

# **BSW/MSW FIELD EDUCATION HANDBOOK**

*AY 2022/2023*



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Please visit the [School of Social Work – About Us](#) website for all Faculty and Staff information

## LETTER FROM THE DIRECTOR OF FIELD EDUCATION

To All Agency Field Instructors, Students, and Field Liaison Faculty:

The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values and skills. Field practicum is often referred to as the “heart of social work education”. It provides students with an opportunity to apply classroom knowledge to real life situations. The field experience is to be educationally focused and challenge each student to develop a professional identity reflective of the values, knowledge and skills of the social work profession.

The School of Social Work at California State University, Chico wishes to take this opportunity to thank the agencies and professionals within those agencies who choose to take on the role of teaching and mentoring students in their quest to become professional social workers. We recognize the time, energy and resources that such a commitment takes, and we appreciate the opportunity to work with each of you in the education and training of competent professional social workers.

The purpose of this handbook is to provide you with information regarding the roles, responsibilities, policies, and procedures to assure accuracy and consistency in the field education experience. It is our goal to provide a quality field education experience to each student and agency field instructor, so please contact your Field Liaison or the Director of Field Education with any questions or concerns you may have.

Good luck! We hope your field experience will be both challenging and rewarding!

*Patrick Borel*

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The following Schools of Social Work are to be credited for material in this handbook:

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# **SCHOOL MISSION AND GOALS AND COMPETENCIES**

## **Mission of the School of Social Work at CSU, Chico**

The California State University, Chico School of Social Work acknowledges the Mechoopda lands on which it resides, our commitment as a Hispanic Serving Institution, and our surrounding rural and extended communities. Our priorities align with the University's mission by providing a rich experiential learning environment through our signature pedagogy, field education. We are committed to providing accessible and high-quality education to diverse students within rapidly changing social, political, and physical environments. We strive to center the student experience through anti-oppressive approaches as students develop into ethical social work practitioners in pursuit of social, economic, racial, and environmental healing and justice in service to others.

## **Generalist Social Work Practice**

Generalist Practice (GP) prepares students with a broad-based set of knowledge, skills, and values necessary for entry level social work professional practice with individuals, families, groups, organizations and communities. The major emphases for GP are: direct services to individuals, families and groups, community and organizational practice, policy analysis and practice, and research as practice.

## **Goals of the Undergraduate Social Work Program**

To fulfill its mission, the BSW Program will work toward the following goals:

1. Prepare social workers with the knowledge, values and skills for generalist professional practice with multi-level systems.
2. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
3. Prepare social workers in advocacy and social and political action to promote human rights, social and economic justice.
4. Prepare social workers to engage in continuing professional education and life-long learning to enhance their social work knowledge and skills.
5. Participate in the University's General Education program through course offerings.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

## **Goals of the MSW Program**

To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.



4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.
5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

### **Competencies of the BSW/MSW Program**

1. **Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

2. **Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

4. **Engage in Practice-informed Research and Research-informed Practice**  
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
5. **Engage in Policy Practice**  
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**  
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
7. **Assess Individuals, Families, Groups, Organizations, and Communities**  
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**  
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including

individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Statement of Unqualified Respect for Human Diversity and Nondiscrimination**

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement (EPAS) of the Council on Social Work Education (CSWE), and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and other physical, psychological or social characteristics.
2. Are committed to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
3. Affirm the value of soliciting, incorporating, and respecting human diversity into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.

## GLOSSARY OF TERMS

**Advanced Standing** – The advanced standing program option is available only to incoming MSW students who have obtained a baccalaureate degree in social work (BSW) from a college or university whose social work program is accredited by or in accreditation candidacy with the Council on Social Work Education at the time the degree is conferred. A student with advanced standing completes two summer bridge courses and the final two semesters of the MSW program.

**Foundation Year** – This is the first year of the two-year MSW program.

**Concentration Year** – This is the second year of the two-year MSW program.

**Field Director**—The Field Director works directly with students and agencies in the internship placement process.

**Field Instruction/Supervision** – This is the supervision meeting time between the student and the Field Instructor. Supervision occurs weekly for at least one hour per week. During supervision the Field Instructor incorporates classroom learning into the context of the field internship and answers the student's questions about topics including clients, the agency, policies and social work interventions.

**Field Instructor** – The Field Instructor is typically an agency staff member who provides the equivalent of weekly supervision to the student intern. To supervise a BSW student the field instructor must have a BSW or MSW degree and a minimum of two years post-graduate professional social work experience. (Exceptions are made on occasion to the requirement that a BSW student must be supervised by someone with a social work degree. Please see page 63 – Policy on Off-Site Field Instructor). To supervise a MSW student the field instructor must have an MSW degree and a minimum of two years post-graduate professional social work experience.

**Field Liaison** – The Field Liaison provides a link between the School of Social Work, the student and the internship agency. Field Liaisons meet jointly with the student and field supervisor at least once per semester to discuss progress made toward completing internship assignments. Field Liaisons are also available to the student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or faculty members. The Field Liaison is available for the agency field instructor to consult with regarding any matters concerning students placed in an agency. The Field Liaison can be contacted at any point during the internship for consultation and the School of Social Work highly encourages regular contact between the Field Liaison and Agency Field Instructor to ensure the field placement is a positive learning experience for the student and the agency.

**Field Placement/Internship** – This is the agency or organization in which the student learns and practices social work skills. A field internship differs from paid employment in that the focus of the internship is on learning and applying classroom knowledge.

**Student Learning Contract**– The learning contract is the student’s learning plan. It reflects the student’s individualized goals in a field internship and outlines areas where development and growth are expected. Specific objectives, learning activities, methods of measurement and evaluation are identified.

**Off-Site Field Instructor** – This is a person with a BSW or MSW degree who is partnered with the agency that provides field instruction for the student. A student with an off-site BSW or MSW Field Instructor also has an on-site Task Supervisor.

**Task Supervisor** – This is an on-site supervisor who is involved with the student’s day-to-day tasks and provides supervision in addition to that provided by the BSW/MSW field instructor. Every intern with an off-site BSW/MSW field instructor also has an on-site task supervisor. A task supervisor must have an advanced degree or a level of experience in the field that allows for supervision of a BSW or MSW level student.

**Employment Based Internship** – An employment-based internship is an internship in a student’s place of employment. Students must be assigned new duties that are educationally focused and provide an opportunity for students to develop new skills and expand their knowledge base.

## **FREQUENTLY ASKED QUESTIONS**

### **GENERAL QUESTIONS ABOUT FIELD EDUCATION**

#### **What is the difference between Foundation and Concentration year internships?**

Foundation year internships are generalist in nature and focus on core social work competencies. Foundation year students work with a variety of client systems. Concentration year internships focus on competencies required for more advanced social work practice. Advanced Standing students enter directly into a concentration year internship after completing two summer bridge courses.

#### **When are students in field?**

BSW students are in field for 16 hours per week on Monday, Wednesday and Friday. Foundation year students are in field 16 hours per week Wednesday, Thursday or Friday. Concentration year students (including advanced standing students) are at their internships 24 hours per week on Monday through Wednesday. Students attend classes on the days they are not in field.

#### **How many total hours are required for an internship?**

BSW/Foundation year students spend 480 hours in an internship over two academic semesters, or 16 hours per week for 30 weeks. Concentration year students (including advanced standing students) spend 720 hours in internship over two academic semesters, or 24 hours per week for 30 weeks. \*The total hours for each cohort may vary from year to year depending on days campus is closed due to a holiday.

#### **Are students required to make up field hours if they miss a day at their internship?**

BSW and Foundation students are allowed to miss up to 2 days (16 hours) each semester for illness or personal crisis without being required to make up those field hours. Concentration year students are

allowed up to 3 days (24 hours) each semester for illness or personal crisis without being required to make up those field hours.

**Do students change internship sites each semester?**

It is the expectation that students spend their entire academic year at one internship site.

**Can students receive field credit for past work experience?**

No, students cannot receive field credit for past experience. The accreditation standards of the Council on Social Work Education state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field internship or courses in the professional foundation areas.

**Where can I find student forms online?**

Many field-related forms and resources are available for students online and can be accessed at <http://www.csuchico.edu/swrk/field-education/student-resources.shtml>. If you need any help finding or completing forms, contact the Director of Field Education [pborel@csuchico.edu](mailto:pborel@csuchico.edu).

**SELECTING AN INTERNSHIP**

**How do I obtain an internship?**

BSW students work closely with the Field Coordinator to determine agencies with whom to interview. MSW students work closely with the Director of Field Education to determine agencies with whom to interview. Students are also instructed on accessing the field agency data base to identify potential agencies of interest. Students and agencies interview each other. After completing interviews students will notify the Coordinator or Field Director of their preferences and a placement will be assigned by the BSW Field Coordinator or Field Education Director.

BSW/MSW students attend the Field Fair which is held in the spring. The Field Fair provides an opportunity for students to meet with agency representatives to learn more about potential agency sites.

**Do I have to be living in, or visiting, Chico to find an internship?**

Students need to interview with potential agencies. While students who are in Chico conduct these interviews in person, telephone interviews can sometimes be arranged for students who are out of town. However, it is to the student's advantage to arrange a time to interview in person if at all possible.

**Can I complete my internship in my place of employment?**

Students interested in an employment-based internship must submit a 'Proposal for Employment Based Internship' form to the Director of Field Education. Submitting the required form does not guarantee approval of the request. The internship must provide the student with experiences that are distinctly different from the student's regular job responsibilities.

**Can students create their own internships?**

The field education program is always interested in identifying new internship agencies and welcomes

suggestions from students. All internship sites must meet the requirements for learning opportunities and supervision and must be approved by the field education program prior to a student beginning the internship. To begin the approval process, prospective agencies must first submit an Agency Profile to the Director of Field Education. The Agency Profile can be downloaded at <http://www.csuchico.edu/swrk/field-education/becoming-field-placement.shtml>.

#### **How does an agency become an approved internship site?**

Agencies become approved internship sites through a written agreement with the field education program. Prospective agencies complete the 'Agency Profile' online at <http://www.csuchico.edu/swrk/field-education/becoming-field-placement.shtml>. This generates a site visit from the Field Director during which learning opportunities, supervision requirements, non-discrimination policies and other matters are discussed.

#### **What if an agency does not have a BSW or MSW on site?**

Agencies without an on-site BSW or MSW can provide internships only if the agency identifies an off-site individual with a BSW or MSW to provide the field instruction. It is optimal for the off-site BSW or MSW to be familiar with the agency's mission and work.

#### **What determines a student's tasks and learning opportunities in an internship?**

Each student, in conjunction with the field instructor, completes a Student Learning Contract. The learning contract addresses all of the tasks, learning objectives and competencies for the internship. The learning contract template can be downloaded from <http://www.csuchico.edu/swrk/field-education/student-resources.shtml>.

#### **When and why should students contact their assigned Field Liaison?**

Field Liaisons contact students and Field Instructors during the first three weeks of the internship to set up a schedule for site visits. Throughout the year, students should contact their Field Liaison if they have questions or concerns about workload, field instruction/supervision, learning contract, field evaluations or the integration of classroom assignments and the field internship.

#### **When and why should Field Instructors contact their assigned Field Liaison?**

Throughout the year, field instructors should contact their field liaison if they have questions or concerns about their students, learning contract, field evaluations, or the integration of classroom assignments and the field internship.

#### **What is the difference between a Field Instructor and Field Liaison?**

A **Field Instructor** is an agency staff member who provides weekly supervision to the student intern. The Field Instructor must have a BSW or MSW degree and a minimum of two years post-graduate professional social work experience.

A **Field Liaison** provides a link between the School of Social Work, the student and the internship agency. Field Liaisons meet jointly with the student and Field Instructor at least once per semester to discuss progress made toward completing internship assignments. Field Liaisons are also available to the

student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or faculty members.

**What are supervision requirements for an internship?**

All students must be supervised by a BSW or MSW who has at least 2 years of post-graduate professional social work experience. Students receive at least 1 hour of supervision per week. A small number of students receive weekly supervision from an on-site task supervisor and weekly supervision from an off-site BSW/MSW field instructor. The off-site field instructor may be a volunteer with the placement agency or a faculty member.

**What happens if problems arise during an internship?**

Problems that arise during an internship are first addressed between the field instructor and the student. The field liaison is available for problem resolution as needed. If problems cannot be resolved between the student, the field liaison and the field instructor, a performance contract should be developed to identify areas of concern and a method to address the concern. A time frame to complete the performance contract should also be determined. Detailed information to address problems during an internship may be found in the Field Problems & Resolutions section of the field manual.

**Can students request to change internships during the year?**

Any decisions about changing internships must be made by the field liaison, the field instructor, and the student. Detailed information may also be found in the Field Problems and Resolutions section of the field manual.

**Are students required to have background checks prior to beginning their internships?**

Background checks are required by some agencies before a student is accepted for, and/or allowed to begin an internship. If an agency requires any type of background check and/or medical testing, the agency should notify the intern of these requirements during the interview process. Conducting background checks is the responsibility of the agency. If an agency is not able to pay for these additional requirements, payment is the responsibility of the student.

**Will I be able to find a placement if I have a criminal background?**

The School of Social Work does not guarantee students a field placement. Students with any record of criminal conviction should discuss with the Field Director or BSW Field Coordinator the specifics of the conviction, so that the student may be referred to a placement with background criteria that can be more likely met by the student. Students are advised to be open with prospective field placements about any criminal background that might act as a barrier to placement.

**SCHEDULING**

**Can an internship take place during evening and weekend hours?**

Students need to be at their internship during normal agency business hours and during times when their field supervisor is available. These conditions do not usually allow students to do their entire internship during evening or weekend hours although it might be possible to complete some hours during these times.



**Can students work while attending the BSW/MSW program?**

Many students work while attending the BSW/MSW program. It is recommended that full-time BSW/MSW students work no more than 20 hours per week.

**What are the policies regarding University holidays, sick days and vacation days during an internship?**

The University does not require students to be at their internships during holidays officially observed by the University and the required hours are adjusted accordingly. BSW and MSW foundation year students will be allowed to miss a total of 16 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 224 hours per semester. MSW concentration year students will be allowed to miss a total of 24 hours per semester due to illness, personal emergency, medical appointment, etc. Students will not be required to make up these hours as long as they complete a minimum of 336 hours per semester.

**TRANSPORTATION****Does a student need a car for an internship?**

Many internships require that students have cars to carry out assignments such as home visits, outreach and community work. In addition, many internships are located in rural areas that are underserved by public transportation. Therefore, students without cars may need to choose internships that are close to their homes, are available by public transportation or that do not require the use of a car to carry out assigned tasks.

**Can students drive clients?**

According to the University policy, interns shall not transport clients in vehicles unless specific provision for this to occur is included in the written agreement between the University and the internship agency. Therefore, it is up to the agency to specify whether or not interns shall drive as a part of their essential duties within their internship. It should be included in the student learning contract that the student will be required to use their personal vehicle for certain internship tasks. At that time, interns may be required to submit to a motor vehicles records check, notify their insurance carrier of their use of their own vehicle to transport clients, and follow all driving-related policies of the agency. The University does not cover the cost of automobile insurance for any of its interns. To initiate an agency contract that includes driving of clients, students or agency representatives contact the Director of Field Education at [pborel@csuchico.edu](mailto:pborel@csuchico.edu).

As a matter of record and additional areas of liability, any accidents involving a CSUC student who is driving during the course of an internship must be reported to local law enforcement, the agency, and the School of Social Work Field Director.

# **BSW/FOUNDATION AND CONCENTRATION YEAR PRACTICUMS**

## **Purpose**

The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values, and skills. In addition to their classroom experience, students will gain knowledge, skills, and professional identity through practice in these settings, and through the instruction and modeling provided by their mentors. In addition to time at the field site, the student attends a Field Seminar designed to help integrate classroom learning and the field experience.

## **BSW/Foundation Year Practicum**

The purpose of the BSW/Foundation Year is to learn basic knowledge, skills, and values for client-centered problem-solving in generalist social work practice. During the BSW/Foundation Year, students should learn to:

- Engage in interpersonal helping;
- Utilize a problem-solving process;
- Analyze and function within an Agency delivery system;
- Perform a variety of direct and indirect practice roles with primary focus on direct roles;
- Find and use formal and natural resource systems; and
- Critically reflect on her/his own practice.

It is during the BSW/Foundation Year that students begin developing a professional identity, particularly in gaining a working knowledge of the ethics, values, and roles of social workers.

A working knowledge of the National Association of Social Workers (NASW) Code of Ethics and its application to practice is a major focus. Practice courses SWRK 435, 445 in the BSW Program and SWRK 608 and 609 in the MSW Program support the student's learning in the agency and the community, and encourage a fuller understanding of the array of social service systems.

Practice courses also address professionalism, ethical and value conflicts related to practice, professional boundaries, organizational cultures, and challenges posed by practice with diverse populations. Integrative social work courses help students generalize experiences from individual placements to practice across the broad spectrum of organizations, interacting with the diverse populations and practice levels students encounter professionally.

## **Concentration Year Practicum**

During the Concentration Year, students continue developing their professional identity. It is assumed that students have acquired the basic knowledge, skills, and values from their Professional Foundation Year practicum in preparation for the Concentration Year practicum. The emphasis of the concentration field work, the practice courses SWRK 641 or SWRK 642, and SWRK 652 is on preparing students for advanced generalist practice and leadership roles in human service agencies in Northern California. Emphasis also is

placed on using advanced intervention methods and problem-solving methodologies with complex systems of all sizes.

The Concentration Year practicum develops particular professional competence as a generalist with a focus in Mental Health Services, Families, Children and Youth Services, or Gerontology. It is during this Concentration Year practicum that students are able to apply the concepts, skills, and values learned in the Professional Foundation Year to the selected focus area of advanced generalist practice.

The Concentration Year practicum further prepares students as social work practitioners in their focus area by expanding understanding and use of the ecological systems perspective. Students gain a more comprehensive understanding of theories, concepts, and practice models for assessment and intervention with different size systems at multiple levels in small towns and rural settings.

The student's practice should be guided by values which build upon the strengths of consumer systems at multiple levels consistent with the values of individual and cultural diversity, self-determination, human dignity and worth, and social justice. At this level, students should also be able to engage and maintain complex professional relationships with staff, colleagues, community members, and policy makers consistent with social work ethics and values.

While the Professional Foundation Year practicum introduces supervision and critical reflection, it is during the Concentration Year practicum that students become skilled in critical self-reflection and the ability to constructively utilize consultation and supervision for understanding their own limits, ethical scrutiny, and professional growth and wellness.

# FIELD CALENDARS AY 2022-2023

## BSW (SWRK 489 A&B)

### FALL 2022

Date	Event	Field Hours
August 22 (M)	Fall semester begins / Practicum hours begin Student/Field Instructor Orientation 9am-12pm <b>*Mandatory for all students</b>	
August 23/25 (T/TH)	Field Seminar	
August 22-26		16
August 30/Sept. 1 (T/TH)	Field Seminar	
August 29-September 2		32
September 5 (M)	Labor Day (CAMPUS CLOSED – no practicum hours)	
September 6/8 (T/TH)	Field Seminar	
September 6-9		40
September 13/15 (T/TH)	Field Seminar	
September 12-16		56
September 20/22 (T/TH)*	Field Seminar – Student Learning Contract due	
September 19-23		72
September 27/29 (T/TH)	Field Seminar	
September 26-30		88
October 4/6 (T/TH)	Field Seminar	
October 3-7		104
October 11/13 (T/TH)	Field Seminar	
October 10-14		120
October 18/20 (T/TH)	Field Seminar	
October 17-21		136
October 25/27 (T/TH)	Field Seminar	
October 24-28		152
November 1/3 (T/TH)	Field Seminar	
October 31-November 4		168
November 8/10 (T)	Field Seminar	
November 7-10		176
November 11 (F)	Veteran's Day observed (CAMPUS CLOSED – no practicum hours)	
November 15/17 (T/TH)	Field Seminar	
November 14-18		192
November 21-25	Fall Break (No practicum hours)	
Nov. 29/Dec. 1 (T/TH)*	Field Seminar – Student Reflective Essay due	
November 28-December 2		208
December 6/8 (T/TH)*	Field Seminar – Final Field Evaluation due	
December 5-9		224
December 12-16	Finals week (No practicum hours required) – Final Date TBA	
December 19, 2022 – January 20, 2023	Semester Break (No practicum hours)	

**\*Assignment due: Date corresponds with student's field seminar days (Tuesday or Thursday)**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## SPRING 2023

Date	Event	Field Hours
January 23 (M)	Spring semester begins / Practicum hours begin	
January 24/26 (T/TH)	Field Seminar	
January 23-27		240
January 31/Feb. 2 (T/TH)	Field Seminar	
January 30-February 3		256
February 7/9 (T/TH)	Field Seminar	
February 6-10		272
February 14/16 (T/TH)*	Field Seminar – Learning Contract Update due	
February 13-17		288
February 21/23 (T/TH)	Field Seminar	
February 20-24		304
Feb. 28/March 2 (T/TH)	Field Seminar	
February 27-March 3		320
March 7/9 (T/TH)	Field Seminar	
March 6-10		336
March 13-17	Spring Break (No practicum hours)	
March 21/23 (T/TH)	Field Seminar	
March 20-24		352
March 28/30 (T)	Field Seminar	
March 27-30		360
March 31 (F)	Cesar Chavez Day (CAMPUS CLOSED – no practicum hours)	
April 4/6 (TH)	Field Seminar	
April 3-7		376
April 11/13 (T/TH)	Field Seminar	
April 10-14		392
April 18/20 (T/TH)	Field Seminar	
April 17-21		408
April 25/27 (T/TH)	Field Seminar	
April 24-28		424
May 2/4 (T/TH)	Field Seminar	
May 1-5		440
May 9/11 (T/TH)*	Field Seminar – Final Field Evaluation & Student Self-Assessment of Field Practicum due	
May 8-12		456
May 15-19	Finals week (No practicum hours required) – Final Date TBA	

**\* Assignment due: Date corresponds with student's field seminar day (Tuesday or Thursday)**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*



## BSW Distributed Learning Program (SWRK 489 A&B)

### FALL 2022

Date	Event	Field Hours
August 22 (M)	Fall semester begins / Fall practicum hours begin	
August 23 (T)	Student/Field Instructor Orientation 6:30-8:30pm <i>*Mandatory for all students</i>	
August 22-26		16
August 30 (T)	Field Seminar (Zoom)	
August 29-September 2		32
September 5 (M)	Labor Day (CAMPUS CLOSED – no practicum hours)	
September 6-9		40
September 11 (SU)	DL Weekend – On-Campus Field Seminar	
September 12-16		56
September 20 (T)*	Student Learning Contract due	
September 19-23		72
September 27 (T)	Field Seminar (Zoom)	
September 26-30		88
October 3-7		104
October 11 (T)	Field Seminar (Zoom)	
October 10-14		120
October 17-21		136
October 24-28		152
October 31-November 4		168
November 6 (SU)	DL Weekend – On-Campus Field Seminar	
November 7-10		176
November 11 (F)	Veteran's Day (CAMPUS CLOSED – no practicum hours)	
November 14-18		192
November 21-25	Fall Break (No practicum hours)	
November 29 (T)*	Field Seminar (Zoom) / Student Reflective Essay due	
November 28-December 2		208
December 6 (T)*	Final Field Evaluation due	
December 5-9		224
December 12-16	Finals week (No practicum hours required)	
December 19, 2022 – January 20, 2023	Semester Break (No practicum hours)	

**\*Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## SPRING 2023

Date	Event	Field Hours
January 23 (M)	Spring semester begins / Spring practicum hours begin	
January 23-27		240
January 30-February 3		256
February 6-10		272
February 12 (SU)	DL Weekend – On-Campus Field Seminar	
February 14 (T)*	Learning Contract update due	
February 13-17		288
February 20-24		304
February 27-March 3		320
March 6-10		336
March 13-17	Spring Break (No practicum hours)	
March 20-24		352
March 27-30		360
March 31 (F)	César Chávez Day (CAMPUS CLOSED – no practicum hours)	
April 3-7		376
April 10-14		392
April 16 (SU)	DL Weekend – On-Campus Field Seminar	
April 17-21		408
April 24-28		424
May 1-5		440
May 9 (T)*	Final Field Evaluation & Student Self-Assessment of Field Practicum due	
May 8-12		456
May 15-19	Finals week (No practicum hours required)	

**\*Spring Field Seminar Zoom dates TBA**

**\*Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## MSW Program – Foundation Year (SWRK 631/632)

### FALL 2022

Date	Event	Field Hours
August 22 (M)	Fall semester begins	
August 24 (W)	Student/Field Instructor Orientation (9:00am-12:00pm) <b><i>*Mandatory for all students</i></b>	
August 29 (M)	Field Seminar	
September 5 (M)	Labor Day (CAMPUS CLOSED)	
September 6 (T)	Fall practicum hours begin	
September 6-9		<b>16</b>
September 12 (M)	Field Seminar	
September 12-16		<b>32</b>
September 19-23		<b>48</b>
September 26 (M)	Field Seminar	
September 26-30		<b>64</b>
October 3 (M)*	Learning Contract due	
October 3-7		<b>80</b>
October 10 (M)	Field Seminar	
October 10-14		<b>96</b>
October 17-21		<b>112</b>
October 24 (M)	Field Seminar	
October 24-28		<b>128</b>
October 31-November 4		<b>144</b>
November 7-10		<b>152</b>
November 11 (F)	Veterans' Day (CAMPUS CLOSED – no practicum hours)	
November 14 (M)	Field Seminar	
November 14-18		<b>168</b>
November 21-25	Fall Break (No practicum hours)	
November 28-December 2		<b>184</b>
December 5 (M)*	Field Seminar – Final Field Evaluation due	
December 5-9		<b>200</b>
December 12-16	Finals week (No practicum hours required)	
December 19-30, 2022	Semester Break (No practicum hours)	

**\*Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts*



## SPRING 2023

Date	Event	Field Hours
January 2 (M)	New Year's Day observed – (CAMPUS CLOSED – no practicum hours)	
January 3 (T)	Spring practicum hours begin	
January 16 (M)	Martin Luther King Jr. Day (CAMPUS CLOSED – no practicum hours)	
January 3-20	*Students complete 32 hours total during this time frame	232
January 23 (M)	Spring semester begins / Field Seminar	
January 23-27		248
January 30-February 3		264
February 6 (M)	Field Seminar	
February 6-10		280
February 13-17		296
February 20 (M)	Field Seminar	
February 20-24		312
February 27-March 3		328
March 6 (M)	Field Seminar	
March 6-10		344
March 13-17	Spring Break (No practicum hours)	
March 20-24		360
March 27 (M)	Field Seminar	
March 27-30		368
March 31 (F)	César Chávez Day (CAMPUS CLOSED – no practicum hours)	
April 3-7		384
April 10 (M)	Field Seminar	
April 10-14		400
April 17-21		416
April 24 (M)	Field Seminar	
April 24-28		432
May 1-5		448
May 8 (M)*	Field Seminar - Student Self-Assessment of Practicum Performance & Final Field Evaluation due	
May 8-12		464
May 15-19	Finals week (No practicum hours required)	

### \* Assignment due

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## MSW Program – Concentration Year (SWRK 648/658)

### FALL 2022

Date	Event	Field Hours
August 22 (M)	Fall semester begins	
August 23 (T)	Student/Field Instructor Orientation (9:00am-12:00pm) <b>*Mandatory for all students</b>	
September 1 (TH)	Field Seminar	
September 5 (M)	Labor Day (CAMPUS CLOSED)	
September 6 (T)	Fall practicum hours begin	
September 6-9		16
September 15 (TH)	Field Seminar	
September 12-16		40
September 19-23		64
September 29 (TH)	Field Seminar	
September 26-30		88
October 3-7		112
October 6 (TH)*	Learning Contract due	
October 13 (TH)	Field Seminar	
October 10-14		136
October 17-21		160
October 27 (TH)	Field Seminar	
October 24-28		184
October 31-November 4		208
November 7-10		232
November 11 (F)	Veteran's Day (CAMPUS CLOSED – no practicum hours)	
November 17 (TH)	Field Seminar	
November 14-18		256
November 21-15	Fall Break (No practicum hours)	
November 28-December 2		280
December 8 (TH)*	Field Seminar / Final Field Evaluation due	
December 5-9		304
December 12-16	Finals week (No practicum hours required)	
December 19-30, 2022	Semester Break (No practicum hours)	

**\*Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts*

## SPRING 2023

Date	Event	Field Hours
January 2 (M)	New Year's Day observed – (CAMPUS CLOSED – no practicum hours)	
January 3 (T)	Spring practicum hours begin	
January 16 (M)	Martin Luther King Jr. Day (CAMPUS CLOSED – no practicum hours)	
January 3-20	*Students complete 48 hours total during this time frame	352
January 23 (M)	Spring semester begins	
January 26 (TH)	Field Seminar	
January 23-27		376
January 30-February 3		400
February 9 (TH)	Field Seminar	
February 6-10		424
February 13-17		448
February 23 (TH)	Field Seminar	
February 20-24		472
February 27-March 3		496
March 9 (TH)	Field Seminar	
March 6-10		520
March 13-17	Spring Break (No practicum hours)	
March 20-24		544
March 30 (TH)	Field Seminar	
March 27-30		568
March 31 (F)	César Chávez Day (CAMPUS CLOSED – no practicum hours)	
April 3-7		592
April 13 (TH)	Field Seminar	
April 10-14		616
April 17-21		640
April 27 (TH)	Field Seminar	
April 24-28		664
May 1-5		688
May 11 (TH)*	Field Seminar – Student Self-Assessment of Practicum Performance & Final Field Evaluation due	
May 8-12		712
May 15-19	Finals week (No practicum hours required)	

### \* Assignment due

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## MSW Distributed Learning Program – Foundation Year (SWRK 631/632)

### FALL 2022

Date	Event	Field Hours
August 22 (M)	Fall semester begins Online Student/Field Instructor Orientation (6:30-8:30pm) <b>*Mandatory for all students</b>	
August 29 (M)	Field Seminar (Zoom)	
September 5 (M)	Labor Day (CAMPUS CLOSED)	
September 6 (T)	Fall practicum hours begin	
September 6-9		16
September 11 (SU)	DL Weekend – On-campus Field Seminar	
September 12-16		32
September 19-23		48
September 26 (M)	Field Seminar (Zoom)	
September 26-30		64
October 3 (M)*	Learning Contract due	
October 3-7		80
October 10-14		96
October 17 (M)	Field Seminar (Zoom)	
October 17-21		112
October 24-28		128
October 31-November 4		144
November 6 (SU)	DL Weekend – On-campus Field Seminar	
November 7-10		152
November 11 (F)	Veterans' Day (CAMPUS CLOSED – no practicum hours)	
November 14-18		168
November 21-25	Fall Break (No practicum hours)	
November 28 (M)	Field Seminar (Zoom)	
November 28-December 2		184
December 5 (M)*	Final Field Evaluation due	
December 5-9		200
December 12-16	Finals week (No practicum hours required)	
December 19-30, 2022	Semester Break (No practicum hours)	

**\*Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts*



## SPRING 2023

Date	Event	Field Hours
January 2 (M)	New Year's Day observed – (CAMPUS CLOSED – no practicum hours)	
January 3 (T)	Spring practicum hours begin	
January 16 (M)	Martin Luther King Jr. Day (CAMPUS CLOSED – no practicum hours)	
January 3-20	*Students complete 32 hours total during this time frame	232
January 23 (M)	Spring semester begins	
January 23-27		248
January 30-February 3		264
February 6-10		280
February 12 (SU)	DL Weekend – On-Campus Field Seminar	
February 13-17		296
February 20-24		312
February 27-March 3		328
March 6-10		344
March 13-17	Spring Break (No practicum hours)	
March 20-24		360
March 27-30		368
March 31 (F)	César Chávez Day (CAMPUS CLOSED – no practicum hours)	
April 3-7		384
April 10-14		400
April 16 (SU)	DL Weekend – On-Campus Field Seminar	
April 17-21		416
April 24-28		432
May 1-5		448
May 8 (M)*	Student Self-Assessment of Practicum Performance & Final Field Evaluation due	
May 8-12		464
May 15-19	Finals week (No practicum hours required)	

**\*Spring Field Seminar Zoom dates TBA**

**\* Assignment due**

*Seminar dates may be subject to change due to individual instructor or program schedule conflicts.*

## **FIELD SEMINAR**

All students are required to attend and participate in field seminars facilitated by their field liaison. Field seminars provide opportunities for students to apply social work knowledge, skills, values, and ethics with respect to their field-based agency practice. It is a mechanism that bridges all curriculum sequences: HBSE, policy, research, methods, and field education. The seminars provide students with educational and administrative support, increase communication between student and liaison, and provide opportunities for problem-solving, case conferencing, and professional development.

## FORMAL AGREEMENTS AND SELECTION OF PRACTICUM SITES

### **Formal Agreements**

We consider agencies as our partners in educating students. This partnership exists both on paper and in practice (See “Forms”). To become a practicum placement site, the University requires a contractual relationship with an agency. The University’s Contracting Services Division provides a “*Student Placement Agreement*” that spells out the conditions of practicum placements. This is a five-year contract between the agency and CSU, Chico, signed by the agency and the University. The second formal agreement is the “*Learning Contract*” that describes the student’s objectives and learning activities for the practicum, which is developed and signed by the student, AFI, task supervisor (if applicable) and Liaison. A third formal agreement is the *Employment-Based Internship Proposal*, which is signed by the student, the proposed agency field instructor, the current employment supervisor, and the program manager/agency director. This agreement is required when students request to use their employment as a practicum site.

The field education program requires that agencies be able to provide certain learning assignments for students to meet educational goals and objectives. Because the program is designed to prepare students for advanced generalist practice, an agency must offer learning assignments that include opportunities for students to work with individuals, families, groups, organizations, and communities (e.g., collaboratives, systems of care). To support the student, the agency, and the AFI, a faculty member (Liaison) is assigned to every student in placement.

### **Selection of Agency**

The field education program places students in a variety of social service agencies located in the 18 Northern California counties included in the CSU, Chico catchment area. Priority is given to student placements with public and non-profit agencies providing services to children, youth and families, and in the field of mental health services. Several placements are in community behavioral health settings, public child welfare, health related services, residential care and shelters, and school social work.

Agencies are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client and community service. Priority is given to agencies involved in formal collaborative relationships with other human service systems and agencies providing integrated services to diverse populations.

Agency administrative support is a valued and necessary component of the practicum. Agency administrators demonstrate their commitment to professional education by signing the Student Placement Agreement and ensuring that the placement meets BSW/MSW program standards. The AFI’s job responsibilities are adjusted to make time available for student instruction and supervision. Necessary resources, such as space, clerical support and field transportation, are also provided.

In determining the suitability of an agency for field placement, the Director of Field Education assesses an agency’s interest and long-term commitment to the field education program. During preliminary discussions with the agency, the following areas are considered: auspices, target population served,

nature and scope of services provided, size of social work staff, extent of community involvement, linkages with other agencies, standards of practice, availability of qualified staff for field instruction, facilities for students (e.g. space, telephone, etc.), and the willingness of the agency's administration to support the field education program so that practicum meets the purpose and course objectives for all practicum courses.

The Director visits a potential agency and meets with the agency contact person and potential agency field instructors. The purpose of the agency visit is to determine whether the agency meets the criteria (see below). The agency contact person is asked to complete an agency profile form and forward it to the School of Social Work. This form is used to determine agency compliance with standards. Once it is determined that an agency is satisfactory, the University sends a Student Placement Agreement for signature. The agreement is valid for five years and must be reviewed and renewed at its expiration.

Criteria used in evaluating an agency's suitability for use as field education settings are as follows. The agency:

- ☐ is able to provide a comprehensive range of learning experiences involving all size systems of intervention, particularly collaborative multi-agency systems of care;
- ☐ has a philosophy of service and practice compatible with the educational objectives of social work;
- ☐ practices are consistent with the NASW Code of Ethics;
- ☐ is able to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups;
- ☐ is in compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, or national origin;
- ☐ maintains a working and learning environment free from discrimination and harassment of students and employees (see "University Policies" in Appendix);
- ☐ has a respected standing by the professional community;
- ☐ is committed to the philosophy and mission of the School of Social Work and the BSW/MSW program, including the purpose and objectives of SWRK 489/90, 631/32, and 648/58;
- ☐ maintains sufficient staff to support the service mission of the agency without reliance on students;
- ☐ has sufficient staffing resources to provide a qualified field instructor or agrees to other supervision arrangements as required;
- ☐ agrees to sign a Student Placement Agreement with the University.

Agencies may require students to maintain malpractice insurance during their practicum. To ensure proper risk management protocol, the School of Social Work suggests all agencies consider (if such a procedure is not already in place) requiring a criminal background check of students. As an educational institution, we are unable to initiate criminal background checks.

### **Selection of Field Instructor**

As the student's teacher and supervisor in the placement site, the AFI instructs, supervises, provides ongoing feedback, and assesses student acquisition of knowledge, skills, and values. Field instructors are



selected for the quality of their field instruction and commitment to educational standards of the BSW/MSW program. The BSW/MSW program looks for the following qualifications when selecting a field instructor:

- BSW/MSW from an accredited program;
- two years post-grad experience in social services;
- commitment to be available for the full term of the practicum;
- knowledge and practice competence related to integrative practice and the student's concentration.

All potential field instructors complete a vitae form, which provides information on the person's academic background and work experience. The Director reviews this information to ensure that all field instructors meet the requirements listed above.

Agencies who do not have an on-site BSW/MSW Field Instructor may qualify as a placement site if off-site supervision can be arranged and an on-site task supervisor assigned.

**Field Instructor:** Agency Field Instructor (AFI) is the social worker in the Agency who provides learning experiences and weekly supervision for students, as well as facilitating and writing formal evaluation of the student's performance. An off-site BSW/MSW Field Instructor may also be assigned with school approval.

**Task Supervisor:** In agencies where the field instructor is located off site, students will be assigned a task supervisor. Task supervisors are members of the agency service delivery team. The task supervisor is provided with information about the curriculum objectives for students, the specific learning objectives that he/she will be providing to the student, and a clear understanding of their participation in the evaluation process. The task supervisor will be responsible for assigning day-to-day tasks which students will be involved in to meet specific learning objectives. The designated off-site field instructor maintains overall responsibility for the student's placement experience and is accountable for the required evaluations, meetings with the liaisons, etc.

### **Field Instructor Orientation**

**Field instructors should complete the three-hour Field Instruction Orientation before supervising a student.** Eight hours of field instruction training should be completed every two years. CSU, Chico School of Social Work offers online Field Orientation modules for agency field instructors who are not able to attend face-to-face orientations. Please access these orientation modules at <https://sites.google.com/site/csucswrk/home>.

The Director provides orientation for field instructors prior to placing students in agencies. The orientation introduces the field instructor to the BSW/MSW curriculum and the University's academic policies. It also prepares them to carry out educational assessments, determine student's learning styles,

prepare educational contracts, supervise students, use classroom assessment techniques, evaluate the progress of learning, and write student evaluations.

### **Policy on Off-Site Field Instructors**

Under certain circumstances the field education program may permit the use of a faculty member or other off-site BSW/MSW to provide field instruction for a student placed in an agency with no BSW/MSW on staff. In addition to meeting the requirements for being an AFI, off-site field instructors must have:

- one year of work experience in an agency or service setting similar to the placement site;
- completed a field instructor orientation offered by the field program prior to assuming off-site supervision;
- volunteer agreement signed between the off-site AFI and the placement agency assigning the off-site AFI field instruction responsibilities.

Off-Site Field Instructors will be expected to carry out the following responsibilities:

- availability to meet with the student every week for a minimum of one hour of supervision;
- availability to meet with the student and the on-site task supervisor at least once a month;
- take primary responsibility for ensuring the learning plan and required evaluations are completed.

If an off-site field instructor is not available, the School of Social Work shall provide the required BSW or MSW student supervision through the use of full-time faculty members volunteering to provide the supervision or adjunct faculty members who have been hired to provide individual or group supervision.

### **Policy on Paid Field Placements**

Paid field placements are appreciated by the Social Work department and the students. A paid placement may be offered to a student in an agency where the student is not already an employee. The student's assignments and supervision **must be educationally focused**, rather than centered on agency services.

### **Policy on Employment-Based Placements**

School of Social Work policy requires that all practicum placements maintain a primary focus on the education and development of the student as a social worker. To ensure this, students should experience and be exposed to a broad variety of social work practice experiences in the MSW program. Therefore, using a student's place of employment as a practicum site is not encouraged. Students may, however, use their place of employment as a practicum site under certain circumstances which may include, but are not limited to:

1. economic hardship for the student;
2. lack of other available placements in the area where the student resides;
3. agency hardship;
4. loss of a social work position in a rural community should the student relinquish their employment.

The Council on Social Work Education (CSWE) standards requires that we maintain the educational focus of the field experience and differentiate between job and practicum activities. The option of using the student's place of employment as the practicum site is considered on an individual basis by the Director to insure that students receive a variety of field experiences and supervision during their practicum.

#### General Guidelines for Student Placement in Employing Agency

- The student's AFI would not be the administrative supervisor for the student in their job.
- Learning experiences for the student would be available in a unit of the agency which is different from the area where the student functions as an employee. Fieldwork assignments must be clearly delineated and separate from employment responsibilities so that they consist of different tasks and are located in a different program or division. It is also recommended that the clients served are different than those served in the student's job assignments.
- The agency must be an approved Field Instruction site (see "Selection of Agency").
- The proposed AFI must meet the criteria established for all other field instructors (see "Selection of Agency Field Instructors").
- The fieldwork assignments must be specifically related to the field instruction course objectives.
- Field instruction assignments and supervision must be educationally focused rather than centered on agency services. The Learning Contract must have substance that reflects learning opportunities that go beyond the student's present work scope.
- The student must have release time for field supervision.
- In such a placement setting, the agency and the student must complete a "Proposal for Agency as Employment as Field Practice Site" and the student must sign an Employment Waiver indicating the student grants permission to the placement agency to notify CSU, Chico School of Social Work when she/he has been terminated from their employment and field placement and the reasons for that termination. The agency must agree that on the days of practicum, the expectations for the student will be guided by the Field Education Handbook, not routine agency standards.

Any plan for such a placement is implemented well in advance. **It is necessary that such placement requests be discussed with the Director of Field Education before the student applies for a placement site.**

To request such a placement, the student first completes an application for a placement and discusses the appropriateness of the placement with the Director. If the preliminary discussion suggests that a placement at the student's place of employment may be appropriate and feasible, the student then provides the Director with:

- A proposal for employment-based placement, describing how the practicum assignments will be **separate and distinct** from work assignments, including the identification of the days and hours of the practicum. These hours must be scheduled at a minimum of 4 hours at a time, although 8-hour blocks are preferred, to provide the best educational experience. This plan will be included later in the Learning Contract between the student and the agency field instructor.
- Students will also be required to sign an employee waiver indicating that if the student is terminated from their employment and subsequently their field placement, the agency will

notify the School of Social Work of the termination and provide the circumstances for which the employee/student was terminated.

If the proposal is approved by the Director, they will discuss the proposal with the AFI to assure there is agreement on the conditions of the paid practicum. If the proposal is not approved, the Director of Field Education will work with the student to find another placement.

## **ROLES AND RESPONSIBILITIES**

### **Director of Field Education**

The Director is a full-time faculty member who is responsible for the following activities:

1. Overall orientation, coordination and integration of the field education program.
2. Develop, participate in, and implement a continuous comprehensive field education program evaluation.
3. Recruit qualified placement agencies for student practicum.
4. Maintain files on field education internship agreements and letters of understanding.
5. Participate, when necessary, in the resolution of problems occurring in the placement.
6. Prepare and maintain the practicum directory and field database containing current agency information.
7. Plan and implement training seminars for agency field instructors.
8. Plan and facilitate the meetings with Field Liaisons.
9. Facilitate the Field Education Advisory Committee meetings each semester.
10. Attend Social Work Advisory Board meetings.

### **Field Liaison**

The Field Liaison (Liaison) is a member of the social work faculty who schedules ongoing contacts with students and AFIs for assessment of practicum performance and provision of supportive services and resources. These contacts will include at least one visit to the agency per semester (more if needed) and regular phone contact. The Liaison will serve as a link to the AFI and student in terms of regular contacts and as a first-line of contact if problems arise. The Liaison also works with the student and AFI in facilitating the Learning Contract and evaluating the student. The Liaison will also participate in program development and evaluation, including regular meetings with the Director of Field Education. The following are the overall responsibilities of the field liaison:

1. Serve as a major link among the agency, the AFI, the student, and the Social Work program.
2. Provide ongoing consultation and support for the AFI in order to enhance the practicum experience and integration of classroom learning with practicum experiences.
3. Participate in the development of and regularly review the Learning Contract.
4. Meet with the AFI and the student in the agency at least once per semester in order to review the Learning Contract, explore learning opportunities and assess the student's performance.
5. Make regular telephone contact to effectively monitor the placement and provide support to the AFI.
6. Keep regular office hours.
7. Submit the grade for the practicum, based on the AFI's evaluations and participation in the Field Seminar.
8. Keep appropriate professional boundaries.
9. Promote and maintain respectful, professional and culturally sensitive relationships with the students.

10. Collaborate with the Director in overall evaluation of the field education program, including planning field education training seminars for AFIs.
11. Participate in the meetings and training sessions scheduled by the Director of Field Education.

## **Agency**

The placement agency shall:

1. Maintain agency facilities used for field placements in such a manner that they shall be available to the student and AFI when needed.
2. Assure that staff is adequate in number and quality to provide field instruction and to ensure continuous management of the student program in cooperation with the Director.
3. Provide the resources necessary for an educationally-focused field practicum in accordance with policies and procedures of the School of Social Work.
4. Provide office space, telephone access, supplies, and other materials to enable a student to function effectively in their placement.
5. Designate qualified AFIs.
6. Modify the schedule of the designated AFIs to allow adequate time for student supervision, field instructor meetings, training and orientation.
7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff, and students.
8. Orient and introduce agency staff to BSW/MSW students, and to the role of the student in the agency.
9. Notify the Director and the AFI in advance of any change in the agency's personnel appointments, which may affect the student field education program.
10. The agency agrees to provide the student with safety training to insure the student is well informed of all safety issues & agency procedures.

## **Agency Field Instructor**

Agency Field Instructors shall:

1. Provide an educationally-focused field work experience in accordance with policies and procedures of the School of Social Work, including the use of the learning contracts, educationally-based recordings, appropriate supervision, and assignment of appropriate learning experiences.
2. Provide an agency orientation to the student at the beginning of the placement period.
3. Develop and assist the student in preparing a Learning Contract during the first four weeks of placement.
4. Provide educationally-focused experiences and opportunities for student learning, based on the learning agreement objectives and action plans.
5. Complete and submit a written evaluation at the middle and end of each semester outlining the student's progress and further learning goals and needs.
6. Meet with Liaison during the placement period to assess student progress and coordinate learning experiences.

7. Provide regular supervision for the student and be available for spontaneous consultation and/or supervision as needed.
8. Be available in the agency during the field work hours when the student is present and arrange for back-up supervision when necessary.
9. Maintain communication with the assigned Liaison or coordinator regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact field work or the student.
10. Participate in agency field instructor orientation and training seminars, and other field-related activities.
11. Provide feedback about the field education program by completing the *Evaluation of Field Education Program* at the end of each academic year.

## **Agency Task Supervisor**

Task Supervisor shall:

1. Provide an educationally-focused field work experience in accordance with policies and procedures of the School of Social Work, including the use of the learning contract and assignment of appropriate learning experiences.
2. Meet with the off-site BSW/MSW Field Instructor during the placement period to assess student progress and coordinate learning experiences.
3. Be available for spontaneous consultation and/or supervision as needed.
4. Be available in the agency during the field work hours when the student is present and provide backup supervision when necessary.
5. Maintain communication with the off-site BSW/MSW Field Instructor regarding student performance, potential difficulties or areas of concern, or changes in the agency which impact field work or the student.

## **School of Social Work**

The School of Social work shall:

1. Conduct a field education program in the field of social work in conformity with all applicable statutes and regulations of the State of California and the United States, and in keeping with the NASW Code of Ethics for the social work profession.
2. Establish practicum placement sites and coordinate the process of placing students accepted into field education courses.
3. Ensure that the agency is provided adequate opportunity to interview and determine the appropriateness of interested students before any student is assigned to the agency.
4. Orient practicum students, personnel who serve in the capacity of agency field instructors, and agency representatives to field education requirements, policies and procedures.
5. Expect social work students and agency field instructors to abide by the NASW Code of Ethics.
6. Designate a member of the School of Social Work to serve as a Liaison between the University and agency.

7. Monitor and facilitate the student's learning in the practicum by the use of a learning contract; by providing a regularly scheduled process, such as a seminar, to promote integration of academic learning and agency-based practice experience by the student; and by offering technical assistance and problem solving as needed or at the request of the student or agency.

## **Student**

The primary responsibility is to the student's own learning and professional development through the learning opportunities provided in the field setting and in accordance with the Code of Ethics. The field practicum experience comprises the learning activities agreed to by the AFI and student and documented in the Learning Contract. The following are also responsibilities of the student:

1. Students are responsible for meeting agency criteria for placement such as medical screening, criminal history, etc.
2. Students are responsible for their transportation to and from the agency.
3. Adhere to assigned agency's personnel practices, policies, and procedures, which includes adhering to the agency's workday hours and dress code.
4. Absences from regularly scheduled field workdays must be approved by the student's AFI. If a student is absent for any reason, including sickness or time off for a religious observance or professional conference they will not be required to make up those hours as long as the student completes a minimum of 224 hours per semester for BSW and MSW Foundation year and 336 hours per semester for MSW Concentration year. If an agency has approved a professional training and requests the student to attend, those hours may count towards the practicum requirement.
5. Develop a schedule which requires them to be at the placement agency 16 hours per week (BSW/Foundation Year) and 24 hours per week (Concentration Year) for the entire 30 weeks, covering two semesters. Any deviation from this should be discussed with the Liaison.
6. Identify themselves as student trainees to clients/consumers either verbally or through the use of name tags, except in emergency situations where it is clinically contraindicated as determined by student and AFI.
7. Student placement and performance in an agency is neither private nor confidential, even if the student is in an employment-based practicum setting. AFIs are considered adjunct faculty and thereby entitled to receive and share with the social work faculty information pertinent to the student's educational experience.
8. Work collaboratively with AFI to develop the learning contract and submit it to their Liaison by week three of the practicum.
9. Complete the Student Self-Assessment of Performance prior to their Liaison's last visit to the placement.
10. Complete the Student Evaluation of the Practicum Experience prior to the end of the placement.
11. Abide by the NASW Code of Ethics and CSU Student Code of Conduct.



## **MONITORING AND EVALUATING OF THE FIELD EDUCATION EXPERIENCE**

Methods designed to monitor and evaluate the field education experience occur in two primary formats:

### **Field Education Advisory Board**

The Field Education Advisory Board is composed of past and current field instructors. Members agree to meet a minimum of two times each year to offer ongoing feedback and guidance to the Field Program new and existing policies and procedures. The committees offer suggestions related to current issues existing in the community and practice arena that need to be incorporated into the curriculum.

### **Outcome Surveys**

Field Program outcome surveys are distributed at the end of each academic year to be completed by the student and Agency Field Instructor. Analysis of this information is incorporated into the annual report and used for curricular revision as necessary.

## STUDENT PLACEMENT PROCESS

Placements are assigned by the Director of Field Education and BSW Field Coordinator after considering student preferences, educational needs, and agency capacity. Students remain in their assigned placement for both the fall and spring semesters.

The procedure for securing a field practicum is as follows:

1. All students will complete a field practicum application.
2. Students will meet with either the BSW field coordinator or the Director of Field Education to identify agencies to complete two placement interviews.
3. The student will contact the agencies to set up the interviews and upon completion of the interviews will notify the School of their first and second preference.
4. Agencies will also be asked to report back to the school whether or not they are willing to accept a student for placement. If an agency is not willing to accept the student for placement due to a limited number of intern positions available in their agency a third placement interview will be offered to the student.
5. When there is agreement between the agency, student and school a placement will be assigned for the student.

Policy regarding unsuccessful placement interviews:

**Students are not guaranteed a field placement.** If two agencies inform the school they are not willing to provide a placement for a student based on behaviors, attitudes, or professional concerns observed during a placement interview students will not be provided a third interview option and will be referred to the BSW or MSW Program Director to consider options available to them. The possible outcomes of such a meeting are as follows:

- The student may be advised to extend their academic program another full year and pursue a placement the following year. In the interim, the student may be advised to volunteer at a social service agency to gain more experience and understanding of the social work profession; or seek personal counseling to address personal or life circumstances that may be contributing to student's inability to present well in an interview.
- If a student delays their academic program and returns the following year to pursue a field practicum placement the above process will be completed again. If a second unsuccessful placement process occurs, no further action will be taken by the School to place the student and a recommendation will be made to the BSW or MSW Program Director that the student be dismissed from the program. Every effort will be made to help the student identify a more appropriate profession for them and a referral to the University's Career Center will be offered.

Additional policies pertaining to field practicum:

1. MSW students must successfully complete the foundation year field practicum prior to interviewing and being assigned a concentration year practicum.
2. If a student is dismissed from their field practicum or receives no credit, they will be referred to the Student Review Committee to determine whether they can return the following year to repeat the field practicum course. If they are permitted to repeat the field practicum course and

are unsuccessful a second time no further action will be taken by the school to place the student in a field practicum. The inability to successfully complete a field practicum will result in the student's dismissal from the program.

3. Educational leaves: the field status of students who have requested an educational leave during the academic year will be assessed on an individual basis. Students need to be aware that one-semester placements can be very difficult to secure.

### **Criminal Convictions**

The School of Social Work expects students with prior felony or misdemeanor convictions to inform the Director of Field Education or BSW Field Coordinator of such convictions prior to placement. Most agencies will require some form of criminal background check prior to accepting a student for placement. In most cases, agencies pay for these checks. However, if an agency is not able to pay for these additional requirements, payment is the responsibility of the student. Students with any record of criminal conviction should discuss with the Field Director or BSW Field Coordinator the specifics of the conviction, so that the student may be referred to a placement with background criteria that can be more likely met by the student. During the field placement interview, students are advised to be open with prospective field instructors about any criminal background that might act as a barrier to placement.

## WRITING THE LEARNING CONTRACT

### Purpose

The learning contract is intended to create an educationally focused practicum. The learning contract is an agreement between AFI, the agency, the student, and the School of Social Work. Adult education theory emphasizes the importance of the teacher and student sharing responsibility for quality and content of the learning experience. It is, therefore, recommended the learning contract be developed collaboratively by the student, AFI, and liaison, as it defines the work they will be doing together over the course of the semester. The contract is to be completed within the **first five weeks of the semester**, and it should be based on learning objectives of the course (i.e. SWRK 489A&B, 631/632 and 648/658). The contract must include what experiences and responsibilities the student will have related to social work with individuals, families, groups, organizations, and communities.

We recognize that agencies and programs may not be able to accommodate practice opportunities in all areas of generalist social work. For example, some students will have an abundance of opportunities to facilitate groups, develop an agency newsletter, attend regular staff meetings, conduct home visits, lobby for a proposed bill, and so on. Other agencies may not be able to offer these experiences but are rich in opportunities to perform crisis work, outreach, residential or milieu therapy. Therefore, the agency setting and mission will influence each student's learning contract. If it is not possible to provide a complete generalist social work practice experience through placement in one agency, the AFI should arrange for the student to spend some hours in a second program or agency to obtain the appropriate learning experiences. It is essential the student have a combined direct and indirect social work experience. The liaison can offer resources to help fulfill this requirement.

The learning contract is to be used as a guide, including timelines for initiating and exposing the student to specific learning experiences. It may need to be modified as the placement progresses and the student's needs or agency's opportunities change. Any changes to the learning contract should be noted in writing on the evaluations (mid-term and final).

Learning activities are specific activities which help the student achieve the program objective. Frequently these activities identify readings, observations, practice situations, or consultations the student should seek out in order to accomplish their objective. It is important to be mindful of the student's learning style and choose activities which utilize their strengths as well as challenge them. Again, using the above example, learning activities might include reading a specific article on theories of addiction pertaining to women, attending a training on substance abuse treatment for women, planning and facilitating a recovery treatment group for women, carrying three individual cases of women with substance abuse issues, providing case management services for two women with substance abuse issues and their families, etc. All of these activities should have timelines defining when the activity would occur.

The following areas should be considered when identifying learning activities for the learning contract:

Agency Orientation

Social Work Practice Skills

Social Work Values & Ethics

Professional Use of Self

### **Questions and considerations when beginning to write the learning contract**


Development of a Learning Contract involves comparing learning needs, goals, and interests with educational opportunities available in the practicum placement. The contract itself is focused on outcomes (including core competencies) the student is striving to achieve during their practicum. Before beginning to write, it is essential that students are familiar with practicum requirements and the agency's expectations. The student will want to carefully review the practicum syllabus and performance standards for SWRK 489A&B, 631/632, or SWRK 648/658. As a starting point, begin by forming a list of essential "building blocks" to provide structure for learning contract goals, objectives, and outcomes. The following questions and considerations will facilitate this process:

- ☐ What **SKILLS** will I need to build on? Identify 5-10 social work skills, choosing 3-5 to build into the objectives.
- ☐ Is there a **THEORY** central to the practicum work that I need to learn? Discuss theories and methodologies applied in the agency with the AFI.
- ☐ What **SERVICES** will be offered to individual clients? Families? The Community? (assessments, social summaries, group work, family therapy, home visits, advocacy, writing a policy manual, convening an advisory board, facilitating a focus group, etc.)
- ☐ What Social Worker **ROLES** will this setting engage in? What will I learn? (Refer to field evaluation tools for ideas of social worker practice roles.)
- ☐ How can my **SUPERVISION** time best be used? What areas can be built on? What structure or tools will facilitate this: Agenda? Process recording? Studio taping? What has the AFI suggested?
- ☐ How will **CROSS-CULTURAL COMMUNICATION** be addressed in this setting? What will I learn or be reflecting on during the practicum experience. What areas do I need to develop as a knowledge base in order to work effectively with this population?
- ☐ What **ETHICAL** and **POLICY** issues may arise in this field placement? What ethical issues emerge for social workers practicing in this agency? Are there policy considerations or constraints the agency faces? How will the next legislative session impact the agency? Clients? Community? What opportunities exist for systems change? Advocacy?
- ☐ What **TOOLS** are available to maximize my learning experience? Many learning tools and resources are available, such as process recording, case studies, literature reviews, audio/video taping, clinical assessment tools and measures. You may even want to design your own clinical or outcome measure to evaluate progress and learning during the placement. An example of a journal writing format and process recording are included in the appendix.

The BSW/MSW Learning Contract templates can be accessed on our website:

<http://www.csuchico.edu/swrk/field-education/student-resources.shtml>

## Learning Contract Template – BSW

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	<b>BSW Student Learning Contract</b>
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<b>Student Name:</b>	<b>Date:</b>
<b>Placement Agency Name:</b>	
<b>Agency Field Instructor:</b>	<b>Phone:</b>
<b>Field Liaison:</b>	<b>Phone:</b>
<b>Weekly Schedule for Practicum Hours:</b>	

**Total Hours:** This practicum involves a total of \_\_\_\_\_ hours to be completed between \_\_\_\_\_ and \_\_\_\_\_ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. BSW students may complete a maximum of 16 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

**Supervisory Meetings:** A weekly supervisory meeting between the student and the agency field instructor will be scheduled on \_\_\_\_\_ (day) at \_\_\_\_\_ (specify time).

**Terms and Conditions:**

1. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the BSW Field Education Program. These are described in the BSW Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the BSW practicum.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education and will serve as learning objectives. Please list three to five **learning activities** under each competency that will facilitate the student's professional development in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that will help students develop knowledge and skills for each competency area.

*\*\*Title IV-E Stipend students will need to list the appropriate corresponding CalSWEC behaviors – for specialized practice in public child welfare. CalSWEC Curriculum Competencies are provided on the field website: <http://www.csuchico.edu/swrk/field-education/competencies.shtml>*

### **Competency 1 - Student Demonstrates Ethical and Professional Behavior**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Makes 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
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Uses technology ethically and appropriately to facilitate practice outcomes
- Uses supervision and consultation to guide professional judgment and behavior

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW1.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### **Competency 2- Students Engage Diversity and Difference in Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Presents themselves as learners and engages clients and constituencies as experts of their own experiences
- Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW2.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### **Competency 3 - Students Advance Human Rights and Social, Economic, and Environmental Justice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engages in practices that advance social, economic, and environmental justice

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW3.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### **Competency 4 - Students Engage in practice-informed Research and Research-informed Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Uses practice experience and theory to inform scientific inquiry and research



- Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Uses and translates research evidence to inform and improve practice, policy, and service delivery

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW4.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

#### **Competency 5 – Students Engage in Policy Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assesses how social welfare and economic policies impact the delivery of and access to social services
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW5.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No

				Yes/No
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**Competency 6 – Students Engage with Individuals, Families, Groups, Organizations, and Communities**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW6.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

Please indicate how and what skills will be demonstrated with one or more of the following client groups:

Individuals	
Families	
Groups	
Organizations	
Communities	

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies

- Applies 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
- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW7.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

Please indicate how and what skills will be demonstrated with one or more of the following client groups:

Individuals	
Families	
Groups	
Organizations	
Communities	

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

- Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
- Facilitates effective transitions and endings that advance mutually agreed-on goals

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW8.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Selects and uses appropriate methods for evaluation of outcomes
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	If IV-E recipient, list CALSWEC Behaviors (ex/CW9.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No

				Yes/No
				Yes/No

**\*If a student will be required to use a privately-owned vehicle, the agency is required to obtain proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements from the student.**

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.


\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Agency Field Instructor Date

\_\_\_\_\_  
Agency Task Supervisor Date

\_\_\_\_\_  
Field Liaison Date

## Learning Contract Template – MSW

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	<b>MSW Student Learning Contract</b>
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<b>Student Name:</b>	<b>Date:</b>
<b>Please indicate level of MSW Field Placement: Foundation year _____</b> <b>Concentration year _____</b>	
<b>Placement Agency Name:</b>	
<b>Agency Field Instructor:</b>	<b>Phone:</b>
<b>Field Liaison:</b>	<b>Phone:</b>
<b>Weekly Schedule for Practicum Hours:</b>	

**Total Hours:** This practicum involves a total of \_\_\_\_\_ hours to be completed between \_\_\_\_\_ and \_\_\_\_\_ (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Director of Field Education. Foundation year students may complete a maximum of 16 hours per week. Concentration year students may complete a maximum of 24 hours per week. If circumstances require a student to increase the maximum number of hours allowed per week written permission must be obtained from both the Agency Field Instructor and Faculty Field Liaison.

**Supervisory Meetings:** A weekly supervisory meeting between the student and the agency field instructor will be scheduled on \_\_\_\_\_ (day) at \_\_\_\_\_ (specify time).

**Terms and Conditions:**

1. The Learning Contract must be completed by the assigned due date in the course syllabus- no exceptions.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Liaison, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary.
3. The parties agree to adhere to the established policies and procedures of the MSW Field Education Program. These are described in the MSW Field Education Handbook. The Director of Field Education may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the MSW practicum.

The following competencies and corresponding practice behaviors have been established by the Council on Social Work Education and will serve as learning objectives. Please list three to five learning activities under each competency that will facilitate the student's professional development

in each of these areas. Refer to the practice behaviors listed under each competency to identify learning activities that will help students develop knowledge and skills for each competency area.

*\*\*Title IV-E, Mental Health and Gerontology stipend students will need to list the appropriate corresponding CalSWEC behaviors. CalSWEC Curriculum Competencies are provided on the field website: <http://www.csuchico.edu/swrk/field-education/competencies.shtml>*

### Competency 1 - Student Demonstrates Ethical and Professional Behavior

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Makes 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
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Uses technology ethically and appropriately to facilitate practice outcomes
- Uses supervision and consultation to guide professional judgment and behavior

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW1.1, BH1.1 or AG1.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### Competency 2- Students Engage Diversity and Difference in Practice

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Presents themselves as learners and engages clients and constituencies as experts of their own experiences
- Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW2.1, BH2.1 or AG2.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### Competency 3 - Students Advance Human Rights and Social, Economic, and Environmental Justice

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engages in practices that advance social, economic, and environmental justice

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW3.1, BH3.1 or AG3.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### Competency 4 - Students Engage in practice-informed Research and Research-informed Practice

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Uses practice experience and theory to inform scientific inquiry and research



- Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Uses and translates research evidence to inform and improve practice, policy, and service delivery

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW4.1, BH4.1 or AG4.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

#### Competency 5 – Students Engage in Policy Practice

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assesses how social welfare and economic policies impact the delivery of and access to social services
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW5.1, BH5.1 or AG5.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW6.1, BH6.1 or AG6.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

### Competency 7 – Students Assess Individuals, Families, Groups, Organizations, and Communities

Please indicate how and what skills will be demonstrated with one or more of the following client groups:

Individuals	
Families	
Groups	
Organizations	
Communities	

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- Applies 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

- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/Gero only - list CalSWEC Behaviors (ex/CW7.1, BH7.1 or AG7.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

Please indicate how and what skills will be demonstrated with one or more of the following client groups:

Individuals	
Families	
Groups	
Organizations	
Communities	

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
- Facilitates effective transitions and endings that advance mutually agreed-on goals

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/ <del>Gero</del> only - list CalSWEC Behaviors (ex/CW8.1, BH8.1 or AG8.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

- Selects and uses appropriate methods for evaluation of outcomes
- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Learning Activity/Task To Be Assigned	Expected Completion Date	Method of Evaluation	IV-E/MH/ <del>Gero</del> only - list CalSWEC Behaviors (ex/CW9.1, BH9.1 or AG9.1)	*Will the student be required to use a personal vehicle to complete this learning activity/task?
				Yes/No
				Yes/No
				Yes/No
				Yes/No
				Yes/No

**\*If a student will be required to use a privately-owned vehicle, the agency is required to obtain proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements from the student.**

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below.

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Student	Date
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Agency Field Instructor	Date
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Agency Task Supervisor	Date
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Field Liaison	Date
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## **FOCUS AREA CURRICULUM COMPETENCIES**

The 2017 CalSWEC Curriculum Competencies for Public Child Welfare, Behavioral Health, and Aging in California can be found at the following links:

Public Child Welfare (only)

[http://www.csuchico.edu/swrk/\\_assets/documents/calswec-iv-e-competencies-2017---pcw-only.pdf](http://www.csuchico.edu/swrk/_assets/documents/calswec-iv-e-competencies-2017---pcw-only.pdf)

Public Child Welfare, Behavioral Health, and Aging

[http://www.csuchico.edu/swrk/\\_assets/documents/2017\\_calswec\\_curriculum\\_competencies\\_0.pdf](http://www.csuchico.edu/swrk/_assets/documents/2017_calswec_curriculum_competencies_0.pdf)

## TITLE IV-E CHILD WELFARE TRAINING PROGRAM

### Competencies

Students who participate in the Title IV-E Child Welfare Training Program have two sets of competencies to follow: The Council on Social Work Education's (CSWE's) Education Policy and Accreditation Standards (EPAS) and the California Social Work Education Center's (CalSWEC's) Curriculum Competencies.

CalSWEC's Curriculum Competencies for Public Child Welfare were created for use by the California schools of social work, in collaboration with public child welfare agencies, tribes, and other stakeholders, to prepare child welfare students for work in the field.

The 2017 CalSWEC Curriculum Competencies for Public Child Welfare reflect a comprehensive revision and reorganization aligned with the 2015 EPAS. The CalSWEC Curriculum Competencies integrate content, processes, and behaviors associated with both generalist practice and specialized practice in the area of public child welfare. The competencies are periodically revised to reflect current developments in social work practice and education and serve as a model for collaborative curriculum development across the nation. The Competencies can be found at:

[https://www.csuchico.edu/swrk/\\_assets/documents/calswec-iv-e-competencies-2017---pcw-only.pdf](https://www.csuchico.edu/swrk/_assets/documents/calswec-iv-e-competencies-2017---pcw-only.pdf)

### Field Placements

Fieldwork provides the context in which students translate theory into practice. Opportunities within placement agencies should match the learning objectives of the child welfare curriculum. Each student must engage in direct, macro, micro, mezzo practice, and/or administrative tasks in a public child welfare field placement.

- **BSW Title IV-E Students** – must complete a senior-year internship in a public child welfare agency
- **BSW DL Title IV-E/Pathway Students** – must complete a senior-year internship in a new social worker role in their current public child welfare agency
- **MSW Advanced Standing Title IV-E Students** – must complete a concentration-year internship in a public child welfare agency
- **MSW Title IV-E Students** – must complete a foundation year internship in a public child welfare agency or a public or private agency serving child welfare clients, and a concentration-year internship in a public child welfare agency (this may change based on previous child welfare employment)
- **MSW DL Title IV-E & Pathway Students** – must complete a foundation-year internship in a new role in their current public child welfare agency, and a concentration-year internship in another new role in their current public child welfare agency

### Learning Contracts

Title IV-E students will use the BSW or MSW Learning Contract template to create their individualized Learning Contracts and experiences. Learning Contracts are completed via the web-based CalState S4 system <https://app.calstates4.com/csuchico>. Social work program competencies and CalSWEC/Title IV-E competencies will be included in the construction of learning contracts (list the CalSWEC/IV-E competencies in the appropriate column in the Learning Contract templates). Examples of Title IV-E

learning activities are provided for students who are interns at a child welfare agency (see following pages).

- **Sample BSW & MSW Student Learning Contracts can be found on our website -**  
<https://www.csuchico.edu/swrk/field-education/student-resources.shtml>

## **Trainings**

- **CWS/CMS Computer Training** – prior to starting their placement in a public child welfare agency; these trainings can be used toward the field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
- **Summer Institute** – held in August prior to the start of the Fall semester; these trainings can be used toward the field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
- **Field Orientation Training** – offered by the Field Program at the beginning of the Fall semester
- **Monthly Practice Labs** – at least once per month, as scheduled
- **Winter Workshop** – held during winter break, this training can be used toward field hours (as sick days throughout the year, if needed, but cannot be used to end placements early)
- **Employment Seminars**
- ***Other trainings as scheduled***



## Example Title IV-E Learning Goals

When placed in a public child welfare field placement, Title IV-E students will be creating learning activities for their individualized Learning Contracts. Each student's Learning Contract will vary based on individual previous experience and agency opportunities. Some examples of Title IV-E broad learning goals ***to be further developed*** (by the students) into individualized learning activities.

### Introduction to the Agency

#### **Learning Goals:**

1. Be able to identify the mission, values, and history of the agency.
2. Review Division 31 Child Welfare Services Manual and be able to identify how it impacts agency practice and/or policies and procedures.
3. Be able to describe agency policy and practice regarding worker safety, in the office and field.
4. Discuss with your supervisor any worries you may have about your personal safety on the job and learn how to address these worries.
5. Discuss with your AFI internship-related stress factors, including secondary traumatic stress, and be able to identify how this may impact your work.
6. Identify and incorporate self-care strategies that will be used throughout your internship and at your placement site.
7. Review agency guidelines regarding CWS/CMS documentation standards and discuss with AFI.
8. Demonstrate an understanding of CWS/CMS documentation by completing contact narratives following social worker shadowing experiences and discussion with the social worker and/or AFI.
9. Interview a leader in the agency to discuss agency's policies and procedures, such as:
  - Safe Measures
  - Structured Decision Making
  - CWS/CMS
  - Safety Organized Practice (SOP)
  - Other tools/practice models specific to agency
10. Interview a leader in the agency to gather to discuss agency's programs, such as:

• Intake/Hotline	• Family Reunification
• Differential Response	• Family Maintenance
• Voluntary Services	• Permanency
• Emergency Response (ER)	• Adoption
• Court	• California Fostering Connections to Success (AB 12)
11. Develop an understanding of the key child welfare legislation that impacts service delivery and practice in the agency, such as:
  - Independent Living Programs (ILP)
  - Indian Child Welfare Act (ICWA)
  - Multi Ethnic Placement Act (MEPA)
  - Adoptions and Safe Family Act (ASFA)
  - Child Abuse Prevention and Treatment Act (CAPTA)

## **Legal and Court Issues**

### **Learning Goals:**

1. Review California Welfare and Institutions Codes (WIC) and be able to identify how it impacts agency practice and/or policies and procedures.
2. Identify the legal definition of child abuse as defined by Division 31 Regulation and the abuse/neglect categories as defined by the WIC and be able to discuss these during shadowing experiences with social workers.
3. Read a minimum of five different types of court reports developed by different social workers and identify how the reported information relates to the WIC.
4. Identify and discuss the components of a court report with the AFI.
5. Write a sample or mock court report on an existing client to discuss with the AFI.
6. Write three to five court reports on individual cases and discuss each one with AFI, including how to share this information with the family prior to the court date.
7. Observe a social worker testify in court and discuss with AFI and/or county counsel.
8. Develop an understanding of the role of the parent, child, and county attorneys in relation to the court and child welfare agency.

## **Shadowing Experiences**

### **Learning Goals:**

1. Develop an understanding of the various programs offered by the agency and shadow at least one social worker from each program.
2. Develop a broad understanding of the various reasons families come to the attention of child welfare agencies, such as substance abuse, intimate partner/domestic violence, sexual abuse, mental health factors, physical abuse, failure to thrive, poverty, homelessness, births that are toxicology positive, and discuss with the AFI how these factors relate to the laws governing child welfare.

## RESOLUTION OF CONCERNS IN FIELD EDUCATION

The School of Social Work Field Education Program is committed to helping students maximize their learning opportunities. Performance issues, personal and educational, occasionally surface in the field placement. The Field Education Program encourages early identification of any difficulties so that a resolution and/or corrective action can be taken as soon as possible. Early intervention is essential to support students, the agency, and the client's/community's interests.

Issues, concerns, and problems in field education can generally be categorized as one or more of the following:

- Situational: chronic transportation difficulties, prolonged illness, personal crisis, unreliable childcare, etc.
- Environmental: lack of adequate opportunity provided by the agency to accomplish learning objectives, changes in agency due to funding and/or personnel, limited or unsatisfactory field instruction, differing communication styles between the student and AFI, etc.
- Academic/Professional Behavior: ethical violations (NASW Code of Ethics), unprofessional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, persistent tardiness, not communicating if missing internship days, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

### **Situational Issues**

If there is an issue that arises during the practicum in which the student is having difficulty fulfilling their responsibilities due to transportation, illness, personal crisis, unreliable childcare, etc. a resolution with a timeframe must be settled upon by mutual agreement between the student and field instructor. **The faculty field liaison should be informed so they can monitor the situation to ensure that progress is being made and the student is fulfilling their responsibilities.**

### **Environmental Issues**

Occasionally problems in fieldwork are related to the agency's or the AFI's ability to provide adequate/appropriate learning experiences. The student should address their concerns with the AFI first, clarifying the problem area or issue and identifying possible strategies for improving the situation. **Either the student or the AFI may request the Faculty Liaison to be present for this discussion.**

### **Academic/Professional Behavior Issues**

Evaluation of the student's academic and professional behavior in the placement is viewed as a process jointly undertaken by the student, the AFI, and the Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives and adhered to the agency's personnel practices, policies and procedures, as well as the social work professional code of ethics. **If a student is not meeting the expectations, the Faculty Liaison should be informed so they can help develop a plan to help the student improve their performance (see performance**

**contract under Field Instructor forms).** If a student breaches the professional code of ethics the student may be dismissed from the practicum placement.

**The following includes some examples of reasons a student may be dismissed from a practicum placement:**

1. Failure to understand and maintain confidentiality
2. Failure to abide by the NASW Code of Ethics
3. An attempt to harm someone else
4. An attempt to harm oneself
5. Repeated tardiness at the agency and/or tardiness without notification
6. Repeated absences from the agency and/or absence without notification
7. Repeated change in scheduled field hours without approval
8. Inappropriate or illegal behavior during or outside of the practicum
9. Below average performance as documented in formal written evaluation
10. Chronically does not perform and complete assigned tasks in a timely manner
11. Violation of agency policy
12. Inappropriate behavior and/or language

**Some examples of concerns warranting a recommendation for dismissal from the program based on a student's performance in practicum include:**

- a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office, or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff, or practicum personnel.
- b. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.
- c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
- d. Student acts out unresolved personal issues that affect classroom behavior and/or relationships with colleagues, faculty, staff or professionals in the field setting.
- e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student's ability to function in the program or with colleagues.
- f. Student fails to meet the terms of a performance contract in their field practicum and the placement agency terminates the student from their field practicum.
- g. Lack of acceptance by two or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences without undue inconvenience to the student.

## **Student Support Process**

When an issue or area of concern is identified by either the student or the agency field instructor, the following sequence of support should occur:

- 1. Supervision discussion between the student and the Agency Field Instructor to clarify the problem area(s) and issue(s) and to identify strategies for improvement and expectations for change.**
  - a. The AFI or student will communicate the issues and concerns, including identified obstacles to the student's learning and adequate performance, and may identify specific activities and steps that need to be taken to resolve the problem areas.
  - b. The AFI will inform the faculty liaison of the discussion with the student.
  - c. Consideration of a performance contract should be discussed.
  - d. Possible outcomes:
    - i. Identified problems are resolved and placement continues
    - ii. Identified problems are not resolved, proceed to step 2
- 2. The faculty field liaison will schedule a meeting between student, AFI, and faculty liaison to discuss the problem area(s) and issue(s) constructively and to identify strategies for improvement and expectations for change.**
  - a. The faculty liaison should communicate with the student and AFI individually prior to the meeting.
  - b. To promote ongoing growth and learning opportunities, the Field Education Program highly discourages changes in placements and every effort should be made to resolve the issue(s).
  - c. A Performance Contract will be developed by the faculty field liaison at this stage of the support process that will include a clear statement of the problem area(s), remediation steps, and expectations for change, a clearly defined evaluation process, and a time frame for remediation. It is recommended that this initial timeframe be no longer than 2 weeks.
  - d. Possible outcomes:
    - i. Identified problems are resolved and placement continues
    - ii. Identified problems are not resolved, proceed to step 3
- 3. Formal meeting between student, AFI, faculty liaison, and Director of Field Education/Field Coordinator to review identified problem areas and obstacles to resolution.**
  - a. Additional behavioral changes, accommodations or modifications to the placement, and/or additional support services may be recommended by the Director of Field Education/Field Coordinator
  - b. Possible outcomes:
    - i. Identified problems are resolved and placement continues
    - ii. Identified problems are not resolved and dismissal from practicum and/or the BSW/MSW program may be warranted.

## **The Performance Contract**

The Performance Contract is used when situational or academic/professional behavior issues are identified.

- The Performance Contract should be developed by the faculty liaison in consultation with the agency field instructor to identify strategies to resolve the issue(s) and a timeline by which the issue(s) need to be resolved. It is recommended that this initial timeframe be no longer than 2 weeks.
- The Performance Contract will be signed by all three parties and a copy provided to the student, AFI, liaison, and the Director of Field Education.
- The liaison will review the Performance Contract with the student and monitor to ensure that progress is being made and the student is fulfilling their responsibilities. Insufficient progress towards the expectations listed in the contract may result in further action. This action could include dismissal from placement and referral to the Student Review Committee.
- If the time frame for the Performance Contract expires but the student has followed through with the remediation plan and is making satisfactory progress, the AFI in conjunction with the student and faculty liaison can agree to extend the time frame of the contract. An extension of the contract may also warrant the student completing additional hours in fieldwork to fulfill the terms of the contract. If the extension of the contract requires the student to complete field hours beyond the grading period, the student will receive a grade of “Incomplete” until the contract is complete. Any and all extensions should be noted in writing on the Performance Contract and initialed by all three parties. The Director of Field Education will also be notified about any extensions.

## **School of Social Work Appeal Process**

### **1. Referral to the Appeal Committee**

- a. Any student, faculty, staff, or agency field instructor who believes as though a decision was made that impacts continuation, status, grade, or field placement in the BSW/MSW program can request an Appeal
- b. Appeals are requested through the School of Social Work Director and require written justification for the appeal and evidence including documented statements from all parties involved
- c. The Appeal process must be started within five (5) instructional days of the decision warranting an appeal

### **2. Appeal Committee members**

- a. The School of Social Work Director will recruit three (3) ad hoc faculty members from the Personnel Committee for the Appeal Committee and identify one as the Committee Chair. Every effort should be made to rotate committee members for each new Appeal Committee.
- b. The individual requesting the Appeal may invite a support person to attend. The support person may be anyone save a licensed attorney.

### **3. Notification**

- a. The School of Social Work Director will schedule the Appeal Committee and forward the referral and supporting materials, including summary of the issues/concerns to all committee members.
- b. The individual requesting the appeal must be given email notification by the Committee Chair five (5) instructional days before the Appeal Committee meeting date
  - i. Please note that Chico State email is the official form of communication and notification

### **4. Appeal Committee Procedure**

- a. Call to order – Committee Chair will act as facilitator
- b. Designation of a committee member to record the minutes of the meeting
  - i. The designated Appeal Committee member records the proceedings and arranges for attendees to receive copies of both the proceedings as well as the committee's decision
- c. Recording of attendees and their role in the proceeding
- d. Identification of the matter for discussion
- e. Description of the known facts regarding the issue by a designated committee member
- f. Individual requesting the Appeal contributes comments, explanations, challenges, evidence (if applicable)
  - i. The Individual requesting the Appeal will share their perspective on what transpired and can ask questions to anyone participating in the Appeal Committee
- g. Comments from support person if requested by the complainant
- h. Committee Chair will inform individual requesting the Appeal of the date by which a decision will be provided to the Director of the BSW/MSW Program
- i. Committee Chair will inform individual requesting the Appeal of date and location for securing a copy of the minutes as well as a written explanation that any amendments to the minutes must be made within six weeks
- j. The individual requesting the Appeal and any other attendees that are not members of the committee are excused from the meeting at this time

### **5. Determination of Action**

- a. The Appeal Committee will engage in a discussion with the goal of reaching concurrence on the nature of the difficulty and possible decisions including dismissal from Field Placement, dismissal from the BSW/MSW Program, and/or development of a \*Resolution Plan
  - i. The designated member will provide a copy of the committee's decision to the BSW/MSW Program Director within two (2) instructional days. A copy of the report is also kept in the student's electronic file
    - 1. The BSW/MSW Program Director will be responsible for meeting with the person requesting the Appeal to review the committee's decision
- b. Adjournment

\*The Resolution Plan is developed in collaboration with the BSW/MSW Program Director. If it is a matter related to the practicum placement, the Field Education Director will also be included in the creation of a plan.

### **Appeal Committee**

The Appeal Committee is an ad hoc committee of three (3) faculty members from the Personnel Committee, not involved in the appeal process, appointed by the Director of the School with the Committee Chair elected from its membership. Its purpose is to review the individual experiencing performance concerns that interfere with their ability to function successfully in the program. The Appeal Committee is the primary mechanism for resolution of the matter. The committee will make a determination as to whether the student continues in the BSW/MSW program. If the committee feels that circumstances warrant the student being provided another opportunity to complete the program and/or practicum, a Resolution Plan will be developed. If the committee recommends dismissal of the student from the program, the student may access the University's Student Complaint Policy and contact Student Conduct, Rights, and Responsibilities to proceed with the established process.

### **Student Conduct, Rights, and Responsibilities**

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, or believe the School of Social Work faculty or staff have violated their rights may enlist assistance from [Student Conduct, Rights, and Responsibilities](#) at any point in the Appeal Committee process. The formal grievance process with Student Conduct, Rights, and Responsibilities may be initiated only after all informal attempts to resolve the problem have been made and found unsatisfactory in reaching a solution. The student must file a Notice of Complaint with Student Conduct, Rights, and Responsibilities. Upon receipt of the Notice of Complaint, the Director will review the complaint to determine if it falls within the limits specified in Section II of this policy. See [Student Complaint Policy](#) EM 20-013 (supersedes EM 05-010).

Please note that students who violate EM 96-38, the Code of Student Rights and Responsibilities or the NASW Code of Ethics may be referred to Student Conduct, Rights, and Responsibilities.

### **Closure in the Field Practicum Agency**

Regardless of the reasons for early termination, it is expected that the student make the appropriate steps in the field practicum and work with the AFI to seek closure with clients, co-workers, and the agency. Any plans for closure should include: the exact date of dismissal, the timing and method used to end planned contact with individuals and/or groups; the way in which the student will fulfill other agency obligations (completion of summaries needed for case transfer or closing, for example), and completion of necessary separation procedures (sign forms, returning keys and/or ID, etc.). It is expected that the closure process will be done in a way that continues to support the student's learning and the best interests of the clients and communities served.

### **Repeating Field Practicum Courses**

Any student who does not receive credit for practicum and is given the opportunity to repeat the course may be required to also repeat other course(s), specifically the practice course offered in the same semester, that the Appeal Committee deems necessary to increase the student's knowledge, values, and skills needed to successfully pass the practicum.



## **POLICIES SPECIFIC TO STUDENTS IN PLACEMENT**

### **Safety**

The following safety policies and procedures regarding student interns in the field practicum have been created in recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities.

1. The School of Social Work is responsible for providing all students and field faculty with general written information about safety in the field practicum.
2. Each student will complete the safety checklist in conjunction with their agency field instructor. The checklist is completed via the student's CalState S4 account.
3. Faculty field liaisons will address safety issues identified in discussions that take place in the field seminar classroom.
4. Each agency is responsible for orienting student interns to the safety policies and procedures in that particular field practicum. Such orientation should include, but not be limited to:
  - a. Discussion of safety issues in the community, including students conducting home visits, etc.
  - b. Discussion of safety issues within the agency building(s).
  - c. Safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail.
5. Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interface with the learning process, the field instructor should explore these issues with the student immediately and the field faculty should be contacted to facilitate exploration of the concerns.
6. **COVID-19** – Students who have questions or concerns related to COVID-19 are encouraged to call the WellCat Health Center COVID-19 Hotline (530) 898-2222 or email [covidhotline@csuchico.edu](mailto:covidhotline@csuchico.edu). Additional resources:
  - a. [CSU, Chico COVID-19 News & Information](#)
  - b. [Centers for Disease Control and Prevention \(CDC\)](#)
  - c. [Butte County Department of Public Health](#)
  - d. [California Department of Public Health](#)

### **Injury/Accident Procedures**

In an effort to prevent injury or accidents the School of Social Work will distribute to all field practicum students, agency field instructors, and field faculty "Safety Guidelines" which detail general steps students can take in the field practicum to maximize safety and minimize security risks. Safety measures will be discussed in student field practicum orientations and seminars and followed up in discussions with the students' agency field instructors and faculty field liaisons.

If an incident occurs in which a student is personally threatened or hurt, the student and the agency field instructor will contact the faculty field liaison and the Director of Field Education immediately to discuss what actions the agency and school should take to ensure the student's physical and emotional well-being. The School Director will be immediately informed of the situation.

If an accident occurs in which a student is injured, the student and the agency field instructor will contact the faculty field liaison and the Director of Field Education immediately. The Director of Field Education will then report the incident to the CSU, Chico Risk Manager. Students are advised to seek medical attention as soon as possible, utilizing their own medical insurance – unless the hosting agency has agreed to cover the injury. If the injury does not require immediate medical attention, the student should seek treatment at the CSU, Chico Student Health Center. If the student does not have access to any form of medical coverage the CSU, Chico Risk Manager will be contacted to determine if there are other sources of medical coverage available to the student. An accident report will be completed to document the incident and the form can be located on the Risk Management website at <https://www.csuchico.edu/risk/forms.shtml>.

The faculty field liaison and the Director of Field Education will document the incident and the steps taken to address it, meet the student to assess the student's readiness to return to the field practicum, and address any other issues relevant to the situation.

### **Professional Liability Insurance**

In accordance with the CSU, Chico and Community-Based Organization Student Placement Agreement, the University shall provide professional and general liability coverage for students enrolled in field practicum placements. Students do not need to obtain coverage on their own. The student's malpractice liability insurance coverage is not in effect for other than the assigned field practicum experience. Faculty field liaisons need to be aware and pre-approve any hours a student may be completing during school breaks to make up missed hours. Preapproval is necessary to ensure that there will be a field faculty available if any issues arise during the academic break period, when the student is in the field.

The Director of Field Education is responsible for knowing officially all students enrolled in field practicum and their field placement assignments for insurance and liability reasons. Therefore, it is imperative for the student, field instructor, and field faculty to immediately inform the Director of Field Education of any changes in field placement.

### **Transportation and Travel**

Usually agencies require students to have a car to perform field assignments that involve home visits, collaborative meetings, community work, etc. Therefore, it is strongly encouraged for students to have daily access to a dependable automobile to commute to field practicum agencies and to carry out assignments required by the field practicum agency. Students are responsible for their own day-to-day transportation to their field practicum. Please note that not having dependable transportation will limit the student's placement options. However, the school will make every reasonable effort to accommodate non-driving students.

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the agency. If a student elects to use a privately-owned vehicle, as part of their field placement responsibilities, they are responsible for obtaining adequate insurance to cover their legal responsibility. The University does not carry physical damage insurance on a privately-owned vehicle.

Students who drive must show proof of a valid California driver's license, automobile registration, and insurance meeting the State of California minimum requirements when requested by the practicum agency prior to beginning their internship. They must maintain coverage throughout the entire field practicum period.

The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of field practicum activities. The University does not assume responsibility for student travel expenses.

In accordance with School policies, students shall not use their personal automobile to transport clients. Students may transport clients in agency vehicles only after all driving training and insurance policies are met.

It is expected that agencies requiring major travel activities reimburse the student for mileage accumulated during the placement hours and for the major field practicum activities. No agencies reimburse students for the costs of getting from home to agency and return.

### **Accessibility Resource Center**

Students who have disabilities that can potentially impact their academic performance in their field practicum courses may request special accommodations by contacting the Accessibility Resource Center (ARC) and having an evaluation. If a student suspects he or she may have a disability, they should contact the ARC and request an informational session with a counselor. If the counselor agrees that the student's concerns may reflect a disability, the counselor will refer the student for an evaluation.

It is the student's responsibility to inform the Director of Field Education or the faculty field liaison and provide the necessary paperwork from the ARC specifying the necessary accommodations. Students requesting reasonable accommodations for their internship will need to follow the procedures listed below:

- Obtain a letter from the ARC stating the requested appropriate academic accommodations.
- Obtain and provide a copy of a Release of Information form from the ARC for the Director of Field Education, faculty field liaison, and agency field instructor for consultation with the ARC; and
- Inform the agency field instructor and field faculty directly or provide written documentation, with date, and signature of the needed accommodations.
- Agency field instructors and field faculty are not responsible for adhering to the student's academic accommodations if requested after the fact (e.g. student informing agency field

instructor and field faculty after internships have begun, after practicum assignments and presentations are due, or at the end of the semester of needed accommodations, etc.).

### **Use of Cell Phones or Pagers**

Agencies may request that students utilize agency pagers and/or cell phones during their field practicum internship activities. Student use of these agency supplied devices is acceptable only during assigned field practicum hours. Under no circumstances should a student be expected to be available by cell phone, pager, or on-call status during hours in which they are not assigned for field practicum. Students are not expected to use their own personal cell phones or pagers for agency business.

Field placement agencies will also want to inform students of their policy regarding a student's use of personal cell phone during field practicum hours.

### **Social Media Policy**

Setting and maintaining clear boundaries is the hallmark of a professional relationship. Professional boundaries should guide decision-making with the use of any online tool or technology. Students should inquire about agency policies regarding use of technology at their practicum sites.

The following recommendations will help students conduct respectful, knowledgeable interactions while maintaining professional boundaries. The recommendations are intended to protect the privacy, confidentiality, and interests of the students, their practicum agencies, colleagues, employees, clients and the School of Social Work.

Note that these policies and recommendations apply only to school and practicum-related sites and issues and are not meant to infringe upon a student's personal interaction or commentary online.

#### **Confidential Information Component of the Social Media Policy**

You may not share information that is confidential about the School of Social Work, your practicum setting and/or clients and colleagues. If you have any question about whether information has been released publicly or doubts of any kind, speak with the Chair of the School of Social Work or your practicum supervisor before releasing information that could potentially harm the School of Social Work, your practicum and /or their employees or clients.

#### **Respect and Privacy Rights**

Speak respectfully about the School of Social Work, your practicum and / or their employees or clients. Do not engage in name-calling or behavior that will reflect negatively on the School of Social Work or your practicum's reputation.

#### **Photographs**

Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency's policy regarding photography including any limitations on its use.

## Recommendations:

- Do not “friend” your clients (current or past) and do not allow your clients (current or past) to “friend” you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
- Become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life you would prefer to share only with your immediate friends and family
- Only use your professional (work/practicum) email address to communicate with clients.
- All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not discuss details of your work with clients. ‘
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.

## Tips for Responding to Social Media Requests from Clients

Here are examples of what you can say to clients who request or attempt to contact you through any form of social media:

- **Friending**  
*“I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”*
- **Interacting**  
*“Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”*
- **Email**  
*“I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file.”*

Students are also referred the National Association of Social Worker’s standards for technology in social work practice: [https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards\\_FINAL\\_POSTING.pdf](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)

# **FIELD INSTRUCTOR FORMS**

## **Field Practicum Student Evaluation**

### Field Practicum Student Evaluation

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California State University, Chico

School of Social Work

### Field Practicum Student Evaluation

This evaluation is to be completed by the Agency Field Instructor and will be discussed with the student when completed. The evaluation will be submitted by the due date noted on the [Field Education Calendar](#).

**Student Name:**

**Student email:**

**Cohort:**

**Placement Agency:**

**Main Site Supervisor:**

**Does the student have an assigned task supervisor or off-site agency field instructor?**

**Faculty Field Liaison:**

**Faculty Field Liaison email:**

The field instrument consists of nine student competencies that relate to the overall BSW/MSW Program Objectives. Each section includes articulated field learning objectives, all of which are to be evaluated. The NA category should be used when the field instructor has not been able to evaluate the student's performance in that area. When reviewing the evaluation together please note that areas that were rated NA by the field instructor should also be rated NA by the student. Every effort should be made to include learning tasks the following semester to address areas rated NA. Please use the following key in evaluating your student.

RATING	CRITERIA
NA	No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment.
1	Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.
2	Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.
3	Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.
4	Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency.
5	Exceptional Demonstration of Skill Development. The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity and flexibility in use of the skills. This category is to be used with great discretion.

## First Semester/Mid-Year Evaluation Expectations

### BSW Senior/MSW Foundation Year

The expected levels of performance for a first semester student are levels 2, 3, and 4. The liaison should be contacted under the following circumstances:

- if a student is performing at level 1 on any specific behavioral measure;
- If a student is performing at level 2 on more than 50% of the behavioral measures in any one of the core areas.

### MSW Concentration Year

The expected levels of performance for a first semester student are levels 3 and 4. The liaison should be contacted under the following circumstances:

- if a student is performing at level 1 on any specific behavioral measure;
- If a student is performing at level 2 on more than 50% of the behavioral measures in any one of the core areas.

## Competency 1: Student demonstrates ethical and professional behavior.

**NA12345**

- 1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research, and additional codes of ethics as appropriate to context
- 1.2. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations
- 1.3. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication
- 1.4. Use technology ethically and appropriately to facilitate practice outcomes
- 1.5. Use supervision and consultation to guide professional judgment and behavior

## Competency 2 - Student engages diversity and difference in practice.



**NA12345**

- 2.1. Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts
- 2.2. Present as learners who engage people as experts of their own experiences and practice cultural humility
- 2.3. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people

Competency 3 - Student advances human rights and social, economic, and environmental justice.

**NA12345**

- 3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels
- 3.2. Engage in practices that advance social, economic, and environmental justice

Competency 4 - Student engages in practice-informed research and research-informed practice.

**NA12345**

- 4.1. Use practice experience and theory to inform scientific inquiry and research
- 4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services

Competency 5 - Student engages in policy practice.

**NA12345**

- 5.1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2. Assess how social, environmental, and economic policies affect wellbeing, service delivery, and access to social services
- 5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 - Student engages with individuals, families, groups, organizations, and communities.

**NA12345**

- 6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.

**NA12345**

- 7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information
- 7.2. 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
- 7.3. Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.

**NA12345**

- 8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- 8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 8.5. Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

NA12345

- 9.1. Select and use appropriate methods for evaluation of outcomes
- 9.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Please indicate if the skills identified in the nine competency areas listed above were demonstrated with one or more of the following groups:

Yes

No

Individuals  
Families  
Groups  
Organizations  
Communities


## Narrative

### Narrative

Student is on track to complete required number of field hours for the spring semester: YES NO  
The Field Instructor and Student discussed this evaluation together on (date):

Date:

## Performance Contract – Field Practicum Work

	<p>School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu</p>	<p><b>Performance Contract – Field Practicum Work</b></p>
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Student	Field Liaison	
Agency Field Instructor		
Agency		
Performance Contract Initiated (Date)		
Timeframe in which contract is to be completed	From	To

Student strengths
Specific areas needing improvement
Expected level of performance
Learning activities assigned to improve performance
Method(s) of evaluation

Student's signature	Date
Agency Field Instructor Signature	Date
Field Liaison Signature	Date


Contract performance reviewed (date)
Contract successfully completed (date)
Contract extended to (date)
Contract not met referred to Field Review Committee (date)

Student's signature	Date
Agency Field Instructor Signature	Date

# **STUDENT FORMS**



## Student's Reflective Essay on Fall Semester Practicum

	<p>School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu</p>	<p><b>Student Reflective Essay on Fall Semester Practicum</b></p>
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A significant quality of developing a professional self is imbedded in the reflection we do about our work. You have been asked throughout the semester to reflect on your practice behavior, values, ethics, theoretical approach, and social work skills. This last assignment is intended to capture some of these reflections about learning how to do professional social work. Your essay will be evaluated on the relevance and depth of reflection, as well as your use of good writing mechanics, and should be typed double-spaced. This professional development essay is not limited to, but must include the following areas:

**I. The Agency:**

- a. How did you perceive the agency initially?
- b. How do you perceive the agency now?
- c. What do you see as the strengths in this agency for your learning and practicing social work?
- d. Do you see resources within the agency that have not been utilized for your professional development that could be accessed?
- e. If you had a magic wand, what would you change about this agency and your field practicum?

**II. How would you describe yourself:**


- a. At the beginning of field practicum?
- b. At the present time?
- c. In terms of any differences between when you started the field practicum and now?
- d. In relationship to workers, clients, the agency and the community as each of these have affected your learning?

**III. Review your Learning Contract and describe the progress you have made towards meeting the goals you developed with your Agency Field Instructor. What areas for professional growth do you want to work on during the spring semester, and what do you need from your practicum to make this happen?**

**IV. What would you:**

- a. Like more of in your practicum?
- b. Like less of in your practicum?
- c. How can you make A and B happen?

## Field Journal Assignment

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu/swrk	<b>Field Journal Assignment</b>
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Students will complete ten journal entries during the course of the field placement. The length of each entry is not as important as the quality of content. All Field Instructors have been informed that students are to complete journal entries for each week and that they may be completed during field practicum hours. Be aware of confidentiality issues – do not write a client's real name or any details that would reveal his or her identity. Focus more on your experience with the client/client system.

The format for the journal should begin with a description of an interaction with a client, client system or another professional. After describing the interaction identify the social work skills that were used in the interaction, including skills that might have been helpful, and social work knowledge and values that guided your interaction. Below is a list of essential social work knowledge, values and skills that students are working on developing during their social work education. Use it as a reference for what areas you might address in your journal. A critical component of social work education is developing a professional use of self. The journal entry is designed to help students identify the professional social work skills, knowledge and values that guide their practice.

### Social Work Knowledge

Diversity  
Populations at risk & social/economic justice  
Human behavior & the social environment  
Social welfare and policy services  
Social work practice & interventions  
Research

### Social Work Values

Service  
Social justice  
Dignity & worth of the person  
Importance of human relationships  
Integrity  
Competence

### Social Work Skills

Attending skills  
Minimal encouragers  
Building rapport  
Clarifying  
Paraphrasing  
Reflecting feelings  
Summarizing  
Starting where the client is  
Probing  
Partializing  
Seeking concreteness


### Focusing

Verbal following  
Empathic communication  
Confrontation  
Establishing goals  
Identifying tasks  
Contracting  
Educating  
Reframing  
Reviewing & Evaluating  
Terminating skills

Students should be mindful of how curriculum introduced in the classroom setting is applicable to situations they are encountering in the field practicum setting and integrate this information as well. A sense of self-awareness should also be reflected in journal entries, exploring both their strengths and vulnerabilities with clients and co-workers.



## Student Self-Assessments

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	<b>BSW Student Self-Assessment</b>
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Student Name	Date
Placement Site	
Faculty Field Liaison	

The following questions are to be answered in narrative form by the student in an effort to help the student summarize their learning experiences in the field practicum. The strength of the evaluation directly reflects the time and consideration the student contributes to this process. Students are encouraged to address each area of this form, writing a brief statement and providing concrete examples whenever possible.


1. Provide an overview of your practicum learning experiences and a narrative describing the learning gains you made this semester. Include in your response a detailed list of activities, clients served, or other outcomes summarizing your direct and indirect practice experience.
2. Identify any barriers or challenges you faced in striving toward your goals and objectives.
3. Describe the knowledge, skills, and values you learned in your practicum, providing examples illustrating the progress you made in your development as a social worker.
4. Discuss 3-5 strengths you have identified in yourself and areas for growth as a social worker.
5. Additional comments

Reviewed by:

Student's signature	Date
Faculty Field Liaison Signature	Date

Distribution:

Original: Student's permanent file in the CSU, Chico, School of Social Work office

	<p>School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu</p>	<p><b>SWRK 632 Student Self-Assessment</b></p>
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Student Name	Date
Placement Site	
Faculty Field Liaison	

**Instructions:**

This is a self-assessment completed by the student summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives. The strength of the self-assessment directly reflects the time and consideration the student contributes to this process. The faculty field liaison ensures that a signed original is placed in the student's permanent file in the CSU, Chico, School of Social Work office.

1. Provide an overview of your practicum learning experiences and a narrative describing the learning gains you made this semester. Include in your response a detailed list of activities, clients served or other outcomes summarizing your direct and indirect practice experience.
2. Identify any barriers or challenges you faced in striving toward your goals and objectives.
3. Describe the knowledge, skills and values you learned in your practicum, providing examples illustrating the progress you made in your development as a social worker.
4. Identify the steps you are taking to address termination with your clients and agency colleagues. Describe your role in facilitating this transition.
5. Comment on the nature and quality of your interactions with your agency field instructor, agency staff, as well as your collaboration with other agencies and community members.
6. From your supervision experience this semester, discuss 3-5 insights you've gained regarding your strengths and areas for growth as a social worker.
7. Include the steps you plan to take to address these areas in the near future (next term, next year, or following graduation).
8. Additional Comments

Reviewed by:

Student's signature	Date
Faculty Field Liaison Signature	Date



School of Social Work  
Field Education Program  
Chico, CA 95929-0550  
Phone: (530)-898-5632 Fax (530)-898-5574  
www.csuchico.edu

## SWRK 658 Student Self-Assessment

Student Name	Date
Placement Site	
Faculty Field Liaison	

### Instructions:

This is a self-assessment completed by the student summarizing their practicum learning experiences and progress toward attaining their learning goals and objectives. The strength of the self-assessment directly reflects the time and consideration the student contributes to this process. The faculty field liaison ensures that a signed original is placed in the student's permanent file in the CSU, Chico, [School](#) of Social Work office.


1. Discuss what you have learned about yourself in field and how you have integrated this into your practice.
2. Discuss your participation in supervision, including strengths that have been identified and barriers that surfaced during supervision and how you addressed those barriers.
3. Discuss your opportunities during your field placement to work with diverse groups and the knowledge and/or skills you developed as a result of your experiences.
4. Identify the steps you are taking to address termination with your clients and agency colleagues. Discuss any insights you have gained or changes you have made in regards to facilitating transitions over the course of your MSW education.
5. Discuss your awareness and use of your position of power in the helping role.
6. Additional comments

Reviewed by:

Student's signature	Date
Faculty Field Liaison Signature	Date



## Employment Based Field Practicum Proposal

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	<b>Employment Based Field Practicum Proposal</b>
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### EMPLOYMENT-BASED FIELD PRACTICUM PROPOSAL

A student may submit a proposal requesting to complete their field practicum at the agency where he/she has been employed.

#### GENERAL GUIDELINES

1. The proposal must be designed in such a way that its implementation will facilitate the student's development as a professional social worker. It is essential to provide opportunities for student's to pursue and achieve the specific objectives of field instruction at the BSW senior, MSW foundation, or MSW concentration year level.
2. The student should review information outlined in the *Field Manual* related to placement objectives and requirements and then consult with the Director of Field Education *prior* to developing the proposal. The manual may be found on-line at: <http://www.csuchico.edu/swrk/field-education/field-handbook.shtml>
3. *Ideally* a student would be assigned to a program/department other than the one where s/he is employed.
4. The Agency Field Instructor (AFI) must be someone other than the student's employment supervisor.
5. *The proposal should clearly distinguish between the proposed student roles, tasks, or responsibilities and those that are part of the student-employee's regular employment duties.*

#### Agency Field Instructor Minimum requirements:

- BSW students are required to have an agency field instructor that has a BSW degree post two years. Some limited exceptions are made to this requirement. If there is not a BSW available to supervise students, agencies may secure an off-site field instructor or work with the School of Social Work to identify a qualified field instructor.
- MSW students are required to have an agency field instructor that has an MSW degree post two years. If there is not an MSW available to supervise students, agencies may secure an off-site field instructor or work with the School of Social Work to identify a qualified field instructor.

**The field instructor must be someone other than the student's employment supervisor.** Careful thought should be given to the nature of the student's relationship with the person being proposed as field instructor with regard to potential conflicts of interest, e.g. a co-worker who has become a friend would not be appropriate. The proposed field instructor must submit a current resume or a Field Instructor Application, found at <http://www.csuchico.edu/swrk/field-education/becoming-field-placement.shtml>. The field instructor will agree to attend a fall field instructors' training or complete the field instructor on-line orientation. The employment supervisor is also encouraged to complete the field orientation to increase their understanding of the field requirements.

If the employing agency does not already have an established contract with the CSU, Chico School of Social Work, an agency profile will need to be completed and can be found at <http://www.csuchico.edu/swrk/field-education/becoming-field-placement.shtml>. Once the agency profile is submitted the Director of Field Education will make a site visit. A Service Learning Contract will be required between the proposed field education site and the CSU, Chico School of Social Work. This contract must be in place prior to a student starting their placement at the proposed employment agency. **Early completion of information is encouraged to ensure that there will be time to visit the agency, have the Affiliation Agreement signed, review the internship proposal, make any revisions necessary, and approve it in advance of the fall semester. Please be advised that the contract process may take 60-90 days to complete.**

**INSTRUCTIONS:** TYPE OR PRINT LEGIBLY IN BLACK INK ONLY. Please complete this application and either mail it to the CSU, Chico School of Social Work, Director of Field Education at the above address or email it to Patrick Borel at pborel@csuchico.edu.

Please check applicable status: <input type="checkbox"/> BSW <input type="checkbox"/> MSW Foundation Year <input type="checkbox"/> MSW Concentration Year		
Last Name	First Name	MI
Student #	Phone (    )	
Agency	Program	
Agency Address		
City	State	Zip
Agency Phone (    )	Alternate Phone (    )	

**During the student's work week, please describe the following:**

Job tasks & skills of job for which you currently are responsible or attach job description	Internship tasks & skills to be done/learned as an intern in the field work setting

**Circle days student is employee:**    M    T    W    Th    F    Sa    Su

**Circle days student will be in field:**    M    T    W    Th    F    Sa    Su

The second part of your employment-based field practicum proposal is to complete the following questions. You should discuss these issues with your prospective field instructor, your current job supervisor and anyone else in the agency that will be responsible for facilitating your employment-based internship.

1. Please Describe your reasons for requesting an employment-based field practicum?

2. How will the field placement be different from your regular job? Include information on different duties, client population, location, supervisors, and any other factors that will differentiate the job from the placement.

3. How will the employment-based practicum allow you to develop professional social work competencies? i.e. please describe the NEW skills you will be developing?

5. Describe your understanding of how the agency plans to allow you to “be a student” during the field placement portion of your job. (i.e. reduced caseload, extra training, ability to engage in activities relevant to the Learning Agreement but that may not be a normal part of the job itself, etc.)

6. I have discussed with my prospective field instructor the need for a minimum of one hour per week of individual Field supervision YES ____ NO ____ Check here if your agency does not have a BSW (BSW students only) or MSW that can provide supervision ____
---

7. I understand my field instructor will need to complete a field instructor training orientation YES ____
--

Before submitting this form to the Field Director, please provide a copy of your proposal to your

- prospective field instructor
- employment supervisor for your current job,
- prospective task supervisor (if any) and the
- agency director

By our signatures, we certify that we have read through this application, and that we agree to offer an employment-based field practicum and work with the CSU, Chico School of Social Work to provide an educationally-focused field placement for the above named student.

Proposed Field Instructor's Signature		Date
Print Name	Phone (     )	(   ) BSW (   ) MSW (   ) LCSW
Signature/Approval of Organization's Director		Date
Print Name		Phone (     )
Signature of Student		Date
Print Name		Phone (     )

I certify that the above named student met employment expectations during their last performance review. I have reviewed the proposal and will support the student in the internship as described in this proposal.

Current Employment Supervisor's Signature		Date
Print Name	Phone (     )	
(   ) MSW (   ) Other (please specify) _____		

### Employment-Based Practicum Release of Information

I, \_\_\_\_\_ being currently considered for placement by  
California State University, Chico to the position of Student Intern with:

---

(Placement Agency)

I understand that by signing this waiver I am authorizing my employer/placement agency to release to the School of Social Work information regarding my performance, if said performance results in termination from my field practicum. The School of Social Work may consider this information in rendering a decision about my continued participation in the field practicum course.


I do hereby agree to hold such employers/agencies, references, persons, etc., harmless from liability for releasing said information.

Student Signature	Date
Agency Field Instructor Signature	Date
Agency Director Signature	Date



# APPENDIX

## Student Remediation Plan

	School of Social Work Field Education Program Chico, CA 95929-0550 Phone: (530)-898-5632 Fax (530)-898-5574 www.csuchico.edu	<b>Student Remediation Plan</b>
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Student Name:	Date:
Student Review Committee Members:	
Brief description of circumstances that led to referral of student to Student Review Committee:	
Nature of the problem:	Supportive evidence of the problem:
Other circumstances/concerns not identified above:	
Recommend dismissal from Social Work Program: _____ Yes _____ No	
Recommend alternative plan with remediation: _____ Yes _____ No	

### Remediation Recommendations


Timeframe for remediation efforts	Date remediation efforts will be re-evaluated

Student's signature	Date
Director of Field Education Signature	Date
MSW Program Director Signature	Date
Faculty Signature	Date
Faculty Signature	Date
Faculty Signature	Date

## **To the Student: *“Getting Started”***

The following are some ideas that may be useful in beginning a practicum. You may add or subtract from this list to meet your needs. It is a good idea to consider these items to help in your orientation:

1. What questions do you have for your AFI? What have you forgotten to ask or discuss since you met last spring? What questions do you have about the agency as a whole?
2. Make a list of your goals. Be prepared to answer why these are important to you.
3. Be prepared to talk about your past, including your motivation for choosing social work in general and why you specifically asked for your placement agency. Bring a copy of the resume submitted at the interview, as the AFI may be someone new.
4. Begin to formulate a personal approach to social work (e.g. strengths perspective, practice skills, cultural competence, a professional relationship with clients, and so on). What books, lectures notes, or articles might be relevant now? Frequently staff are interested in what a student is learning, so share what is happening in classes.
5. Be prepared to take the initiative. If the orientation is not meeting your needs, don't wait for something to happen. Agency personnel are usually more impressed by students who can take charge and are self-starters. Remember that first impressions are important; so even though you are new, let your AFI and others know what your needs are.

Some suggestions of what a student can ask for when things are slow:

- a) Files or cases to read
- b) Policy manuals to read
- c) Sit with staff doing intakes, screenings, or interviews; attend staff meetings
- d) Introduce yourself to the secretaries, receptionist, and other staff
- e) Go to court presentations
- f) Make home visits with staff
- g) Conduct informal interviews with staff
- h) Volunteer to do tasks and ask for work
- i) Find out what are the most serious issues, demands, and service priorities

It may sound funny, but you must determine the line between seeming to be greatly interested in your agency and being a pest! It is probably better to err on the side of being a “pest,” than to appear disinterested or apathetic.

6. During the first week, ask the AFI what specific plans have been made for your orientation and write them down unless they are in your contract. Don't be timid about offering your ideas.
7. Make a list of all staff and their responsibilities, and memorize it.

8. Determine office norms, including dress styles, coffee breaks, lunch arrangements, social events and other important but informal procedures. Don't forget to ask if there's a standard coffee or snack contribution.
9. Obtain an appointment book and always write in all the upcoming events, due dates, etc.  
**Always Be On Time**
10. Try and make a schedule so you can talk to all staff members individually. Have a prepared list of questions in your mind.
11. Learn office routines:
  - a. Checking in/out
  - b. Use of car and mileage
  - c. What the secretary does versus what staff does (e.g. typing reports, dictation, filing)
  - d. Use of dictionary
  - e. Keeping records and statistics
  - f. Getting office supplies
  - g. Policies for use of the phone and calling long distance
12. Know what special rules apply to you as a student:
  - a. Be sure to ask your AFI how you are to be identified, i.e., student, social worker
  - b. Access to records and files
  - c. Keys
  - d. Office and desk space
  - e. How your hours are logged
  - f. Special duties and hours
  - g. Training hours
  - h. Confidentiality
  - i. Mandated reporting
13. Make a list (or find one that's provided) of all the local resources your agency uses.
14. Know whom to contact if your AFI is called away, as well as who is available for information on an informal basis.
15. Let your AFI know you are eager to visit other agencies that are involved with your placement to get a broad perspective of the community resources and service delivery systems.
16. Ask if you may attend relevant community meetings such as school boards, city councils, task forces, ad hoc committees, etc.
17. Be patient. The orientation process is often slow. It takes time for the agency to build enough confidence in students to assign cases. Please see the Liaison or Director of Field Education during office hours if you are having trouble in your practicum. Don't wait too long before coming in if you think there is a real problem.

## **Safety Guidelines**

### **California State University, Chico – School of Social Work**

The following guidelines are offered as basic safety tips for students in field practicum settings:

- ❑ Review the Agency's written policies and procedures regarding home visits, as well as other safely related issues. Ask a staff member familiar with the community to personally orient you.
- ❑ Be familiar with your environment: entrances, exits, places to avoid, as well as safe places. Project an image of knowing where you are going and what you are doing, even if you don't. The last thing you want to do is look preoccupied, distracted or lost.
- ❑ Observe how clients are dressed and their body language. Are they wearing coats, jackets or other clothing that may conceal a weapon?
- ❑ Always be sure you have enough gas in the vehicle you are driving, and carry with you either a cell phone or change to place several calls at all times. Also carry agency contact numbers in case of a vehicle breakdown. Know the procedure for getting emergency assistance from your agency.
- ❑ Visit at times of high activity, such as 8:00 a.m. to 10:00 a.m. or 2:30 p.m. to 4:00 p.m., when children in the home or neighborhood are going to school or are getting out of school.
- ❑ Select a time when people who are known to be violent are out of the home.
- ❑ Be mindful that your own clothing and jewelry not misrepresent you or put you at risk for being a target for a crime, such as wearing expensive jewelry or clothing that could be interpreted as provocative or reflective of gang membership.
- ❑ If it seems appropriate in the community and the client or family agrees, walk around the neighborhood, visit the park together or sit on the porch with the family from time to time, so others can see that you are there with the client's permission.
- ❑ While protecting the client's confidentiality, be prepared to answer questions simply and directly pertaining to who you are, what you are doing and why you are with the client. This may be important in demonstrating to neighbors that you are not a salesperson, missionary, police officer or even a new drug dealer in the neighborhood.
- ❑ ALWAYS let the staff at the Agency know where you are going and when you will return.
- ❑ Call clients ahead of your visit to let them know to expect you at a certain time. Ask them to contact the Agency if you are late.
- ❑ At the door, listen before you knock. If you hear sounds that convey a threatening situation is going on, leave immediately.

- ❑ Stand to one side of the door when you knock, not directly in front. Do not accept invitations such as, “Is that you? Just come in”. Identify yourself and ask the occupant to come to the door to let you in.
- ❑ Once inside, be alert and observant of your environment. Are there any weapons around? Are drugs being used in the home? Is someone intoxicated and physically acting out? In such cases, inform your primary client that you cannot remain and try to reschedule the visit. Regardless, get out.
- ❑ If a client or family member’s language or behavior begins to escalate, do not get physical.
- ❑ **If you are in a situation that is escalating:**

**DIVERT**            Refocus the attention to another subject. Change seats. Ask for a cup of water.

**DIFFUSE**            Using a clear, confident tone of voice, convey you agree with the person and how they feel they have been treated. Assure them they are safe.

**DELAY**                Ask to postpone your discussion, or “practice strength in numbers” by calling for back up assistance if the situation requires you remain in the home, - OR -

**LEAVE**

While none of us like to think of the possibility that any of the aforementioned will happen to us, taking safety precautions and paying attention to the environment we are working in is a critical aspect of home-based work and being effective as a social worker in the community.

Many agencies offer safety training related to home visits as well as training in de-escalating potentially violent clients. You are encouraged to participate in these trainings when they are offered.

If you have questions or need further guidance, contact your Agency Field Instructor, your Field Liaison, or the Director of Field Education.

(These sections were adapted from Tulane University, the University of Alaska, Anchorage, and Virginia Commonwealth University.)

# NASW Code of Ethics

## 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:



The *Code* identifies core values on which social work's mission is based.

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.

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

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

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

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.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and

emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

## **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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

#### 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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

#### 1.05 Cultural Awareness 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 ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

## 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.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

## 1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

#### 1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

#### 1.16 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 other services are 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.

#### 1.17 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 verbal, written, and electronic 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 ability.
- (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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

#### 2.07 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, written, electronic, or physical contact of a sexual nature.

#### 2.08 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.

#### 2.09 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.

#### 2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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 ability.

##### 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) 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.

(m) 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.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) 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.

(p) 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.

(q) 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 ability.

## **University Policies**

California State University, Chico wants you to be aware of the following policies and issues, which affect you and the quality of life in our community. Please take the time to read and consider carefully the full implication and intent of these policies. You are expected to abide by them and contribute to your own well-being and that of this University by careful attention to them.

Please follow this link to review the most current University Policies:

<https://catalog.csuchico.edu/academic-standards-policies/university-policies/>



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation

Commission on Educational Policy

2015

# EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs



Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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## INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

### EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).

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## PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.



## COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.





The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
<b>Competency 5: Engage in Policy Practice</b>	

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

#### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.



Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.





## PROGRAM MISSION AND GOALS

### Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

#### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.



The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

### **Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

### **Accreditation Standard B2.0—Generalist Practice**

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Accreditation Standard M2.0—Generalist Practice**

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.



### Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.



## IMPLICIT CURRICULUM

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

### Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

### Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

### Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

#### Admissions

- 83.1.1** The program identifies the criteria it uses for admission to the social work program.



- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,\* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

#### *Advisement, retention, and termination*

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

#### *Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

### **Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### **Accreditation Standard 3.2—Faculty**

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

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\* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
  - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
  - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
  - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
  - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
  - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.



- M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5** The program identifies the field education director.
  - 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
  - B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
  - M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
  - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
  - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

### Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.





## ASSESSMENT

### Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

### Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
  - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
  - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
  - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
  - An explanation of how the program determines the percentage of students achieving the benchmark.
  - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.