# Table of Contents

I. Defining the Placement .................................................. 3

II. KSU Social Work Program  
   Mission, Competencies and Practice Behaviors ............. 4  
   Themes ........................................................................ 6

III. KSU Social Work Program Curriculum .................... 6

IV. Mutual Expectations of Student, Agency and University .... 9

V. Field Instruction and the Role of the Field Instructor .................. 12

VI. The Field Placement Process ........................................ 14

VII. The Gatekeeping Role of the Field Instructor ............... 16

VIII. Change or Termination of Practicum ......................... 17
   List of Appendices ...................................................... 18

   A. Memorandum of Understanding ............................... 19
   B. Orientation to the Agency: A Checklist .................. 22
   C. Field Practicum Learning Agreement .................. 24
   D. Field Practicum Student Evaluation .................. 31
   E. Student Evaluation of Practicum/Field Instructor .......... 41
   F. NASW Code of Ethics ........................................... 43
I. Defining the Placement

Students of KSU's Social Work Program complete their undergraduate education by spending their final semester in a block field placement (sometimes referred to as a practicum or internship). Block placements are "full time" placements done over the course of one semester, either spring or summer, after all academic coursework has been successfully completed. The only class a KSU social work student will take in conjunction with the field placement is the Professional Seminar, which meets for three hours on alternating Mondays during the semester. Many social work programs conduct a concurrent field placement sequence, wherein students attend skills or practice classes while they are in field placements for two or three days a week for two consecutive semesters. The KSU social work faculty has found the block placement model to be successful for two primary reasons: it provides more consistency for the agency, the student and clients, since the student is in placement at least four days each week; and students enter the field placement well-prepared to work with clients because they have already learned basic social work skills and used them with practice clients (usually other students).

The field placement consists of 480 hours in the field, which translates roughly into 14 to 16 weeks in the agency. The first 40-50 hours of placement are expected to be agency orientation and may begin in the semester prior to field placement if feasible for both the student and the agency. The actual scheduling of days and hours is left to the student and field instructor.

II. The KSU Social Work Program - Mission, Competencies and Practice Behaviors, and Themes

The mission of the Social Work Program at Kansas State University is to graduate competent and ethical social workers.

The fundamental goals of the Social Work Program are to:

- Prepare students for beginning generalist professional social work practice with individuals, families, groups, organizations and communities in a diverse society.
- Provide students with the academic foundations for further study and professional development.
- Use social work values, knowledge and skills in service to the practicing social work community and the people of Kansas.
Program Core Competencies and Measureable Social Work Behaviors

Established by the Council on Social Work Education (2015)

Graduates of the KSU Social Work Program will be able to:

**Competency 1: Demonstrate Ethical and Professional Behavior**
1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1d. use technology ethically and appropriately to facilitate practice outcomes;
1e. use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**
2a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2b. present themselves as learners and engage clients and constituencies as experts of their own experiences;
2b. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
3a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
3b. engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
4a. use practice experience and theory to inform scientific inquiry and research;
4b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
4c. use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5b. assess how social welfare and economic policies impact the delivery of and access to social services;
5c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
6a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
7a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
8a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
8e. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9a. select and use appropriate methods for evaluation of outcomes;
9b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9c. critically analyze, monitor, and evaluate intervention and program processes and outcomes;
9d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Faculty of the KSU Social Work Program will:

1. Contribute to the social work knowledge base through publication and presentation at professional meetings.
2. Participate in the life of the university and local communities.
3. Engage in consultation, evaluation, and development of social and related services in Kansas.

Four overarching program themes are infused throughout the curriculum:

**Strengths perspective within a problem-solving practice approach**
- the human condition is characterized by strengths and challenges
- social work practice is about identifying and capitalizing on client strengths while recognizing challenges and applying a problem-solving process to come to optimal resolutions

**Ecological systems perspective**
- everything is connected to everything else and there are understandable relationships among those connections that help us to understand people and their social environments
- goals of practice are to identify and maximize the positive forces within clients and their environments to minimize obstacles to problem resolution

**Social justice and social change**
- informed by conflict perspective, we acknowledge the effects of social injustices such as racism and sexism, economic inequalities, and oppression of many kinds
- we recognize that social realities and social welfare institutions are social constructs, made by people and therefore amenable to change by people
- as social work professionals, we are bound by our Code of Ethics to engage with the community in efforts to bring about social justice

**Embracing diversity**
- we celebrate diversity and believe that we are all richer for differences
- we acknowledge historical realities in the social evolution of this country that have resulted in imbedded inequalities based on various categories of diversity and seek to be continually cognizant of those issues and to address them with sensitivity and perseverance

III. The KSU Social Work Program Curriculum

The curriculum within the Social Work Program at Kansas State University has been designed to meet the objectives of the University, the objectives of the Program, and to be consistent with the Council on Social Work Education Curriculum Policy Statement. The following assumptions provide the basis for the curriculum design and educational approach:

1. A liberal arts foundation is essential to the development of an understanding of the "person in the environment."
2. Understanding the person in the environment is essential to the development of entry level, generalist practitioners.
3. A sequence of levels of learning exists wherein students progress from knowing to understanding to using theoretical and practical content.
4. Values clarification is an essential part of the student's experiences in coming to terms with social work values and ethics.
5. Entry level, generalist practitioners should be able to apply knowledge, values and skills to change endeavors in a variety of settings with individuals, families, groups, communities and organizations.
6. The Program faculty provide the most immediate examples of social work practitioners and should reflect the values, ethics, knowledge, and skills of the profession in their transactions with the students.
7. Students must generalize from their own life experiences to enhance their own learning and practice.

Generalist social work practice in the Social Work Program at Kansas State University is defined as engaging individuals, families, groups, communities and organizations for the purpose of enhancing transactions between them and their social environments. Students who enter the Program move through a series of courses and experiences designed to enable them to assume entry level, professional social work roles in a variety of settings and locations.

The curriculum is based on a strong liberal arts perspective. The overall purpose of the liberal arts perspective in the Program is (1) to enrich the development of the person in the environment context of social work, (2) to enhance the ability of graduates to be good citizens who participate more fully in society by virtue of their broad knowledge of society and culture, (3) to expose students to various ways different disciplines may conceptualize a problem, and to broaden their ability to think about the problems of people and society, and (4) to insure that each student has instruction in the social, behavioral, and biological sciences.

Building on this liberal arts base, the core courses are grouped into the five social work foundation areas of Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research and the Field Practicum.

The content of the Human Behavior and the Social Environment area is contributed to by numerous courses (ten courses totaling 28 hours). The social work courses Human Behavior and the Social Environment I and II (HBSE) are the primary courses for meeting the Program requirements in this area. The courses are designed to introduce students to the relationships among biological, social, psychological and cultural systems as they affect or are affected by human behavior. Emphasis is placed on understanding human behavior from a systems perspective. A prerequisite course, FSHS 110 Introduction to Human Development, covers the biological, cognitive, affective and social development of the individual through the life span; dynamics of family, marriage and parenting; and various theories of human development. The purpose of HBSE is to provide a baseline of beginning knowledge for the understanding and assessment of individual, family, group and organizational behavior in the context of today's society, in order to better understand one's own behavior and as a basis for preventive and interventive helping.
Social Welfare Policies and Services content is primarily addressed in two courses, Social Welfare and Social Policy, while the Field Practicum and Professional Seminar provide an opportunity for further examination and analysis of the system of social welfare services. These courses also provide the historical underpinnings of both current social policies and the social welfare system.

Introduction to Social Work Research, which has as its prerequisite Elementary Statistics for the Social Sciences, and Seminar in Applied Social Work Research are the main courses contributing to the Social Research content area. Research content is found in all core courses, but there is a particular research focus in the course content of the senior year. In addition to the Policy class and prior to entering Field Practicum, students take Field Practicum Preparation, which provides them with an opportunity to familiarize themselves with practicum sites in general and be placed into their particular field placement settings.

Social Work Practice content and practice issues are included in the content of all courses taught by the Program faculty, but get particular attention in the practice sequence, consisting of: Introduction to Social Work, Social Work Practice I, Social Work Practice II, Social Work Practice III, Social Work with Groups, Field Practicum and Professional Seminar. The goal of the practice sequence is to prepare students to work in a variety of settings, with clientele who have unique needs and come from diverse backgrounds using several different intervention strategies. The sequence prepares students to work with individuals, families, small groups, organizations, and communities; presents content that reflects the theory, research, and practice wisdom that constitutes the knowledge base of social work; prepares students to use the problem solving method in the context of the systems model with emphasis on the person in the environment; prepares students to integrate practice skills with the purpose, knowledge, and values of social work; facilitates the student's clarification of values; and assists students with the transition from knowing and understanding to acting.

The overall organization of the practice sequence is centered on (1) the development of competencies needed for beginning generalist social work practice, (2) an emphasis on the problem solving method of intervention, (3) values clarification, and (4) the systems approach to the person in the environment. Students initially encounter this content in Introduction to Social Work. This content is refined and sharpened in Social Work Practice I, Social Work Practice II, and Social Work Practice III. Students engage in skill development activities that also demonstrate their understanding and use of the person in the environment perspective and the problem solving method. Such activities are video-taping interviews, process recording, contact writing, writing social histories, class discussion and examinations. Considerable attention is given to values clarification discussion and exercises and to the development of a social work frame of reference. Social Work Practice I and II focus on work with individuals, families and groups, and the courses develop the systems perspective as the appropriate model for entry level, generalist practitioners. Social Work Practice III focuses on the organization and community systems and generalizes content from Practice I and II to large systems. In addition, students begin to develop mediation and negotiation skills to add to their intervention repertoire.

The primary goal of the Social Work Program is to graduate beginning level social work practitioners who have acquired knowledge and skills in generalist social work practice and who have begun to internalize an identity as a professional social worker through learning experience in the
university as well as in a variety of practicum settings. The Field Practicum continues to build and elaborate on helping students enhance their understanding of the ecological perspective as a systems framework on which to base their practice. Students may only enter Field Practicum and Professional Seminar when they have completed all Social Work courses at the standard set forth for continuation in the program.

Each practice behavior is measured at least twice in classes throughout the curriculum and all practice behaviors are measured in Field Practicum (see Appendix D).

Another component of the field experience is the Social Work Professional Seminar in which students take part concurrent with practicum. The emphasis in this seminar, in which students meet face-to-face on designated days and work online at other times, is the integration of classroom content and practice experience. During this class, students discuss the variety of intervention modes utilized in the field agencies, examine the relevancy of theoretical knowledge and come to share questions, issues and concerns that arise in the various field settings. Through this experience, students gain a broadened perspective of the community and different social welfare services that are provided in diverse settings. In addition, students keep a journal of their activities while engaged in their field practicum. Students use the journal to demonstrate their utilization and integration of social work concepts and theoretical knowledge in describing their practicum experiences. The journal helps the students reflect on their own practice and develop an on-going style of self-evaluation as a means to sharpen practice knowledge, wisdom and skills.

IV. Mutual Expectations of Student, Agency and University

Once a field placement is finalized, after the student and field instructor have interviewed each other and the faculty has approved the match, the student, field instructor and field coordinator act as a team to create the best practicum experience possible for all concerned. Toward that end, the following Field Practicum Standards have been adopted by the KSU Social Work Program:

Criteria for selection of Field Practicum Agencies:

1. Administration, board members and staff are interested in and committed to the value of professional social work education, as demonstrated by a willingness to commit agency resources to the social work field practicum process.
2. Provisions are made for the allotment of staff time, for supervision, reimbursement to students for expenditures involved in rendering services (such as mileage) and professional development of staff involved in field instruction.
3. Agency administration makes possible the creation and maintenance of a situation favorable for learning that is compatible with the educational objectives of the school.
4. The agency has the ability to offer an opportunity for a variety of educational experiences such as modes of service delivery as well as readiness to make available to students learning experiences in working with and through other agencies, community resources and community groups.
5. The agency is willing to maintain good communications with the field instructor and the university.
6. The agency has an available qualified field instructor(s) or will agree to the student's receiving field instruction from an off-site instructor chosen by the social work program.
7. The agency agrees to allow access to the field liaison for site visits with student and field instructor to monitor student progress and practicum activities.
8. Students are not placed for practicum in agencies where they are currently or have recently been employed in a social service-providing capacity.
9. The agency is located in, or in a community that borders, the state of Kansas.

Criteria for selection of Field Instructors:

1. The field instructor must hold either a master's or baccalaureate degree in social work and be licensed or eligible to be licensed to practice social work in the state of Kansas and have two years of post-social work degree direct practice experience.
2. Where the agency does not employ a licensed social worker, the Social Work Program will arrange for field instruction to be provided by a qualified social worker outside of the agency and the agency will assign a task supervisor to oversee the activities of the student. The task supervisor to whom the student is assigned should possess an understanding of and commitment to the purposes and values of social work and social work education.
3. The field instructor has an interest in teaching, a willingness to invest in developing ongoing teaching skills through reading, workshops and meetings sponsored by this or other universities.
4. The field instructor possesses potential or demonstrated capacity for teaching.
5. The field instructor has knowledge of the community, the agency and its relations to other local services.
6. The field instructor has the ability to help students translate theoretical knowledge into professional practice.
7. The field instructor is able to respond imaginatively and creatively in developing field experience relating to the school's educational objectives.
8. The field instructor has available time and enthusiasm to carry on the responsibilities of field instruction.
9. The field instructor agrees to provide meaningful, service-providing activities for the student’s learning.
10. The field instructor agrees to work with the field liaison to address issues of concern with the student’s work, develop a plan of action for enhancing the student’s practice opportunities and professional growth, and evaluate the student’s progress and demonstration of achievement of learning objectives.

Responsibilities of Field Practicum Instructor:

1. Field experience is teaching through practice. This requires a commitment to the teaching role and delineation between "student supervision" and "fieldwork instruction". The field instructor should be willing and able to set aside time to guide the student.
2. The field instructor provides the variety of experiences as stated in the objectives, support and guidance through which students can test and demonstrate their understanding of social work knowledge, values and skills.
3. The field instructor is familiar with the educational philosophy of the school and has general knowledge of content of courses the student has taken.

4. The field instructor is willing to attend sessions or workshops provided through the school and related to the field placement experience, and is willing to serve on professional committees relating to the field.

5. The field instructor sees that preparations are made in the agency, prior to the student's arrival, for space, assignments, selection of learning opportunities, introduction to office routines, etc.

6. The field instructor maintains open communication with the field liaison to discuss progress and needs of the student in placement. Contact should be initiated immediately in the event of any problems with the placement or the student.

See Appendix A for the Memorandum of Understanding that delineates these mutual expectations.

**Student Evaluation:**

Evaluation of the student in field experience is a joint effort between the student and the field instructor. Evaluation should be a frank discussion of the student's performance in the field and relate specifically to items indicated on the evaluation form. Differences of viewpoint and opinion may sometimes occur and the opportunity for input from all parties should be a continuous process involving student, field instructor and university faculty.

Weakness in understanding and areas for further concentration should be pinpointed and serve as a basis for ongoing measurement of progress. The final evaluation should be signed by both the student and field instructor. The evaluation process is designed to serve the continuing growth process of the student.

Responsibility for final grading of student performance rests with the school.

The field instructor will be asked for a reference to the Behavioral Sciences Regulatory Board for licensure for any student who applies for licensure in the state of Kansas. Any student who is rated satisfactorily on the university's field evaluation should reasonably expect to be recommended for licensure.

**KSU Social Work Program Responsibility to Field Faculty and Agencies:**

The school's responsibility rests primarily in the area of coordinating and supporting field instruction. Thereby, the Social Work program will:

1. Match student interest, goals and educational objectives with the social agency and instructor most suited to meet those needs.

2. Keep in close communication with field instructors via frequent telephone, letter and personal contact during the semester.

3. Make field instructors aware, prior to placement, of the particular student's background, academic record and strengths and/or limitations.
4. Provide for discussion sessions with University faculty responsible for the social work program content, as needed.
5. See that students have secured financial, housing and travel resources to carry through the program.
6. Assist the student in the resolution of learning blocks that may develop as the placement progresses.
7. Take responsibility for informing agency administration and field instructors of significant curriculum changes occurring at the school.

Responsibilities of the Field Practicum Student:
1. A student's behavior reflects on Kansas State University, the field placement agency and the social work profession. Students are expected to act responsibly and professionally.
2. Students are expected to abide by the same agency rules applied to agency staff members.
3. Students are expected to complete 480 clock hours in field placement, over the course of a minimum of twelve weeks.
4. Students are to dress appropriately and be prompt in meeting the work schedule that is agreed upon between the student and the field instructor.
5. Students are bound to maintain the confidentiality of the agency and the clients served; their names, circumstances and problems. Any information, changed to protect client confidentiality, shared in the journal or the seminar class is also treated according to the standards for confidentiality put forth in the NASW Code of Ethics. (Appendix H.)
6. Students are expected to familiarize themselves with agency policies regarding use of information from case records.
7. Students are expected to be at the placement agency when scheduled except for absences approved by the field instructor. Regular university holidays and vacations are observed during the field practicum.
8. Students are responsible for all commitments made to clients, colleagues and other persons in relation to the provision of services.
9. Students should be able to openly discuss with the field instructor such matters as too much or too little work, conflicts with respect to any part of the field experience or matters concerning special learning needs experienced by the student in the agency.
10. Students are expected to prepare clients in advance of periods of absence from the agency and have field work assignments completed in a timely manner so that a replacement can take over job tasks when necessary.
11. Students will carry professional liability insurance for the duration of the practicum, with a minimum coverage of $1,000,000/$1,000,000.

V. Field Instruction and the Role of the Field Instructor

Field instruction, while it involves many of the same objectives and tasks, differs from supervision of social work practitioners in some fundamental ways. All social workers have received field instruction (of varying styles and quality) and many social workers have served one of Kansas' social work programs
in the capacity of field instructors. But relatively few have received formal training in social work field instruction. Toward that end, the Kansas Council of Social Work Educators (KCSWE), which is comprised of faculty from all of the accredited social work programs throughout the state of Kansas, has developed a uniform training workshop for field instructors. The basic session is designed for those who have never attended field instructor training and those who are new or potential field instructors. Advanced level sessions, covering specific field instruction and social work issue areas, are available to field instructors who have previously attended the basic training session. These workshops are offered periodically throughout the state and are approved for social work CEUs. KCSWE also occasionally offers continuing education in specific content areas that may be pertinent to field instructors and other social work practitioners. The field coordinator will send out notification of dates and locations of workshop offerings. The art of field instruction is the overarching focus of the workshops, which are facilitated by faculty from the various schools. Even though each social work program has some unique requirements, the basic tenets of good field instruction are universal. The information that follows regarding the structure and focus of social work practicum is consistent with, and largely adapted from, the KCSWE Field Instructor Training.

The Professional Advisory Committee offers another opportunity for field instructors and other social workers in agencies to become an integral part of the KSU Social Work Program. This committee meets regularly to discuss curriculum and coursework, current issues in the field and their integration into social work education, student preparation and performance, and to provide feedback and planning input into the program.

Field Instructor Orientation sessions are held on the KSU campus at the beginning of each field placement semester, as necessary. These informal meetings offer a chance for field instructors to meet each other and social work program faculty members and to familiarize themselves with the practicum process. The field coordinator/liaison will provide individual instruction and consultation to any field instructor who is unable to attend a formal orientation session.

Agreeing to provide field instruction for a social work practicum means becoming a part of a team: the university, the student, and the field instructor and agency, who function together to ensure a well-rounded practicum experience that will pave the way for a successful student to become a skilled, credentialed social worker. The field instructor must have sufficient time and level of commitment to the educational process to make the practicum experience a success for the student. Students are not placed in agencies so that those agencies can get free help. In reality, having a practicum student who may, in fact, be very helpful to have around, should be slightly more of a drain on the agency and the field instructor. The student's mission is to learn, while the agency's mission is to provide services. Certainly those things take place at the same time, but they usually cannot be maximized simultaneously. Learning may need to take place at a much slower pace than the work needs to be done and many learning experiences don't involve providing services at all. The agency's role, as well as the role of its worker, is to get the work of serving clients done. Supervision is aimed at ensuring that and focuses on the specific tasks and responsibilities of that particular agency. The student's role is to learn about social work in the larger context by applying the specific learning opportunities of the field agency to the broader context of social work skills and values. Therefore, field instruction should be aimed at discussing and processing those connections. Agency workers are expected to respond to any and all service requests made to the
agency. Students are expected to practice their skills in carefully chosen cases, work on which is designed to teach the overall helping process in diverse, generalist practice situations, and to examine the organization and the social service network in the community.

VI. The Field Placement Process

The practicum process might be viewed in much the same manner as the helping process, by dividing it into beginning, middle and ending phases. The beginning phase involves relationship-building, assessment and planning. The middle of the placement focuses on the work to be accomplished, and in the end the parties deal with termination and mutual evaluation.

The Beginning Phase

The pre-placement interview actually begins the process. During that interview, the student assesses the agency as a practicum site and its suitability to his or her particular learning needs while the field instructor begins to assess the student's skills, knowledge and values in light of the agency and its needs. Once the placement is finalized, the student may begin to do the 50 hour orientation immediately, in the semester prior to field placement. Students who are geographically unable to spend time in the agency until the practicum semester begins simply add the 50 hour orientation on to the beginning of the placement.

Orientation should be a time devoted to getting the student acquainted with the agency, its staff and clientele, and basic procedures. The checklist in Appendix B may be helpful in remembering to cover all of the important, if minute, details. It is not all-inclusive and should be adapted to each agency's situation. In general, the first two to three weeks in placement will be spent observing, reading, listening and shadowing in order to build a broad foundation from which the student can then begin to practice. Remember that students vary greatly in their life experience, age, work experience and exposure to the world of social work. Some students are self-starters and some would sit and watch the entire semester if not prodded into action. Never assume that a student knows how to use a multi-line telephone system or a FAX machine, knows what clothing is appropriate to wear in certain situations, or knows the agency director from a long-term client.

A vital part of the orientation process is assessment. The field instructor must get a clear understanding of the student's experience, skill level, strengths, apprehensions, learning goals, ability to use supervision and feelings about being in placement. It is also useful for student and field instructor to discuss their learning styles. Some of us learn best by observing, some by reading, some by listening and some by doing. If the field instructor is a person who learns by doing and sends the student out on a home visit right away, assuming a similar learning style, a student who really needs to observe awhile before going it alone may be terrified and feel inadequate. This scenario can be avoided by discussion and forethought.

The Learning Agreement (see Appendix C) provides the basic format of the learning contract. This set of worksheets should be completed by the student and field instructor within the first two or three weeks of placement. The educational objectives provided relate back to the 12 expected outcomes set
forth by the KSU Social Work Program. The Student Evaluation form should be consulted and incorporated into the writing of the Field Assignments Plan. It is important for the student to be aware from the start of exactly what skills and knowledge components he/she will be rated on. The student and field instructor can then plan for opportunities to practice and demonstrate these skills. The completed Learning Agreement should serve as a guide for the planning and implementation of learning activities throughout the placement. It is not a static document and should be modified as needed. It should act as a tool to identify, explore and categorize learning opportunities. It should be consulted regularly in order to evaluate completed assignments and plan for next steps.

The field liaison will schedule a field visit during the early weeks of the practicum. This visit will focus on mutual expectations, the design of and planning for the practicum, initial assessment of the student, the research proposal and any questions or concerns raised by any of the placement "team" members.

The Middle or Work Phase

As the student becomes more familiar with agency procedures and various staff members, the field instructor may be less involved in the day to day activities. Regular contact between student and field instructor is a must, but it may take various forms. Some field instructors work side by side with their students or operate with an "open door" policy. It is still necessary for the student and field instructor to meet for an hour to an hour and a half weekly in a scheduled, structured instructional conference. These conferences should focus on processing learning experiences, feedback and planning. Students have been instructed to take responsibility for their learning and to come prepared for instructional conferences with an agenda and list of questions and/or concerns.

Sequencing of assignments is another important consideration in placement planning. The student will be ready to try his/her hand at providing direct services after the orientation process, having been instructed and shown how to do the work, and after having shadowed other workers doing the same types of tasks. The earliest assignments should be carefully chosen to provide the student with more elementary learning opportunities. Cases should be few in number and deal with the least complex issues available. As the student's experience and confidence increases with successful helping episodes and constructive feedback, case assignments can increase in number as well as complexity. While caseload sizes and expectations vary drastically from one agency to the next, the student should never be expected to work with a caseload equivalent to those of the workers in the agency. The student should have the luxury of a reduced work load in order to assure sufficient time for processing and learning. A student who is expected to function "just like a staff member" is robbed of the only opportunity he/she may ever have to practice skills and receive concurrent instruction and to integrate academic and practice learning at an educational pace.

The middle phase of the practicum experience should also have a primary focus on ongoing evaluation. The evaluation of the student's knowledge, skills and abilities should begin almost as soon as he/she walks in the door, with both negative and positive feedback provided consistently. Many field instructors err on the side of being too positive, understandably since social workers operate from a strengths perspective. Students need to hear timely and supportive feedback regarding areas in which they can improve as well as having their strengths affirmed. Field instructors who wait "to see if something is
really a problem" run the risk of having to tell the student at the final evaluation of a concern that there is
then no time to work to improve or, worse yet, allow a deficit to go unmentioned. Remember, the field
instructor will be expected to complete a reference for the student's licensure and below standard ratings
may result in the student having to appear before the Board.

A formal mid-semester evaluation is required by the program after completion of the first 200
hours of placement. Meeting to fill out this form (see Appendix D) offers the student and field instructor
the opportunity to discuss any areas of concern and strengths and to plan for the final half of the practicum.
This may call for revising the Field Assignments Plan as well. The assignment grid on the final page of
the plan provides a concise method by which to see what areas of generalist practice and diversity issues
may need greater concentration.

The Final Phase

Termination issues should be highlighted in the final phase of the placement. Not only does the
student have to deal with termination with clients as the practicum draws to a close, but also with other
staff and new friends. This is also the final chapter of the student's baccalaureate education, so he/she is
facing the transition from student to professional. Processing termination with the student is a good
opportunity for the field instructor to role model actions that undergird the importance of good termination
with clients. By the time the student has been in the practicum agency for over three months, he/she and
colleagues in the organization have probably begun to feel a sense of belonging and therefore a sense of
loss at leaving. A going-away luncheon or a card signed by the staff are good ways of recognizing the
contribution the student has made to the agency. It is also important for the staff to be made aware of the
important role they have played in the education and professional growth of the new social worker.

The final evaluation must be completed by and submitted to the field coordinator at the last meeting
of the Professional Seminar class. Having completed the mid-semester evaluation should make doing the
final evaluation easier. The ratings on the final evaluation should reflect an overall assessment of the
student's knowledge and skills based on a combination of observations by the field instructor, self-report
by the student, feedback from other workers, written work completed, client input and results and any
other methods that are appropriate for the particular field setting.

Not only is the student evaluated at the end of the semester, but the student is given an opportunity
to evaluate the field placement and the field liaison. (See evaluation forms in Appendix E and F.) Field
instructors may wish to administer their own evaluation instruments in order to elicit feedback from
students about the strengths and deficits of their placement opportunity, their field instruction style and to
get ideas from the student for possible alterations or improvements. It is also helpful to schedule a wrap-
up session to take a retrospective look at the practicum experience.

VII. The Gatekeeping Role of the Field Instructor

The team approach to field instruction mentioned earlier requires that the practicum instructor as
adjunct faculty not only take on the role of mentor and teacher, but also places him/her in the position of
acting as a "gatekeeper" for the profession. While this term is often viewed in a fairly negative light, the
NASW Code of Ethics compels social workers to "act to prevent the unauthorized and unqualified practice
of social work". KSU Social Work Program faculty interpret that to mean preventing students who cannot demonstrate the ability to provide quality social work service provision and comply with the Code of Ethics from gaining status as a social worker. In the event that a student has, during placement, failed to perform social work duties adequately or has acted in a way that is prohibited by the Code of Ethics, the field instructor must be prepared and willing to deal with such infractions in a frank and open manner. While these occurrences are rare, it is important that the field instructor understand that his/her responsibility to the profession is primary.

VIII. Change or Termination of Practicum

A student, field instructor or the field liaison may initiate discussion to review the circumstances in the placement setting. A student or field instructor who believes that a placement is not working out should immediately contact the field liaison, at which time the parties involved will be consulted to determine the feasibility of a plan for corrective action on the part of any or all of the parties. Such discussion may result in a mutually agreed upon plan to modify and continue the current placement or in termination of the placement.

Replacement of a student removed from a practicum setting will be determined based on the circumstances of the removal. A student who is removed from a practicum based on violation of the NASW Code of Ethics, inappropriate behavior, danger of harm to him/herself or others, or egregious violation of standard work ethic may be placed in an alternate agency or may be terminated from the social work program.

THANK YOU

Accepting a student into an agency and under one's professional supervision is a commitment to the ongoing development and growth of the social work profession. It requires devotion of many resources: time, space, energy, enthusiasm, patience and dedication. The Kansas State University Social Work Program greatly appreciates those agencies and individuals who join in the partnership to provide quality social work education.
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Code</th>
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<tbody>
<tr>
<td>Memorandum of Understanding</td>
<td>A*</td>
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<tr>
<td>Orientation Checklist</td>
<td>B*</td>
</tr>
<tr>
<td>Learning Agreement</td>
<td>C*</td>
</tr>
<tr>
<td>Field Practicum Student Evaluation</td>
<td>D*</td>
</tr>
<tr>
<td>Student Evaluation of Practicum</td>
<td>E</td>
</tr>
<tr>
<td>NASW Code of Ethics</td>
<td>F</td>
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* These may be used as master forms from which to make copies for students each semester.
Kansas State University Social Work Field Practicum
Memorandum of Understanding

Between

Kansas State University Social Work Program

AND

Agency Name:___________________________________________________________
Address     ______________________________________________________________
City, ST  Zip_____________________________________________________________
Telephone: _______________________________ FAX___________________________

General Policy

1. The primary concern of this agreement is the education of the student social worker.

2. The duration of field instruction will be a total of 480 hours, including 50 hours of pre-practicum agency familiarization, if appropriate. Students will be available during normal working hours of the agency, no less than four days per week (not to conflict with scheduled seminar times) or five days per week, or at other times by arrangement between the student and field instructor, with the approval of the Social Work Program field practicum coordinator.

3. Students will observe the University vacation and holiday schedule as a general rule. During the fall semester these are Labor Day and the Fall Break (Thanksgiving week); during the spring semester this is the Martin Luther King holiday and Spring Break (one week); and during the summer term Memorial Day and the Fourth of July are observed. In addition, agency holidays will be observed as appropriate.

4. No financial remuneration from either party to either party is involved in this agreement. Either party is free to provide financial support or assistance to field practicum students.

5. This agreement remains in effect until either party elects to withdraw from or renegotiate the agreement.
Responsibilities of the Social Work Program

1. The Social Work Program will be responsible for the academic administration of the field practicum experience, including identification, selection and assignment of students to field practicum sites.

2. The Social Work Program will provide information regarding its curriculum and program sufficient to enable the agency field practicum instructor to plan and conduct a field placement experience consistent with the expectation of the Social Work Program. Most of this information will be in the Field Practicum Handbook provided to the agency practicum instructor. Additional information will be provided by the Field Practicum Coordinator as needed to facilitate the practicum experience of the student.

3. The Social Work Program will appoint a field practicum liaison from the faculty. This liaison will work with the agency practicum instructor and the student throughout the practicum experience.

4. The Social Work Program agrees to provide the agency field instructor with documentation of student field instruction which the Kansas Behavioral Sciences Regulatory Board will recognize for four (4) continuing education units per semester.

Responsibilities of the Agency and the Practicum Instructor

1. The agency, through the field instructor, agrees to provide the student with experiences commensurate with the field instruction objectives as defined by the Social Work Program.

2. The agency agrees to provide the student with needed supplies and equipment, and an appropriate work space relevant to the field experience.

3. The field practicum instructor agrees to work with the student and the field practicum liaison to design a meaningful field experience, clarifying for the student the general nature of the field work expected.

4. The field practicum instructor agrees to provide competent supervision, including orientation to the agency, and provide a minimum of one (1) hour of instructional conferences each week for the educational training of the student.

5. The field practicum instructor agrees to confer with the field practicum liaison regarding individual student's educational needs and progress, and agrees to attend scheduled conferences in the agency with the field liaison.
6. The field practicum instructor agrees to complete the evaluation of the student's practicum work, using the form required by the school, halfway through the practicum and again at the end of the practicum. It is agreed that the final evaluation will be completed by the last day of the practicum, or the last day of the semester, whichever occurs first. Any other schedule for completing the student's evaluation will be worked out in advance with the field liaison.

7. The field practicum instructor and the agency at large agree to contact the field practicum coordinator in the event of any problems in the placement, especially those that may interfere with the continuance of the placement and pledges to work with the student and practicum coordinator toward a mutually satisfactory solution before taking any action to terminate the placement.

For the Social Work Program: 

__________________________________
Date: _____________________________

Agency Field Instructor

__________________________________
Date: _____________________________

Agency Director:

__________________________________
Date: _____________________________
ORIENTATION TO THE AGENCY: A CHECKLIST

1. Nitty-gritty items:
   ___ dress requirements
   ___ parking
   ___ mail and message system
   ___ telephone procedures and rules
   ___ locations of bathrooms
   ___ where to hang coat
   ___ lunch times and breaks (is there someone for the student to eat with the first day?)
   ___ agency schedule/holidays
   ___ security precautions
   ___ policy about reimbursement for travel
   ___ establish regular schedule for student

2. Introductions to agency staff:
   ___ list of staff names, titles and phone extensions
   ___ organizational chart
   ___ appointment to meet key staff
   ___ description of departments and jobs
   ___ give student's name and number to receptionist

3. The agency:
   ___ brief history
   ___ agency mission statement and philosophy
   ___ eligibility guidelines
   ___ funding sources
   ___ methods/interventions used
   ___ current issues

4. Recordkeeping:
   ___ statistical reports
   ___ charts and charting; social histories, etc.
   ___ other files
   ___ process for getting typing and copying done

5. How should student identify him/herself?
   ___ oral contacts
   ___ reports/correspondence (co-signature?)
6. Resource materials:
   ___ agency library
   ___ bibliography or suggested readings
   ___ community directory or information on other community agencies
   ___ glossary of abbreviations, agency jargon

7. Confidentiality requirements:
   ___ release of information
   ___ sharing information from client files

8. Orientation to supervision:
   ___ schedule / agenda
   ___ supervisory notebook or notes

9. The student:
   ___ motivations
   ___ family background (genogram, ecomap)
   ___ autobiography
   ___ learning styles, work styles
   ___ expectations of placement, supervision
Kansas State University
Social Work Program
Field Practicum Learning Agreement

Student: _____________________________________________ Semester/Year: ___________________

Practicum Agency: ______________________________________________________________________

Field Instructor: ______________________________________________________________________

Practicum schedule: (Days, hours) _________________________________________________________

Regular instructional conferences will be held: ______________________________________________

The student should fill out the learning agreement with consultation from the field instructor AND by
utilizing the Evaluation of Practicum Student Competencies form, within the first three weeks of the
practicum. The purpose of the agreement is to specify what learning opportunities will be provided to the
student, what tasks the student is expected to perform and at what level, how learning opportunities will
build over the course of the semester, and how the student’s performance will be evaluated. In addition,
the student should identify any specific learning needs or obstacles to practice and develop a plan to
address those.

The student brings these strengths to the practicum:

The student has identified these areas that need particular attention:

Signature of field instructor: ______________________________ Date: _____________

Signature of student: ______________________________ Date: _____________
For each of the core competencies and measurable Social Work behaviors listed, identify tasks and activities in which the student will engage, estimated frequency/number of the tasks and activities, and how the demonstration of competency for each will be evaluated.

Tasks and activities vary greatly by agency, but in general, competencies are evaluated by observation by field instructor or other agency personnel, review of the student’s written work, discussion between student and field instructor, and feedback from others within and outside of the agency.

**Competency 1: Demonstrate Ethical and Professional Behavior**
1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1d. use technology ethically and appropriately to facilitate practice outcomes;
1e. use supervision and consultation to guide professional judgment and behavior

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<tr>
<th>Tasks/Activities</th>
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25
**Competency 2: Engage Diversity and Difference in Practice**

2a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2b. present themselves as learners and engage clients and constituencies as experts of their own experiences;

2b. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

3a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;

3b. engage in practices that advance social, economic, and environmental justice.

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26
**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

4a. use practice experience and theory to inform scientific inquiry and research;
4b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
4c. use and translate research evidence to inform and improve practice, policy, and service delivery.

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**Competency 5: Engage in Policy Practice**

5a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5b. assess how social welfare and economic policies impact the delivery of and access to social services;
5c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

6a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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<tr>
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<thead>
<tr>
<th>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>7a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
</tr>
<tr>
<td>7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
</tr>
<tr>
<td>7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</td>
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<tr>
<td>7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</table>
**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
8e. facilitate effective transitions and endings that advance mutually agreed-on goals.

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<tr>
<th>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. select and use appropriate methods for evaluation of outcomes;</td>
</tr>
<tr>
<td>9b. apply knowledge of human behavior and the social environment, person-in-environment, and other</td>
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<tr>
<td>multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
</tr>
<tr>
<td>9c. critically analyze, monitor, and evaluate intervention and program processes and outcomes;</td>
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<tr>
<td>9d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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29
Evaluation Process

The purpose of this evaluation process is to review the student’s performance and professional development during the social work practicum.

The student and the Agency Practicum Instructor should complete the evaluation separately and then meet to compare/discuss their responses and arrive at a final rating for each item. If an agreement cannot be reached, the Agency Practicum Instructor’s rating stands.

The mid-term and final evaluations are the same except for the narrative portion of the evaluation. The mid-term evaluation narrative focuses on a formative evaluation of the student’s needs for further development and includes plans to address those needs during the remainder of the practicum experience. The final evaluation narrative focuses on a summative evaluation of the student’s accomplishments during the practicum and the continuing practice challenges post-graduation.

It is extremely important to be honest and accurate in this final evaluation as it becomes part of the student’s permanent record and is sometimes requested for review by graduate schools of social work or by the Kansas Behavioral Sciences Regulatory Board to clarify issues in applications for admission or licensure.

Copies of the completed rating form and narrative should be made for the student, the Agency Practicum Instructor and the KSU Social Work program for the mid-term and final evaluations. The signature sheet should be attached to the completed evaluations.

Instructions

Please rate the student’s performance on each of the practice behaviors using the scale presented below. Provide comments about the student’s performance for each competency in the space provided. Apply diligence and austerity to your ratings allowing for improvement between the mid-term evaluation and the final evaluation.

EXCEEDS EXPECTATIONS: Knowledge and skill beyond expected level—exceeds expectations for beginning employment. No student can be expected to demonstrate advanced competence on every knowledge, skill, and ethics item.

MEETS EXPECTATIONS: Knowledge and skill at expected level—fulfills expectations for beginning employment. Most students will achieve expected performance on the knowledge, skill, and ethics items.

MEETS MINIMAL ACCEPTABLE LEVEL: Knowledge and skill at minimal level—falls short of expectations for beginning employment. No student can be expected to demonstrate competence on every knowledge, skill, and ethics item.
Student: ________________________________________________________________

Semester/Year of Practicum ______________________________________________

Agency Practicum Instructor: _____________________________________________
Title _________________________________________________________________
Practicum Agency Name _________________________________________________
Practicum Agency Location _____________________________________________

Mid-Term Evaluation Completed: ________________________________
                                      Month    Day    Year

Final Evaluation Completed: ________________________________
                                         Month    Day    Year

Total practicum hours completed: _______________________

Agency Practicum Instructor’s Signature ___________________________________

I understand and agree with the ratings and comments on this evaluation.

Student’s Signature ___________________________________________________
Please rate the student’s performance on each of the practice behaviors.

<table>
<thead>
<tr>
<th>1. Ethical and Professional Behavior</th>
<th>Exceeds Expectations (Advanced)</th>
<th>Meets Expectations (Proficient)</th>
<th>Meets Minimum Acceptable Level (Developing)</th>
<th>Does Not Meet Expectations</th>
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<tr>
<td>(a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
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<td>(b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>(c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<td>(d) use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>(e) use supervision and consultation to guide professional judgment and behavior</td>
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Comments on Ethical and Professional Behavior:
Please rate the student’s performance on each of the practice behaviors.

### 2. Diversity and Difference

<table>
<thead>
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<th>Exceeds Expectations (Advanced)</th>
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<td>(a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
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Comments on Diversity and Difference:

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Please rate the student’s performance on each of the practice behaviors.

### 3. Social Justice and Human Rights

<table>
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<th>Behavior</th>
<th>Exceeds Expectations (Advanced)</th>
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<td>(a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
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<tr>
<td>(b) engage in practices that advance social, economic, and environmental justice</td>
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Comments on Social Justice and Human Rights:

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Comments on Practice-Informed Research and Research-Informed Practice:

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Comments on Policy Practice:
Please rate the student’s performance on each of the practice behaviors.

### 6. Engagement

<table>
<thead>
<tr>
<th>(a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th>Exceeds Expectations (Advanced)</th>
<th>Meets Expectations (Proficient)</th>
<th>Meets Minimum Acceptable Level (Developing)</th>
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<tr>
<td>(b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
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<td>Does Not Meet Expectations</td>
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</tbody>
</table>

Comments on Engagement:

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Please rate the student’s performance on each of the practice behaviors.

### 7. Assessment

<table>
<thead>
<tr>
<th>(a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
<th>Exceeds Expectations (Advanced)</th>
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<td>(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
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<td>(c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
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<tr>
<td>(d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
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Comments on Assessment:
Please rate the student’s performance on each of the practice behaviors.

<table>
<thead>
<tr>
<th>8. Intervention</th>
<th>Exceeds Expectations (Advanced)</th>
<th>Meets Expectations (Proficient)</th>
<th>Meets Minimum Acceptable Level (Developing)</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(e) facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
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</table>

Comments on Intervention:
Please rate the student’s performance on each of the practice behaviors.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(a) select and use appropriate methods for evaluation of outcomes</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(c) critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>(d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>Exceeds Expectations (Advanced)</td>
<td>Meets Expectations (Proficient)</td>
<td>Meets Minimum Acceptable Level (Developing)</td>
<td>Does Not Meet Expectations</td>
</tr>
</tbody>
</table>

Comments on Evaluation:
The Mid-Term Evaluation Narrative

The mid-term evaluation narrative focuses on early strengths and formative evaluation of the student’s needs for further development. It should also include plans to address those needs during the remainder of the practicum experience.
The Final Evaluation Narrative

The final evaluation narrative focuses on summative evaluation of the student’s strengths and accomplishments during the practicum and the continuing practice challenges for post-graduation professional development.
Appendix E  
Kansas State University  
Social Work Program  
Student Evaluation of Practicum and Agency Practicum Instructor

Agency Practicum Instructor ____________________________________________________________

Agency __________________________________________________________________________

Placement Semester/Year ____________________________________________________________

Student __________________________________________ Date ______________________

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Good</td>
<td>Average</td>
<td>Fair</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Use the scale above to rate the degree to which:

The Agency

1. Provides sufficient exposure to professional social work practice  5  4  3  2  1
2. Provides sufficient opportunity for contact with clients, client groups, or community  5  4  3  2  1
3. Provides a learning experience that was educational in focus  5  4  3  2  1
4. Provides adequate work space for the accomplishment of assigned tasks  5  4  3  2  1
5. Provides an appropriate orientation  5  4  3  2  1

The Practicum Instructor

1. Is available when needed  5  4  3  2  1
2. Provides weekly supervision which evaluates learning and encourages professional self-development  5  4  3  2  1
3. Is clear and organized  5  4  3  2  1
4. Establishes rapport easily  5  4  3  2  1

40
|   | Practicum Evaluation                                                                 |   |   | 5 | 4 | 3 | 2 | 1 |
|---|--------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|
| 5 | Is generally supportive                                                              |   |   | 5 | 4 | 3 | 2 | 1 |
| 6 | Is enthusiastic and stimulating                                                      |   |   | 5 | 4 | 3 | 2 | 1 |
| 7 | Provides direction and feedback                                                      |   |   | 5 | 4 | 3 | 2 | 1 |
| 8 | Is able to speak with candor about both the strengths and weaknesses of the student |   |   | 5 | 4 | 3 | 2 | 1 |
| 9 | Is willing to listen to the student's ideas and discuss points of disagreement      |   |   | 5 | 4 | 3 | 2 | 1 |
| 10| Assigns tasks that are meaningful and educationally directed                        |   |   | 5 | 4 | 3 | 2 | 1 |
| 11| Is resourceful in devising learning experiences                                     |   |   | 5 | 4 | 3 | 2 | 1 |
| 12| Encourages self-directedness and independence appropriate to the student's experience and abilities |   |   | 5 | 4 | 3 | 2 | 1 |
| 13| Serves as an appropriate professional role model                                     |   |   | 5 | 4 | 3 | 2 | 1 |
| 14| Serves as a mediator and problem solver                                              |   |   | 5 | 4 | 3 | 2 | 1 |
| 15| Is knowledgeable about both theory and practice                                      |   |   | 5 | 4 | 3 | 2 | 1 |
| 16| Is able to integrate theory and practice so that it is meaningful to the student    |   |   | 5 | 4 | 3 | 2 | 1 |
| 17| Is able to articulate ideas and expectations clearly                                 |   |   | 5 | 4 | 3 | 2 | 1 |
| 18| Treats the students with respect                                                     |   |   | 5 | 4 | 3 | 2 | 1 |
| 19| Treats clients with respect                                                          |   |   | 5 | 4 | 3 | 2 | 1 |
20. What aspects of your field work experience did you find most valuable?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. What aspects did you find least valuable?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

22. Discuss the recommendation you would give other students regarding this field placement, including its strengths and weaknesses:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

23. Should the agency continue to be used as a field placement agency?
   Yes _____    No _____    Yes, with changes _____

24. Should the Practicum Instructor be used again for social work students?
   Yes _____    No _____

Overall Rating of the Placement

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
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<tr>
<td>Poor</td>
<td>2</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix F

Code of Ethics
of the National Association of Social Workers

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

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

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

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

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.
This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code’s* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.
Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.
The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

**Value: Service**

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

**Value: Social Justice**

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

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

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

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

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

**Value: Competence**

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

Ethical Standards

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as
payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

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

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

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

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

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

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

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.
2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

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

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

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

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

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

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

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

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

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

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

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

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

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

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

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.
3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

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

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

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

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

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

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

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

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

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

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

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

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.