context of Christian higher education for social work education.

- Understand the relationship of both historical and contemporary Christian thought and practice with the core values of the social work profession.
- Understand how one's personal religious/spiritual beliefs and practices can be a resource both for the practitioner and the client.

- Understand how one's personal religious/spiritual beliefs and practices can impede one's practice or well-being.
- Articulate the commitment of Christian faith to leadership in service to church and society

These outcomes are attained by the student's adherence to the curriculum design and completion of assignments in each course in the social work program. Outcome attainment is measured through evaluation of the student's academic performance in each class, including field placement.

In addition to measuring student outcomes to determine readiness for graduation, the Social Work Program conducts on-going evaluation of all aspects of the program. Faculty and students have opportunity to evaluate individual courses, the curriculum, advisement procedures, and admission and retention issues. The avenues of feedback, plus alumni surveys and evaluations from field instructors, ensure a continuous renewing and polishing of the total program.

C. Statement of Nondiscrimination

It is the policy and practice of the School of Social Work at Union University to conduct its program without discrimination on the basis of race, class, color, gender, age, creed, family structure, marital status, sex, ethnic or national origin, disability, or political or sexual orientation. This commitment to nondiscrimination is not simply acquiescence to legal requirements. It reflects a core commitment and value of the program. Students are requested to bring to the attention of faculty any concern related to discrimination. Union University publishes its statement of nondiscrimination as follows in the university catalog:

"In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President."

II. PLACEMENT PROCESS FOR FIELD INSTRUCTION

A. Selection of Settings for Field Placements

Field placement is essential to and an integral part of social work education. Social work majors are instructed in their senior year on how to go online to the field database so that they can complete the field practicum application. After completing the application, the BSW field director will instruct the student to set up a conference time to meet and discuss field options. Administrative responsibility for the practicum component rests with the BSW field director. However, the field director understands

that the field practicum is a personal experience for each student. A pre-placement conference held between the BSW field director and the student explores the student's professional and educational goals, interests, and needs.

The School of Social Work maintains relationships with many social service agencies in Tennessee, Mississippi and beyond. Each field placement setting must have a Field Practicum Contract with Union University before a field placement is finalized.

Each student is instructed to arrange a pre-placement interview with the field instructor of the agency. Students have the option to decline agencies, and agencies have the right to decline students. The final decision regarding a field placement is made in conjunction with the agency field instructor, the student, and the field director. However, the field director ultimately makes the final decision. It must be understood that choices may be limited by supply and demand. Requests for placements may originate from the BSW field director, from social service agencies directly contacting the field director, or the students may recommend potential field practicum sites to the field director, who will follow up on the recommendation.

B. Employment-Based Field Placements

Social work field placements are typically educationally focused and unpaid experiences. However, under some circumstances paid employment may be considered. Paid employment can present many complicating factors that limit students' full utilization of the field placement experience and should be weighed carefully by the student and the employer. Among the considerations that must be given are the following:

1. The agency may emphasize productivity of the student employee, rather than the student's own learning.
2. If job duties change, the position may no longer meet our criteria for social work activities for that student's practicum.
3. Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities that are incongruent with placement expectations and situations that threaten their employment status.
4. Any untoward experience may not meet with timely intervention by the Office of Field Education, resulting in a grade that does not fit the student's learning progress.

Therefore, an additional application is required for students interested in an employment-based placement. The purpose of the additional application is to document conditions that provide for new learning opportunities in the agency. Three conditions must be ascertained:

1. that the field placement experience constitutes new learning in tasks different from those the student carries out for his or her job,

2. that the student will have appropriate supervision from a BSW or MSW who is not the student's work supervisor, and
3. that the student has the opportunity to apply theories and knowledge from a classroom in a practice setting.

The Employment-Based Field Placement Application must be requested from the BSW field director. Further policies related to this placement option appear later in this manual. (refer to page 16)

C. Criteria for Selecting Field Agencies

1. The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency. The agency should be legally established with adequate financial support and meet the approved criteria of appropriate governmental agencies, as well as local and national standard setting bodies.
2. The agency's student training program must be compatible with the BSW Program's educational objectives. The agency's orientation and objectives must be educational rather than apprenticeship in nature.
3. There should be a correlation between the agency and the BSW Program's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
4. The agency should provide a range of assignments on an ongoing basis that are appropriate to meet the student's educational needs.
5. The agency should provide the necessary space and facilities such as a desk, file space, clerical support, and privacy for interviewing, and as appropriate, access to a telephone and computer. The setting provides adequate field instruction with release time for field instructors to provide a minimum of 1 hour of weekly supervision, to adequately prepare mid-semester and final evaluations, and interact with the field director and or liaison about the student, and to participate in orientation and training events coordinated by the field director. There should be a staff of sufficient size to administrate programs. Students will not be utilized to substitute for regularly needed staff.
6. The setting should agree to treat all field instruction information, especially evaluations of the student, as confidential, and refer all inquiries about the student to the BSW field director.
7. The agency personnel must recognize that the NASW is the standard-setting body for the profession and that the Council on Social Work Education is the standard-setting body for social work education.
8. The agency must provide necessary measures to protect students' safety. This may

minimally include policies and procedures regarding conducting home visits, interacting with potentially difficult clients, agency environment, and handling emergencies.

9. Agency's policies recognize that professional social work field instruction is essential to academic instruction. Therefore, the agency should genuinely want to teach students and regard the practicum as an important part of its function. Further, there should be recognition that the educational relationship is mutually strengthening to the agency, the college, and the profession.

D. Criteria for Selecting Agency Field Instructors

Selecting an agency field instructor is the responsibility of the social work field director in consultation with the agency. A bachelor or master of social work degree and postgraduate experience sufficient to have achieved autonomous practice are required. Prior supervisory experience is desirable. Field instructors are expected to have demonstrated a high level of practice, including sound communication skills, and the commitment and desire to participate in the education of students.

In consultation with the social work field director, an agency field instructor may delegate specified areas of instruction to another staff member, who is known as an agency task instructor. The agency task instructor must have a demonstrated capacity for facilitative relationships, maturity, a broad perspective of social work practice, and high standards of professional behavior. However, the field instructor is responsible for relating that instruction to the educational objectives of field practice, for monitoring and evaluating the student's performance, and for maintaining weekly conferences with the student.

The field instructor is the designated agency staff member who guides and supervises the student in acquiring knowledge and skills from the practicum experience. Field students and their instructors share a unique academic relationship. Instructors must be prepared to shift their roles from providing services to clients to educating students. The quality of field instruction significantly determines the overall excellence of the student's practicum experience and the student's satisfaction in that experience. Meeting minimal criteria indicates that a field instructor:

1. Possesses a bachelor or master in social work degree from a CSWE accredited program and preferably, at least two years post graduate practice experience;
2. Possesses the ability:
 - a. To provide students with individualized learning experiences in a variety of social work practice roles through which they can achieve professional practice behavior by integration of social work knowledge, values and skills;
 - b. To place a teaching emphasis in the practicum on students' acquisition of generalist practice skills;

- c. To enable students to use their sensitivities as well as their knowledge in a professional manner in all their relationships with people;
 - d. To evaluate (a) the student's potential capacity for social work; and (b) the methods by which the student's learning may be facilitated. Translate the evaluation into learning situations;
3. Willing:
- a. To provide adequate time for supervisory activities including weekly one-hour student supervision and semester-based student evaluation. It is expected that the field instructor would be available for periodic conferences with the BSW field director to discuss student performance, supervision and other concerns;
 - b. To attend seminars related to student supervision and other relevant social work topics. Field instructors and task instructors supervising for the first time will attend training seminars and field practicum orientation conducted by the School of Social Work;
4. Is committed to the NASW Code of Ethics and understands current developments in the profession of social work;
5. Appreciates and respects all people, is sensitive to cultural and ethnic diversity, and willing to challenge social injustice on behalf of vulnerable and oppressed individuals and groups of people in society.
6. Demonstrates:
- a. Knowledge of the placement setting and the ability to involve the student in learning about its structural and administrative patterns, service delivery systems, populations served, linkages with related programs, and relevant socio-political factors;
 - b. Interest and competence in teaching practicum, based on the ability to gain satisfaction in the professional growth of other people. Possess the ability to develop a sensitive, educationally oriented relationship with students, accepting them, their feelings, and their capacity for growth and change.
 - c. Understanding and acceptance of the partnership between the university and the placement in providing well-developed undergraduate professional education.

Occasionally an agency can offer a valuable learning opportunity for practicum students because of their client population and service delivery system, but the prospective field instructor does not have a professional social work degree. In such cases, the agency, in

consultation with the BSW field director, must identify a BSW or MSW professional to work closely with the agency staff and the student to insure that the educational objectives of field are being met. If there were no BSW or MSW employees working at the agency, then the following guidelines would apply:

1. A BSW or MSW professional from the community or university will contract with the agency, student, or university to be the field instructor, as will be determined on a case-by-case basis.
2. The utilization of agencies as practicum sites that provide a social service benefit to the community but do not have professionally trained social workers on staff will be an exception rather than the rule of the Social Work Program.

E. Student Participation in Selection

In order to accomplish their goals and the agency's expectations of them in the field placement experience, practicum students are responsible to do the following:

1. Work out a schedule with their employment and their family life, where applicable, that allows them to complete their practicum hours. There are few practicum's with non-traditional hours, creating a schedule to get the hours completed is not the School of Social Work's responsibility.
2. Assume responsibility for making an appointment with the BSW field director to discuss field instruction placement plans.
3. Confirm the placement, after all pre-placement interviews, with the field director.
4. Work with the agency field instructor in developing a written learning contract identifying performance expectations that will demonstrate all competencies required at the time of graduation.
5. Assume responsibility for following agency procedures, including the agency's time and holiday schedules.
6. Respect client and agency confidentiality and conduct themselves in a manner consistent with the values and ethics of the social work profession, based on the NASW Code of Ethics.
7. Assume responsibility for informing the agency field instructor and field director of any changes in schedules, including necessary absences from the agency for any reason, agreeing to make up the time to the satisfaction of the field instructor and field director.
8. Assume responsibility for the integration of theoretical knowledge with practice for evaluating the field experience and for being active seekers in the development of their professional capacities.

9. Discuss with the field instructor matters concerning the agency's responsibilities for the learning experience, field instruction, agency policies, conferences, and evaluations.
10. Meet standard responsibilities as outlined in this manual; including the fulfillment of all assigned responsibilities; exhibiting conduct in accordance with professional social work standards encompassing ethics, critical thinking, use of self/task management, self-awareness, professional relationships, and communication.
11. Make BSW field director aware of actual or potential difficulties.
12. Participate in agency orientation and become familiar with the agency's policies and procedures. This includes information and procedures related to safety awareness.

F. Students may expect the following of the Placement Agency:

1. Provision of the learning opportunities and educational supports outlined in this manual;
2. Adequate opportunities to test themselves and their skills, within limits;
3. Opportunity to express concerns about their assignments and to receive careful consideration of such concerns, although decisions about such matters will rest with the educational judgment of the field instructor;
4. Development of a clear learning contract with the field instructor concerning performance expectations, service responsibilities, agency routines, conferences, recording, attendance, and so forth.

III. ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN FIELD PLACEMENT EXPERIENCE

The success of the field instruction is dependent to a large extent upon the cooperative and collaborative relationships between the university, field agencies, and students. Mutual agreement and understanding of roles and functions are essential to the development of an atmosphere that fosters creative, educationally directed field instruction experiences. The following information delineates the roles, responsibilities, and expectations of all individuals involved.

A. BSW Field Director

The BSW field director has primary responsibility for the practicum component of the BSW Program. This includes implementation of field processes and procedures and maintaining

effective working relationships with placement sites, field instructors, and students.

Other responsibilities include:

1. Fulfilling administrative responsibilities, which are:
 - a. to locate and study new field agencies;
 - b. to assign students to placements;
 - c. to maintain efficient reporting systems and records of current field practicum activities;
 - d. to participate in the preparation and maintenance of a current field placement manual;
 - e. to organize a training session for agency field placement instructors annually, and
 - f. to organize and orient placement liaisons as needed.
2. Maintain regular telephone contact with the agency field instructor regarding the student's progress as needed.
3. Attend conferences with the agency field instructor regarding the student's progress as needed.
4. Ensure that the field instructor completes a mid-semester evaluation and a final evaluation on the student. Attend a final evaluation conference at the agency.
5. Assign the final grade of pass/fail for the field practicum experience.
6. Visit field agencies at least twice, preferable three times, during the length of the field placement.
7. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practicum curriculum.
8. Conduct periodic evaluations of practicum methodology and outcomes, and initiate appropriate changes.

B. Agency Field Instructor

The Agency will provide a staff member designated as the field instructor who will:

1. Provide the student with a minimum of twenty-four hours of orientation to the agency, promote the agency's understanding of the Union University Social Work Program and acceptance of the student, enable the student to feel a part of the agency, and provide the student and social work field director a copy of the orientation agenda.
2. Assist the student in developing a written learning contract identifying performance expectations that will demonstrate all competencies required at the time of graduation.
3. Select and make appropriate agency assignments that take into consideration, as much as

possible, the student's past experiences, learning patterns, and career expectations.

4. Suggest written materials for the student to examine during the course of field experience.
5. Provide on-the-job instruction and supervision of the student.
6. Hold regular one-hour weekly conference with the student to provide instruction, direction, and supervision; and hold additional conferences as deemed necessary.
7. Attend conferences with the social work field director as deemed appropriate.
8. Complete a mid-semester and final evaluation of the student's performance utilizing the online evaluation tool located on the School of Social Work web-based data system IPT System.
9. Facilitate the mid-semester and final evaluation conference with the student, social work field director and as appropriate, the agency task instructor.
10. Contribute knowledge and suggestions to the School of Social Work for upgrading the field instruction program as needed.
11. Immediately consult with the social work field director regarding any problems or concerns noted with a particular field placement experience

C. Agency Task Instructor

The term "*Agency Task Instructor*" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the agency field instructor. The task instructor is required to accompany the agency field instructor to the annual field instructor orientation at the university. In general, the agency task instructor should be well informed of the university's expectations for field education. This person is expected to collaborate with the field instructor and student in the development of the learning contract. The agency task instructor may contribute information to the agency field instructor regarding the student's progress and completion of assignments for evaluation purposes, but the final written evaluation is the responsibility of the agency field instructor. The task instructor is required to participate in the mid-semester and final evaluation conferences.

D. Field Practicum Student

Student responsibilities and expectations require the willingness to:

1. Arrange to complete the required hours of field, recognizing that there are very few agencies that offer non-traditional hours and that you will have to work out your schedule to meet the needs of your practicum.

2. Complete an application for field practicum on the School of Social Work web-based data system, and to submit any other required documents to the social work field director.
3. Schedule and complete an interview with at least one community agency, as approved by the social work field director, and to submit appropriate forms by the designated dates.
4. Purchase professional liability insurance, paid through a yearly fee charged by the university, to cover the period during which the practicum will be completed.
5. Fulfill the assignment schedule that student and the field instructor agree on, to contact the agency field instructor in case of absence, and to make up any missed time to insure the completion of the required clock hours of field experience.
6. Develop a written learning contract, in collaboration with the field instructor, that identifies performance expectations that will demonstrate all competencies required at the time of graduation.
7. Complete all required forms for the field practicum and submit them to the appropriate persons by the designated dates.
8. Schedule, attend, and prepare for weekly conferences with the field instructor and take the initiative in raising questions for discussion and application of theoretical knowledge to practice.
9. Participate actively in agency staff meetings and in-service training.
10. Complete a bi-weekly journal that reflects the two week field experiences.
11. Engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the mid-semester and end-of-semester formal evaluation.
12. Attend field seminars at the university and complete assignments affiliated with this course.
13. Consult with the BSW field director as needed, regarding progress and/or problems in the field placement experience.
14. Avoid the use of agency time to complete classroom work.
15. Use the NASW Code of Ethics as a guideline in all agency activities and professional interpersonal relationships.
16. Bring to the field instructor any problems or dissatisfaction with the field experience and to engage constructively in finding possible solutions.

IV. FIELD PROGRAM POLICIES AND PROCEDURES

A. Field Practicum Structure

Field Practicum serves as both a time and place for content reinforcement and as a period of instruction and supervised “*hands on*” learning. Field is educationally directed and professionally supervised to provide students with opportunities to use their generalist social work knowledge and skills in social service settings.

The social work program requires that all students complete an agency orientation prior to officially beginning the required hours of field instruction. Some agency guidelines may have specific orientation requirements in addition to Union’s requirement. If so, students are expected to adhere to the agency policy for attending orientation.

Students enrolled in field instruction develop a schedule with the agency field instructor that ensures the completion of the required hours in field, including 24 hours of agency orientation. BSW field students are required to complete a minimum of 400 clock hours in the agency setting upon the completion of the agency orientation.

B. Field Instructor Orientation

Orientation sessions are held annually at Union University for all agency field instructors and task instructors. These sessions are designed to acquaint the agency representatives with the various requirements of the BSW Program. The BSW Program Field Instruction Manual is distributed. All field and task instructors are requested to attend and are encouraged to provide input about ways to enhance or improve the field education program.

The following topics are included in the orientation:

- CSWE Educational Policy and Accreditation Standards (EPAS)
- NASW Code of Ethics
- Access of students to agency orientation
- Generalist Practice approach to social work education
- Required student competencies needed at the time of graduation
- Goals and objectives of field practicum
- Learning Contract
- BSW Program Curriculum Model
- Policies, procedures, and expectations – including problem-solving field difficulties
- Student evaluation process: mid-term and final for semester
- Function of weekly seminar classes
- Training for the new web-based data system that will be used for all field forms
- Appropriate supervision

C. Field Practicum Learning Contract

The objectives of field practicum are derived from the overall integrative nature of the field experience in relationship to the curriculum. Students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate specific competencies through the progression of the field experience.

The student's performance is assessed at mid-term and at the conclusion of the practicum experience. The field practicum-learning contract is expected to be developed in concert with the CSWE Educational Policy and Accreditation Standards (EPAS).

Students are expected to have measurable experiences related to each competency over the course of the practicum. Within one week after the completion of the agency orientation, the field instructor, task instructor, and the student are expected to jointly begin to craft a comprehensive learning contract.

D. Specific Expectations for the Practicum

The field practicum must include a variety of activities to fulfill the program expectations and accreditation requirements. Although settings and individual students differ, some basic requirements are as follows:

- Comprehensive agency orientation
- Interviewing experiences
- Experience with individuals and families
- Experience with groups
- Experience in community activities and with organizations
- Experiences with data collection, assessment, intervention, evaluation, and termination
- Experience of working with clients who are different from the student. This includes assignments to work with clients of different races, genders, ethnic background, sexual orientations, ages, socioeconomic status, physical and mental abilities
- Documentation
- Professional Development

E. Employment-Based Field Placements

The Employment-Based Field Placement Application must be requested from the BSW field director. Conversation with the director is required before pursuing this option. The students is cautioned about the potential problems of these placement situations and

reserves the right to approve field placements on site of paid employment based on the following guidelines.

1. All of the required field hours must take place under the supervision of a new (to the student) BSW field instructor and this person must meet the standards of Union's BSW program.
2. Field activities must be congruent with the student's course experiences and expectations of practice activities and learning opportunities.
3. Field activities must constitute new learning for the student, such as work with a new population, utilizing a new treatment method, or working in a new field of practice.
4. The student's learning objectives must be the primary focus of the student's participation in this new learning, rather than the needs of the agency.
5. The beginning date for the new learning experience in the agency must be coordinated with the semester in which the student is registered to start the placement to insure that field education experience follows the course work that is parallel with the student's program of study.
6. The Field Education Committee retains the right to grant this employment-based exception only for students who demonstrate high standards of professional and ethical behavior and have a strong academic record.

Students should recognize this is an exception to the program's standard practice, which is that field placements should be separate from employment. The decision to allow this exception incorporates faculty experience and judgment in evaluating the appropriateness of the request. Final authority to grant the exception rests with the Field Education Committee; student should not assume these placements are automatically approved.

F. Evaluations

Social work education at Union University is excellence driven. To that end, we must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology. Feedback is important - both to our program and to the social work students. Therefore, evaluations from a selection of sources are required.

1. Agency Evaluation of Practicum Students

Students will be evaluated by the agency field instructor at the end of the practicum. The student and the field instructor will each complete a specific area of the field evaluation; however, approval of the final written evaluation is the responsibility of the field instructor.

The BSW field director or a field liaison will make every effort to be present at a joint conference closing the placement for the semester. The task instructor, where applicable, should be involved in the mid-semester and final evaluation conferences.

The mid-semester and final evaluation should be entered on the School of Social Work web-based data system. Each student will receive a hard copy of each evaluation. Any student disagreeing with the final evaluation has the right to submit a written statement to the agency instructor and the BSW field director explaining and/or defending any aspects of the evaluation with which he/she does not agree.

The BSW field experience is pass/fail. The BSW field director is responsible for ascertaining if the student passed or failed field practicum. Students are made aware of the standards, expectations, and evaluation procedures at the beginning of field instruction.

2. Agency Evaluation of the Social Work Program

At the conclusion of each field practicum, the agency field instructor and the agency task instructor, where applicable, are asked to evaluate the social work program, the field practicum component, and the effectiveness of the BSW social work field director, and where applicable, field liaison. All information obtained from the evaluations will be used to improve the program and practicum experience for both the agency and the student.

3. Student Evaluation of the Agency

At the conclusion of field practicum, all students are required to evaluate their placement experiences and the overall effectiveness of the agency as a practicum site. The information along with other evaluative standards may be used as a basis for evaluating further field placements in the agency.

G. Field Instruction Grievance Procedure

1. Student Grievance

Students are placed in a field agency for a period of 424 hours of field experience, with the first twenty-four hours consisting of an agency orientation. The conduct of each student is expected to be professional and ethical. Any student grievance or area of concern related to the agency setting should first be discussed with the agency field instructor. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

- a. The student should request a face-to-face conference with the BSW field director to discuss the concern. The director may suggest ways for the student to readdress the issue with the field instructor, which, if not satisfactory, leads to the next step.

- b. If the concern is not satisfactorily resolved, the BSW field director and/or the student will request a joint conference with the agency field instructor, where applicable the task instructor, and the practicum student.
- c. If these avenues fail, the student should request another face-to-face conference with the BSW field director to discuss the situation in the hopes of coming to a mutually acceptable solution to the problem. If the problem is not resolved to the satisfaction of the student, the next step is for the student to submit, within 10 calendar days of the conference with the BSW field director, a written statement and appeal to the School of Social Work Field Education Committee describing the circumstances. The committee will review the statement and may confer with the field director, the agency field instructor, and the student together. If the student is not satisfied with the field committees' decision and decides to go further with the appeal process, then the Associate Dean of the School of Social Work will advise the student of the next step in the process.

If it is the BSW field director with whom the student has the grievance, the student should submit within 10 calendar days of the last conference with the BSW field director, a written statement and appeal to the Associate Dean of the School of Social Work.

2. Agency Grievance

Any agency grievance or area of concern related to the field student should first be discussed with the student. If the concern is not resolved, then the field instructor should request a meeting with the BSW field director and the student. If the concern is of a very serious nature, such as breach of confidentiality or other breach of the NASW Code of Ethics or agency policy, the agency should notify the BSW field director immediately. The BSW field director will discuss the concern with all parties involved (individually and/or collectively) and may consult the School of Social Work Field Education Committee and/or make a referral to CSAPE. If the concern is not resolved satisfactorily, then the student will be removed from the placement. Depending on the nature of the grievance, the student may or may not be assigned to another agency.

An agency that feels it is necessary to terminate a contract with a student in field must first contact the BSW field director; a conference will be scheduled with the agency field instructor, and where applicable, agency task instructor, student and BSW field director within one week of the decision to terminate. A final evaluation must be completed at this meeting. The conference will give closure and understanding to why the contract with this student is being terminated.

H. Termination Policy

A student enrolled in field practicum may be placed on probation or terminated from field experience and/or the Union University Social Work Program if, in the professional judgment of the social work faculty, violations of professional and/or ethical codes have occurred.

Please refer to Termination/Probation Process in the BSW Program Student Handbook for additional information.

I. Practicum Site Changes

Any changes in field placement after the agency assignment is made are the sole responsibility of the BSW field director. Only in extreme and exceptional cases may students be moved to a new agency during the semester. Prior to any change, the student and/or the BSW field director and/or the agency field director must determine one of the following:

1. The agency is unable to provide learning experiences that will be conducive to continued student growth.
2. The student/field instructor relationship is such that continued learning will be difficult.
3. Unethical practices and/or exploitation of the student are occurring at the agency.

Next, the social work field director will meet with all parties involved to discuss the situation. All efforts will be made to rectify any problems before removing a student from an agency. In a situation where a student is withdrawn from an agency, the following process will be followed:

1. The field director shall notify the field instructor regarding the withdrawal.
2. The social work field director will meet with the student to notify him/her that withdrawal from the placement is necessary.
3. A mutual decision regarding the student's plans, new placement, or other arrangement will be made between the BSW field director and the student.
4. Documentation detailing the change will be recorded in the student's file and the agency file at the university.

J. Field Program Evaluation and Avenues of Renewal

The BSW Program strives to maintain close relationships with the practice community, as well as with the broader community and world, in order to assess new knowledge and remain vital and progressive. This is accomplished by: supporting and encouraging faculty and student involvement in community organizations and projects; holding meetings of the School of Social Work's Community Advisory Council, field instructors, and student organizations; participating in professional social work organizations, conferences, and continuing education programs; and regularly soliciting feedback from student focus groups, alumni gatherings, and surveys. It is the intention of Union's BSW Program to be on the "*cutting edge*" of innovation in practice and education. These multiple means of assessing and renewing the BSW Program help insure that the program is one of quality.

K. Transfer Credit and Life Experience

Students transferring from CSWE accredited BSW social work programs may transfer credit for social work classes as approved by the social work faculty and the university's registrar. Course syllabi of courses in question will be examined for course objectives, outline, learning activities, theoretical frameworks, and bibliographies to determine acceptable comparison to courses in this program. Requests for exceptions to these standards must be reviewed by the BSW Program Director and the Associate Dean of the School of Social Work. Credits are not accepted from programs not accredited by CSWE, although an elective may be transferred upon recommendation of the faculty and approval of the university registrar. Academic credit for life or work experience will not be awarded.

L. Professional Conduct

As an adult learner, students are expected to make an investment of time and energy in preparation for a career in the profession of social work. In doing so, the conduct of each student must be in a professional and ethical manner toward clients, agency staff, peers, and faculty. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times, both on and off campus.

The students in field instruction have the same professional responsibilities as an employed staff member of the agency. Students are expected to follow agency policy and abide by rules and regulations. These include, but are not limited to, the following:

1. Notifying the field instructor of any unavoidable absences or lateness. When possible, this notification should take place before the fact or as quickly thereafter as feasible.
2. Making up time lost due to absences and/or tardiness.
3. Being available, as appropriate, for client emergencies or crises, even though these may occur after regular hours.
4. Refraining from joining "*office cliques*" and engaging in negative office politics.
5. Adhering to the agency dress code at all times.

Above all, if you are unsure of something—ask the agency field instructor and /or the BSW field director!

M. Confidentiality

Students should respect clients' rights to privacy and protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. During the formal agency orientation, students are expected to take initiative and responsibility for knowing the confidentiality policy of the agency.

All practicum students are required by the BSW Program to review and sign the agency's confidentiality form during the orientation process.

N. Personal Liability Insurance

All Union University social work majors are required to have liability insurance before starting social work field experiences. The university carries the necessary policy and students are billed the cost of the coverage.

O. Transportation

1. Students are responsible for their own transportation to and from the field placement agency. Students who drive must have a current, valid driver's license and automobile insurance.
2. The School of Social Work at Union University does not require, support, or encourage practicum students to transport clients in their personal vehicle; therefore, the university shall not be held liable for any accidents or injuries.
3. Students electing to transport clients in their personal vehicle are doing so at their own discretion and it could have vehicle insurance implications. Therefore, it is wise for students to discuss this matter with their parents/guardian, as applicable, depending on their individual status and circumstances.
4. It is the recommendation that students who elect to transport clients ask the agency to provide them with official written documentation verifying that they will be covered by the agency's insurance.

Some agencies pay mileage for travel required to perform agency work. Students should ask the field instructor during the agency orientation about mileage reimbursement if required to travel.

P. Spring Break/Holidays

Extra time has been incorporated into the placement calendar in order for students to observe the university's spring and fall breaks. Students are not expected to continue in field during these breaks. However, if a student and the field instructor mutually agree, the student may elect to continue in field placement during the break or take a break at a different time.

Students in field are entitled to university holidays that fall on practicum dates as well as holidays observed by the agency; however, students are still required to complete the required number of clock hours at the agency.

Q. Length of Placement

The School of Social Work offers two BSW tracts-- The Traditional Day Program and the Evening Adult Studies Program. Each cohort is required to complete 424 hours of field practicum with the first 24 hours being reserved for the agency orientation. Some agencies will require more than the 24 hours of orientation and it is understood that students cannot start their 400 hours before all required orientation hours have been satisfied. Most adult studies students choose the concurrent field practicum model. They are required to complete a minimum of 16 hours per week.

Students in the Traditional BSW program do a block placement format. They are required to complete a minimum of 32 hours per week.

R. Employment Offers from Field Agencies

Field Practicum offers heightened visibility and many exciting opportunities and experiences for social work students. Agencies often anticipate employment openings by the time students complete their practicum hours, and many students are offered positions at their placement agencies.

The School of Social Work is pleased when its students are offered employment opportunities. What better way to affirm the student that he or she is now ready for professional generalist social work practice! If the student is offered employment, then a plan needs to be worked out for the student's field experience and employment as not to be interwoven. The plan must be approved by the BSW field director before implementation.

Appendix A

BSW Program Curriculum

SOCIAL WORK (SW) COURSE DESCRIPTIONS

The social work major consists of thirteen social work courses, totaling 51 semester hours. In addition, there are specified allied courses as a part of the BSW core. Catalog descriptions of the social work courses **required** for the major are stated below.

F-Fall; **W**-Winter; **S**-Spring; **Su**-Summer

SW 200. Introduction to Social Welfare (3) F, S

A study of the history of social welfare and the constructed policies and practices that address societal problems, such as poverty and vulnerable populations.

SW 300. Human Behavior and the Social Environment I (3) F

An exploration of the theories and knowledge of human bio-psycho-social-spiritual-cultural development from birth through young adulthood in the context of the range of social systems in which individuals live: families, groups, organizations, and communities. The impact of social and economic forces on human development will be explored with special attention to evaluating theory and its application to issues of human diversity.

SW 301. Human Behavior and the Social Environment II (3) S

This course continues to make use of the people-in-systems theoretical orientation and related concepts as human development and diversity are studied from adulthood to old age.

SW 305. Psychopathology (S)

A study of mental health in light of dynamic ethno-cultural, spiritual, and bio-psycho-social factors impacting client systems and how this knowledge is integrated into practice paradigms.

SW 310. Social and Economic Justice (3) S

Dynamics and consequences of injustice including oppression, poverty and discrimination with particular attention to biblical and theological teachings about justice. Strategies to alleviate poverty and for intervention in all forms of human oppression and discrimination will be examined to provide students with skill to promote change and advance the causes of social and economic justice. *Prerequisite: CHR 111 or 112*

SW 315. Foundations for Social Work Practice (3) F

Various processes, skills and the theoretical practice framework utilized in generalist social work practice will be examined. Beginning skills in assessment, interviewing and problem-solving for working with individuals, families and groups will be introduced within the context of social work values, knowledge and with appreciation for human diversity.

Prerequisites: Admission to the Social Work Program. Corequisite: SW 300.

SW 335. Social Policy (3) S

Social welfare policy, both historically and currently, focusing on its major elements and basic structure, as well as providing a basis for evaluation of social welfare policies, programs, and services.

SW 400. Populations-at-Risk (3) F

Patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression will be presented. The curriculum includes content on people of color, gay and lesbian persons, and those distinguished by age, ethnicity, culture, class, and physical and mental ability. Course content includes strategies for micro, mezzo, and macro interventions designed to empower these groups and individuals.

Prerequisites: Admission to the Social Work Program, SW 301, SW 310, SW 335, and SW 401.

SW 401. Social Work Practice with Individuals, Families, and Groups (3) S

A continuation of SW 315 with further development of skills for working with individuals, families and groups using various approaches.

Prerequisites: Admission to the Social Work Program, SW 315, SW 421; PSY 317

SW 402. Social Work Practice with Organizations, Communities, and Government (3) F

The last of the practice sequence continues to use the theoretical framework introduced in SW 315 and 401. Practice methods for work with organizations and communities will be explored. Knowledge, values and skills for building professional relationships and working to enhance human well-being by organizational and community development through assessment, problem-solving and advocacy strategies will be examined.

Prerequisites: Admission to the Social Work Program, SW 335 and SW 401.

SW 421. Research Methods in Social Work (3) S

An introduction to the basic research methods and techniques of social research as applied to the social problems and human situations that a generalist social worker will encounter. Emphasis will be placed on problem formulation, development of research design, instrument construction, data collection and analysis, and report writing.

SW 423. Senior Seminar in Social Work Practice (3) S

This course is designed to aid graduating seniors in the integration of course work and field practice. Students will review various social work processes, including ecological systems theory, contact and contract phases of social work intervention, social work values and ethics, and interventive roles and methods. Class presentations and a case study paper are required. Field Practicum experiences will be processed as they relate to classroom content.

Prerequisites: Admission to SW Field Practicum.

SW 490. Social Work Field Practicum (9) S

This course is a professional field experience in a faculty-approved community agency; public or private, with supervision by a field instructor, also approved by the department. Students must meet with the designated field instructor for one hour per week in a face-to-face supervisory conference to discuss cases and student progress in the field placement. The student will complete a minimum of 424 clock hours in the agency. These hours will be documented on a weekly time sheet. A bi-weekly journal is also required. The application for field placement must be submitted for approval of the BSW field director. Social Work Field Practicum is graded on a pass/ fail basis. Students taking this course must purchase Professional Liability Insurance.

Prerequisites: Admission to the Field Practicum. Required co-requisite: SW 423

Elective Social Work Courses

SW 201. Community Social Service Experience (1) F

An opportunity for the beginning social work major to be exposed to the principles of social work within a community social service agency, approved by the department. A minimum of four clock hours a week, for a total of 40 minimum clock hours for the semester, is to be spent in the agency setting. Participation in a seminar class, where experiences will be processed and material addressed on how to become a helper, is required. An evaluation will be completed by the agency supervisor on the student at the end of the semester. Students are required to purchase professional liability insurance when taking this course.

Co-requisite: Professional Liability Insurance

SW 225 (SOC 225). Relationships, Marriage and Families (3) F, S, Su

An investigation of the sociocultural and historical factors influencing relationships, marriage and families emphasizing challenges, prevention and intervention.

Prerequisite: SOC 211.

SW 307. Faith-Based Social Services (3) S

An exploration of the biblical and theological basis for faith-based social services, various models, and recent related government initiatives and policies.

SW 321 (SOC 321). Social Gerontology (3) F

A brief, comprehensive introduction to the subject of aging. The social and socio-psychological aspects will be examined.

Prerequisite: SOC 211.

SW 324 (SOC 324). Social Deviance (3) S

Focuses on why certain individuals violate social norms and the ways society responds and attempts to control deviant behavior. Topics include: defining, measuring and explaining social deviance and types of deviant behavior as well as personal and social consequences of deviant behavior.

SW 325 (SOC 325). Families Across Cultures (3) F

This course examines the family as an object of sociological inquiry within the context of cross-cultural, multi-cultural and historical bases. Both continuity and change, similarities and differences are emphasized.

Prerequisite: SOC 211.

SW 338. Children and Families at Risk (3) S

Characteristics and needs of families at risk and policies and programs that address those needs, with attention to risk patterns of abuse, substance use and abuse, mental illness and poverty.

SW 340. Social Work Services in Schools (3) F

Knowledge and skills for effective social work practice in a school setting. The school social worker provides a link between school, student, home, and community, primarily using case management and advocacy skills.

SW 348, Child Welfare Practice (3) F

Development of knowledge and skills for culturally competent practice with families at risk. Completion of this and BSW leads to a Tennessee Public Child Welfare Certification.

Prerequisite: SW 338

SW 370 (SOC 370). Gender and Society (3) S

Gender and human sexuality in American society and across cultures with consideration to the role of gender in structuring identity, male/female interaction, and constraining or expanding opportunities. Topics: sexual development, function and dysfunction, and cultural and socio-psychological issues, and Christian, ethical and moral responses

Prerequisite: SOC 211.

SW 419 (SOC 419). Social Diversity and Inequality (3) F, S

A study of the social, cultural, historical, political-economic, and psychological dimensions of minority-majority group relations with an emphasis on American society. Problems and intervention strategies will be examined.

Prerequisite: SOC 211.

SW 420 (SOC 420). Death and Dying (3) S

An interdisciplinary investigation of death and dying. Contributions from anthropology, ethics, health sciences, history, literature, psychology, religion, and sociology will be explored. Self-discovery through critical analysis of the student's assumptions, orientations, and predispositions will be emphasized. Strategies of counseling with dying persons and their families will be a central thrust of the course.

Prerequisite: SOC 211

Appendix B

Agency Field Practicum Contract



Field Practicum Contract
Between
Union University School of Social Work
And

Agency

This contractual agreement, entered into this ____ day of _____, 200__, establishes an agreement between Union University School of Social Work, hereinafter referred to as the University, and _____, hereinafter referred to as the Agency. It specifies the basis on which the Agency will serve as a field instruction placement for students and in which faculty personnel will provide educational direction of students assigned with said Agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

The Agency will serve as a field instruction placement for the University students in such number and at such time as the parties hereto mutually agree. This agreement will remain in force as long as both the University and the Agency mutually agree upon the terms of the contract or until this agreement will need to be updated.

The particular facilities/programs/services to be used, the number of students, and the particular instruction–consultation to be provided will be determined by mutual agreement of the parties as governed by the stated stipulations.

1. The students in this field instruction placement:
 - Will receive remuneration _____ (specify in addendum)
 - Will not receive remuneration _____

2. The University does not assume responsibility for or provide insurance against any physical or professional liability which might be assessed due to injury to students or clients on the premises of the Agency.
3. The student is required to carry liability insurance to cover any malpractice involvement by error, negligence, or omission.
4. The representatives of the Agency and/or University, after consultation with the student, may suspend the participation of said student in the educational program if they find that the student's continued participation in the program is not in the best interests of the student, the Agency, and/or the University.
5. Agency regulations, policies, procedures, and goals will be applicable to the students while they are engaged in field education unless otherwise stated in writing by both parties. These policies, procedures, and goals will be described during orientation and will be reviewed periodically.
6. All days and hours for the student's participation in field instruction shall be arranged between the student and the Agency representative after consultation with the Field Director or Field Liaison in keeping with the University policy.

B. Scheduling of activities

The scheduling of activities of students in the field instruction program will be in accordance with the schedule of courses at the University and will be explored and planned with the appropriate faculty personnel of the University, the Agency in which field instruction is conducted, and the student. Planning of the specifics of field instruction shall be a joint effort of the Agency representative and the student with the consultation from the Field Director.

C. The University will provide a faculty member designated as the Social Work Field Director who will:

1. Enable and expedite the field practicum curriculum.
2. Fulfill administrative responsibilities such as:
 - a. locate and assess new field agencies;
 - b. assigns students to placements;
 - c. maintains efficient reporting systems and records of field practicum activities;
 - d. participate in the preparation and maintenance of a current field placement manual; and
 - e. organize a training session for Agency Field Instructors when necessary.
3. Initiate and respond to faculty, student, and Agency suggestions for the continuous upgrading of the field practicum curriculum.

D. The University will provide a faculty member designated as the Social Work Field Liaison who will: (the below responsibilities may be conducted by the Social Work Field Director instead of the Liaison)

1. Conduct periodic evaluations of practicum methodology and outcomes, and initiate appropriate changes.
2. Maintain regular telephone contact with the Agency Field Instructor regarding the student's progress on at least a monthly basis.
3. Have conferences with the Agency Field Instructor regarding the student's progress as deemed appropriate.
4. Meet with the student weekly in an integrated seminar to discuss the placement, collect assignments and forms related to the Field Practicum experience, and be available to the student if problems arise.
5. Assist the Agency Field Instructor in the designing of learning experiences for the student; assess with the Agency Instructor the adequacy of the student's field performance; and consult with and advise the Agency Field Instructor regarding learning problems which the student may have.
6. Ensure that the Agency Field Instructor completes appropriate evaluations of the student; attend a final evaluation conference with the student and the Agency Field Instructor; and assign the final grade for the Field Practicum.

E. The Agency will provide a staff member designated as the Agency Field Instructor who will:

1. Provide the student with a formal orientation of the agency, promote the Agency's understanding of the Union University School of Social Work and acceptance of the student, and enable the student to feel a part of the Agency. Provide a copy of the orientation schedule to the student and the Social Work Faculty Liaison at the beginning of the practicum.
2. Assist the student in identifying goals/desired outcome and learning objectives for the field placement experience commensurate with the educational objectives of the School of Social Work.
3. Select and make appropriate Agency assignments that take into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and the social work program's educational objectives.
4. Suggest written materials for the student to examine during the course of field experience.
5. Provide on-the-job instruction and supervision of the student.

6. Hold a regular one hour weekly conference with the student, sign the student's weekly time form verifying the hours and tasks completed that week, and hold additional conferences with the student as deemed necessary.
7. Attend conferences with the Field Director as deemed appropriate.
8. Complete a written, formal, final evaluation of the student's performance, utilizing the Union University Practicum Evaluation Form.
9. Attend a final evaluation conference with the student and Social Work Field Liaison, where the final evaluation will be discussed.
10. Contribute knowledge and suggestions to Union University's School of Social Work for upgrading the Field Instruction Program as needed.
11. Immediately consult with the Social Work Field Liaison regarding any problems or concerns noted with a particular field placement experience.

In testimony whereof witness the duly authorized signatures of the parties hereto:

_____ Agency Representative Signature	_____ Date
_____ Associate Dean of the School of Social Work	_____ Date

Please make a signed copy for your records and return the original agreement to:

Virginia Schwindt, MSW Field Director
School of Social Work, Field Education
1050 Union University Drive
Jackson, TN 38305
Office number: 731-661-5701
E-mail address: vschwindt@uu.edu

Appendix C

BSW Field Practicum Student Agreement

UNION UNIVERSITY

BSW Field Practice Student Agreement

This contractual agreement is entered into this 1st day of _____ 20____ between

Union University School of Social Work and _____, senior social work major. As a social work field practicum intern, I fully understand my responsibility to complete a minimum of 400 clock hours of community-based field experience at my assigned practicum location. I further understand that I must complete a minimum of 24 hours of a formal agency orientation prior to the official beginning of the placement. I fully understand that all field practicum hours must be successfully completed by the deadline as established by the BSW Field Director.

Furthermore, it is agreed and understood that:

1. The student fully recognizes the importance of confidentiality and will in no way breach that confidentiality as a practicum student.
2. The student is required to carry liability insurance to cover any malpractice involvement by error, negligence, or omission, and the cost of this insurance is billed to the students account at the university.
3. The university does not assume responsibility for, or provide insurance against, any physical or professional liability that might be assessed due to injury to student or clients.
4. The School of Social Work at Union University does not require, support, or encourage practicum students to transport clients in their personal vehicle; therefore, the university shall not be held liable for any accidents or injuries.
5. Students electing to transport clients in their personal vehicle are doing so at their own discretion and it could have vehicle insurance implications. Therefore, it is wise for students to discuss this matter with their parents/guardian, as applicable, depending on their individual status and circumstances.
6. If the student does decide to transport clients, it is recommended that they ask the agency to provide them with a written documentation verifying that they are covered by the agency's insurance.
7. The student will seek, as appropriate, clarification of agency policy regarding reimbursement for mileage and any other practicum related expenses or stipend.

8. The student must have a valid driver's license and assume responsibility for transportation to and from the field practicum location.
9. The student will adhere to the policies, procedures, and principles of the field practicum setting unless such adherence violates the NASW Code of Ethics.
10. The student will notify the agency field instructor of all impending absences and promptly arrange to make up the hours to the satisfaction of the agency field instructor and the social work field director.
11. The student will be viewed as an adult learner. To this end, the student is expected to demonstrate maturity and responsibility in expanding and deepening the knowledge, values, and skills that were taught in the classroom.
12. The student will actively participate alongside the agency field instructor in developing a learning contract that includes measurable and appropriate learning tasks and assignments.
13. The student will be conscientious in preparing for weekly conferences with the agency field instructor by writing down questions and concerns to discuss during the conferences. Additionally, the student is expected to bring to the attention of the field director an inconsistency with the scheduling of these conferences.
14. The student will immediately bring to the agency field instructors' attention any problems or dissatisfactions that they are having with the field experience, and are prepared to engage constructively in finding solutions. If the problem cannot be resolved, then the student is required to contact the social work field director. The field director will schedule a conference at the practicum site to assist in helping to finding an acceptable solution for all parties concerned.
15. The student will use the NASW Code of Ethics as a guide in all agency activities and assignments.
16. The student will engage actively in the evaluation process and seek on-going feedback from the field instructor. The student is expected to be an active participant in the formal final evaluation.
17. The student will engage in appropriate termination activities with clients and agency personnel at the conclusion of the field practicum.

I have read the above information, I do agreement to abide by the guideline set forth, and I understand the importance of adhering to the information presented within this agreement.

Student

Date

Appendix D

Agency Orientation Checklist



Union University School of Social Work Formal Agency Orientation Checklist

Our senior social work majors are ready to officially begin their field practicum experience. We realize that uncertainty and varying degrees of anxiety are inherent with most new experiences. In an effort to alleviate some of the anxiety associated with this new experience, we ask that each agency field instructor develop a three-day (24 hrs.) agency orientation at the outset of the placement. The orientation should help the students make a comfortable transition from the classroom to the community social service arena. Please incorporate this checklist into your agency orientation by initialing and dating each number below as it is reviewed with the student. Thank you!

Initial and Date

- _____ 1. An overview of agency/program structure, treatment and service components.
(Agency organizational chart/chain of command/mission statement).
- _____ 2. How are referrals made (to and from the agency)? Agency catchment/service area.
- _____ 3. Introduction to agency director, various program managers/supervisors, other BSW and/or MSW staff, other professional staff and support staff.
- _____ 4. Various meetings: purpose, format, location and time (i.e., staff meetings, case conferences, peer reviews, etc). Will student be involved?
- _____ 5. Review and sign the agency confidentiality form.
- _____ 6. Child abuse and elderly abuse reporting procedure.
- _____ 7. Agency policies and procedures (specifics and/or where to locate procedure manual). Any resource guides?
- _____ 8. Agency documentation policy and examples.

- _____ 9. Various office policies and guidelines... personal phone calls, agency security, cell phones, dress code, illness, emergencies, late to work, time off, flex time, sign in/out, parking, inclement weather, travel reimbursement, personal items (purse, coat, radio, clock, etc.), self-disclosure, food/drink in work area, etc.
- _____ 10. Secretarial support and office/work related supplies.
- _____ 11. Offices hours/on call, etc.
- _____ 12. Lunch time; breaks; break area; location of bathrooms.
- _____ 13. Use of phones, fax machines, copy machine, computers and/or e-mail, and other office equipment.
- _____ 14. Glossary of abbreviations frequently used at the agency.
- _____ 15. Tour of facility and other agency sites.
- _____ 16. Person to consult with if agency field instructor is not available.
- _____ 17. Guidelines regarding weekly one-hour instructional and supervisory conferences.
- _____ 18. Initial plans regarding student assignments and responsibilities at the practicum. Decide on a time within the next week to begin working in the "Learning Contract".

Comments as appropriate:

We have covered the 18 items listed above as part of the students' agency orientation.

Field Instructor: _____
Signature Date

Task Instructor (as appropriate): _____
Signature Date

Student Signature: _____
Signature Date

Appendix E

NASW Code of Ethics

National Association of Social Workers (NASW)

Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic 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.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and

competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among the 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

1. Social Worker's Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with 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 audio taping 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, age, marital status, political belief, religion, 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 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 or when laws or regulations require disclosure without a client's consent. 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 confidentiality 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 seek agreement among parties involved concerning each individual's right to confidentiality and obligation to reserve 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 the 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 clients' 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 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 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 to all of the records 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 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 their 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 worker's 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, age, marital status, political belief, religion, 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 of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are

responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social

work profession, a professional social work organization, or the social worker's employing agency.

- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and 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' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied

value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 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, age, marital status, political belief, religion, or mental or physical disability.

Appendix F

Core Performance Standards

CORE PERFORMANCE STANDARDS
for
Admission, Progression, and Graduation
Union University School of Social Work

To ensure that social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which Union University's School of Social Work is based. This summary of ethical principles reflects the social work profession's core values; it establishes a set of specific ethical standards that guide social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him or herself from entrance into the social work program. Each student will be required to adhere to the NASW's Code of Ethics, which states that professionals "...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility." (NASW Code of Ethics, Section 4.05a).

Standard	Required Skills	Examples of Satisfactory Behavior
<p>Professional Ethics: The student will conduct him/herself in full accordance with the values and ethics of the social work profession, as set forth in the NASW Code of Ethics, and the mission and goals of Union University's Department of Social Work.</p>	<p>The student will: recognize legal and ethical dilemmas, and seek appropriate consultation when necessary; demonstrate practice strategies that respect the positive value of diversity; challenge social injustice; maintain professional boundaries; be honest with clients and colleagues; protect client confidentiality in the classroom, in assignments, and in the field agency; be open, honest, and without judgment; make commitments that will be kept; and identify and maintain appropriate personal conduct and professional boundaries in keeping with all professional standards.</p>	<p>The student will: work with all vulnerable populations with dignity and respect; refrain from cheating and plagiarism as defined in the student handbook; seek professional consultation when needed.</p>
<p>Critical Thinking: The student will formulate opinions and conclusions based on analysis that distinguishes fact from inference, and combines an understanding of personal, cultural, and contextual factors with balanced dignity and respect for those that are the same or different than student.</p>	<p>The student is able: to critically assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural, biological, psychological, social and spiritual dimensions; refrain from judging others based on difference; utilize an understanding of how ethnicity, class, gender, sexual orientation, age and other cultural characteristics affect the helping process; demonstrate an ability to evaluate and differentially apply practice approaches with individuals, groups, families, and organizations; employ a scientific analytic approach to practice that integrates the critical appraisal of social research and the evaluation of social policies, program and practice outcomes; demonstrate knowledge of social, political, and economic justice for clients and an ability to identify and promote resources for clients.</p>	<p>The student will: develop intervention plans with various client systems; collaborate effectively with community resources and connect clients with community resources; integrate classroom assignments with knowledge from various curricular areas; prepare psychosocial assessments of clients and design generalist intervention plans.</p>

<p>Time Management: The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner.</p>	<p>The students will: complete assignments with timeliness and quality; come to class and/or field regularly and on time; assume responsibility for communicating an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change is necessary.</p>	<p>The students will: complete assignments on time; attend class and field regularly and on time; contact instructors and field educators regarding absences or the late submission of assignments; submit required class and field assignments without being prompted.</p>
<p>Self-Awareness: The student possesses a balanced view of his/her performance in intellectual, social, behavioral, and interpersonal skills, and acknowledges barriers to his/her performance. The student assumes full responsibility to protect clients and others from potential adverse consequences of those barriers to performance.</p>	<p>The student will: solicit, accept, and incorporate feedback into classroom and field agency; identify barriers to performance; design and implement specific goals and strategies for professional growth; evaluate his/her own practice by using objective assessment methods, such as process recordings and single subject designs.</p>	<p>The student will: actively participate in class and in field experience; participate in activities aimed at increasing self awareness; seek professional help when needed; adjust workload and/or seek consultation with an instructor in the face of personal difficulties that may adversely impact interaction with clients.</p>
<p>Communication: The student receives and responds to verbal, non-verbal, and written exchanges between self, faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.</p>	<p>The student will: develop cooperative and collegial relationships with colleagues and clients with organizations, agencies and communities; demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups and communities; contribute as a constructive participant in academic and agency affairs; honor verbal and written agreements made with others.</p>	<p>The students will: follow through on verbal and written commitments to others</p>
<p>Professional Relationships: The student engages, maintains, and terminates relationships appropriately with diverse client groups, instructors, agency staff, colleagues, organizations and communities in a professional, responsible and respectful manner.</p>	<p>The student will: communicate effectively with a wide range of client systems, demonstrating a knowledge of, and sensitivity to differences due to gender, race, class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without judgment; follow agency guidelines for record keeping, and demonstrate the ability to document communications as a basis for professional accountability; possess appropriate verbal, non-verbal and written skills; and conduct all communication in a respectful manner.</p>	<p>The student will: speak with dignity; respect, and sensitivity to clients, colleagues and instructors; prepare written documents that are clear, concise, accurate and complete; communicate with sensitivity to cultural and contextual differences; use correct grammar in written and oral communication.</p>
<p>Supervision: The student readily accepts and adheres to directives from faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.</p>	<p>The students will: solicit, accept, and incorporate supervision, and be able to effectively follow directions in classroom and field agency; and possess the ability to effectively utilize supervision in a respectful manner in classroom and agency for the furtherance of professional growth.</p>	<p>The students will: actively and effectively incorporate directives and supervision in classroom and agency placements.</p>