

TABLE OF CONTENTS

MESSAGE FROM THE FIELD COORDINATOR..... 3

OBJECTIVES OF THE FIELD INSTRUCTION PROGRAM..... 4

PROCEDURES FOR APPLICATION FOR
EARLY EXPERIENCE IN SOCIAL WORK - SOWK 290..... 4

PROCEDURES FOR APPLICATION FOR THE
SENIOR PRACTICUM - SOWK 490 AND SOWK 491..... 5

SELECTION OF FIELD PLACEMENTS..... 6

SELECTION OF FIELD INSTRUCTORS..... 6

THE ROLE OF THE FACULTY COORDINATOR/LIAISON..... 7

AGENCY-SCHOOL AGREEMENT.....7

FIELD INSTRUCTOR ORIENTATION..... 7

LEARNING CONTRACT..... 7

LEARNING EXPERIENCES..... 8

ORIENTATION OF STUDENT TO FIELD..... 9

SAFETY AND INFECTION CONTROL..... 9

LIABILITY INSURANCE 10

DRESS CODE 10

TRANSPORTATION AND EXPENSES 10

RECORDING 11

ATTENDANCE..... 11

CONFIDENTIALITY 11

GRADES IN FIELD 11

GRIEVANCE AND APPEAL..... 12

PROBLEMS IN FIELD..... 12

TERMINATION OF PLACEMENT..... 12

FORMS	14
APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM.....	15
FIELD INSTRUCTOR PROFILE.....	17
APPLICATION FOR PLACEMENT.....	18
AGENCY STUDY.....	20
AGENCY-SCHOOL AGREEMENT (290).....	23
AGENCY-SCHOOL AGREEMENT (490/491).....	27
STUDENT LEARNING AGREEMENT.....	32
EVALUATION: 290.....	33
EVALUATION: 490 & 491.....	35
STUDENT EVALUATION OF FIELD PLACEMENT.....	46
FIELD INSTRUCTOR'S FEEDBACK.....	49
APPENDIX I	51
PROGRAM GOVERNANCE.....	52
ORGANIZATIONAL CHART.....	53
ADVISORY BOARD MEMBERS.....	54
NASW CODE OF ETHICS.....	55
EDUCATIONAL POLICY & ACCREDITATION STANDARDS OF THE COUNCIL ON SOCIAL WORK EDUCATION.....	80

FIELD MANUAL

MESSAGE FROM THE FIELD COORDINATOR

Dear Student,

The information on the following pages will assist you in understanding the field instruction component of our Social Work program. The field instruction program consists of Early Experience in Social Work (290) taken in the Sophomore year, and the Senior Practicum (490) taken in the Senior year.

The 290 practicum consists of 65 hours in a human service agency. This course is coupled with Introduction to Social Work (201) to provide an opportunity to see the people, places, and process of helping. This practicum is designed for students interested in exploring social work and human services as a vocational choice. (Three credit hours are given for this course.)

The 490 practicum consists of 450 hours completed over two semesters (225 hours each semester). This internship is designed to provide the student with opportunities to develop competencies needed to enter beginning generalist social work practice. The student is provided with opportunities to develop, demonstrate, and evaluate his/her professional values, knowledge, and skills in a social work practice setting. Twelve credit hours are given for this course (six each semester). Students take a three-credit hour seminar with the senior practicum to integrate classroom and field experience.

Students must fill out an application for each field experience. The following application due dates apply: SOWK 290 - Fall - apply by February 15, SOWK 290 - Spring - apply by September 15, SOWK 490/491 - apply by February 15. All students should schedule a meeting with me prior to turning in their application to discuss career interests and goals and other issues pertinent to field placement.

The field instruction program is an important and exciting component of your social work education. Please take the time to carefully read the Field Manual. With some planning and hard work, your field experience can be one of the most valuable experiences of your college career.

Sincerely,

Dr. Eugene Sumner,
Field Coordinator

LEARNING OUTCOMES OF THE FIELD INSTRUCTION PROGRAM

Early Experience in Social Work (290)

1. to gain knowledge of the operations of a human service agency
2. to observe the people and the process of seeking and giving help
3. to understand social policies that create barriers and limitations to the helping process
4. to increase awareness of social environments
5. to increase awareness of cultural diversity
6. to observe and demonstrate the values and ethics of the social work profession
7. to self-assess interest in social work as a profession
8. to apply critical thinking skills to a human service agency by writing an agency analysis
9. to use supervision appropriately
10. to demonstrate professional use of self in the workplace
11. to discuss, as part of an agency analysis, any forms of oppression or discrimination observed in the field and to discuss solutions to problems that promote social and economic injustice
12. to observe and begin to participate in generalist practice responsibilities
13. to demonstrate the ability to form purposeful helping relationships
14. to evaluate their interactions with clients through the use of an agency log and field instructor feedback
15. to research a human service agency to learn about the organizational structure, funding, role of social work, client eligibility for services, and other critical facets of the agency.

PROCEDURES FOR APPLICATION FOR EARLY EXPERIENCE IN SOCIAL WORK - SOWK 290

Students with a 2.0 cumulative grade point average who have completed or are currently enrolled in Introduction to Social Work 201 may take Early Experience in Social Work 290. The student should complete the application form for Social Work 290 and turn it into the Field Coordinator by February 15 for the fall semester and by September 15 for the spring semester. At this time, the student should schedule a meeting with the Field Coordinator, who will discuss interests, career goals, and course expectations. The Field Coordinator will assign a suitable placement.

Students should be aware that the program cannot guarantee the type of placement or setting requested by the student, but that every effort will be made to provide the student with the highest possible quality of placement. Certain settings may not be suitable for the student at this level of preparation or space may not be available in the agency or setting that the student has requested.

Students in Social Work 290 are expected to meet all conditions of the placement and expectations of the program with respect to professional demeanor, dress, conduct, and attendance. The students' performance in this placement experience is an important part of the decision to admit the student to the program, so students should conduct themselves in a professional manner.

Senior Practicum (490/491)

Identify as a professional social worker and conduct oneself accordingly.

Apply social work ethical principles to guide professional practice.

Apply critical thinking to inform and communicate professional judgments.

Engage diversity and difference in practice.

Advance human rights and social and economic justice.

Engage in research-informed practice and practice-informed research.

Apply knowledge of human behavior and the social environment.

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

Respond to contexts that shape practice.

(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(a)—Engagement

(b) Assessment

(c)—Intervention

(d)—Evaluation

PROCEDURES FOR APPLICATION FOR THE SENIOR PRACTICUM - SOWK 490 AND SOWK 491

Students complete their field placement in two semesters. The total number of clock hours for the field experience is 450 hours. The schedule for completion of the hours is agreed upon by the Field Instructor and student in advance. This may include the student's working during scheduled school holidays or at a time when the University is not in session. Students must keep a record of their hours which is signed by their Field Instructor, and any changes in the schedule must be approved by the Field Instructor in advance.

Students requesting a field placement should complete an application for placement by February 15. Placement cannot be guaranteed for application made after this deadline! Students requesting field placement should have senior (fourth year) standing, have completed the general University curriculum (first two years), and have completed appropriate prerequisites for the courses in the major. They should have completed SOWK 320, 321, 330, 340, 341, 350, and 351. They must be enrolled in the concurrent Field Seminar, Social Work 480 or Social Work 481 while doing their Field Practicum. The field placement and field seminar are the capstone of the student's preparation for entry into professional social work.

When the student has completed the field application, he or she should schedule a meeting with

the Field Coordinator to discuss placement. The program does not guarantee that the placement requested by the student will be available to him or her, but does make every effort to match the student with a suitable placement. In some cases, this may include assigning the student to a placement where he/she can receive additional preparation and training in areas where he or she has demonstrated a significant weakness in preparation. Students requesting field placements must meet all requirements of the social work program and may be denied admission to the field on the basis of grounds of termination from the program.

SELECTION OF FIELD PLACEMENTS

Field placements are selected for:

- Availability of an appropriate learning experience for the prospective social worker.
- Availability of a qualified individual able to make the necessary time commitment for Field Instruction;
- Adequate work space for the student, with desk and access to telephone and other resources necessary for carrying out assignments;
- Willingness of the agency to accept students and provide appropriate assignments in cooperation with program requirements;
- Willingness to participate in field training;
- Expressed commitment to baccalaureate undergraduate educational preparation, which includes a willingness to accept and work within the generalist model.

SELECTION OF FIELD INSTRUCTORS

The Field Instructor is expected to:

- Be a competent social work practitioner;
- Have an MSW, or BSW, plus two years of subsequent practice experience;*
- * A competent professional practitioner in a related field may be approved as a Field Instructor. In this case social work supervision is provided by a social work faculty member.
- Demonstrate advanced social work knowledge and skill in their present agency position;
- Have the ability to evaluate and influence the provision of social work service in the agency;
- Have the ability to conceptualize and to communicate their knowledge to others;
- Be able to engage in a give and take relationship with the student;

- Be prepared and available for ongoing consultation and weekly conferences;
- Be available to discuss student progress periodically with a Faculty Liaison and contact the Faculty Liaison when necessary;
- Attend and participate in the School's orientation session on field education when appropriate; and
- Work cooperatively with the Social Work Department in evaluating the Field Instruction Program and the curriculum of the school.

THE ROLE OF THE FACULTY LIAISON

The Faculty Liaison monitors student placements to assure that the student receives a field education experience consistent with student needs and school standards. The Faculty Liaison monitors student progress through field visits and phone contacts.

The Faculty Liaison:

1. reviews and approves the Student Learning Agreement in collaboration with both the student and Field Instructor;
2. monitors the student's field learning progress, taking corrective action as need
3. evaluates the student's work and assigns a field grade in consultation with the Field Instructor and student.

For the Senior Practicum (490) this function requires a direct contact between the Faculty Liaison, student and Field Instructor during the time periods when the Student Learning Agreements are developed and when the student is evaluated at the end of each semester. In addition, the Faculty Liaison consults with the Field Instructor and student at mid-semester to assess the student's progress and offer assistance when required. Typically a minimum of 3 visits are made. Additional contacts are made when necessary.

For the Early Experience Practicum (290), at least one field visit is made to the agency by the Faculty Liaison.

AGENCY-SCHOOL AGREEMENT

When verbal agreements have been reached as to suitability and willingness of the agency to serve as a field instruction site and when a suitable Field Instructor has been identified, a school agency agreement is prepared and signed by representatives of the agency and university prior to placement of the student. A standard agreement form has been prepared by the school and is used by most agencies, although from time to time modifications may be required by agency and/or school to this standard document.

FIELD INSTRUCTOR ORIENTATION

Formal orientation for Field Instructors takes place in the fall. Topics covered include field program objectives, the role of the Faculty Liaison, the student learning agreement, and evaluation of student performance.

LEARNING CONTRACT

The student and Field Instructor in consultation with the Faculty Liaison are expected to prepare a formal, written educational plan specifying learning objectives and experiences for attaining those objectives, such as activities, tasks, assignments, and use of community and agency resources. The way in which the student will be evaluated is also specified, along with plans for regular supervision. The learning contract is prepared when the student and instructor

have had an opportunity to meet and work together for a brief period. The learning contract must be turned in to the Faculty Liaison no later than the third week of the field placement. Since students entering social work settings often have limited knowledge of agency goals, clients, and learning experiences, the Field Instructor will assume major responsibility for developing the initial educational plan. The student should, however, offer as much information as possible about their own interests and goals, in order to assist the Field Instructor in developing appropriate learning opportunities. The learning contract is a guide for learning and therefore is subject to review and revision at any time during the placement. For example, as the student achieves objectives, the Field Instructor and student may wish to revise the contract as appropriate.

LEARNING EXPERIENCES

Agencies necessarily offer differing learning opportunities. However, students should begin with simpler tasks and move to ones which are more complex and which involve greater skill, use of knowledge, and practice judgment. Many Field Instructors have students begin with an orientation to the agency, followed by reading assignments, and then opportunities to read and discuss case records or attend staff meetings. The program faculty or library staff can be of help in identifying materials for reading in recent journals. The student should have an opportunity early in the placement to observe interaction between social workers and clients. This might include in-agency interviews, home visits, or other activities as appropriate. By the second or third week of placement, students should begin working with at least one client system, and may be assigned tasks to carry out with another worker. The initial assignment might involve one-on-one work with an individual, co-leadership of a small self-help type group, or an activity with the community under direction of a competent person. Students should be encouraged to make use of the problem-solving model, and to respond in supportive, non-judgmental ways to their client system. Students are expected to maintain confidentiality, to record, handle statistics and data, and make reports as required. Field Instructors are not limited to the agency for learning experiences, since work with boards, commissions, legislative bodies, and volunteers in the community may offer positive and enriching learning opportunities. Most students benefit from visiting agencies with whom their placement agency has most contact, and meeting professionals in the referral and resource network.

Students seek to develop and utilize knowledge, values, and skills learned in the classroom and to understand their own helping capacities and limitations. Field Instructors will identify gaps in knowledge and may wish to address these. Suggestions to the Chair, Advisory Board or Field Coordinator are always welcomed by the program.

The relationship between Field Instructor and student is important and should enhance the educational process. Field Instructor and student are partners with the school in the learning process. Responsibilities should be clearly defined. Field Instructors will vary in how they wish to supervise, whether in individual or group sessions, although one hour weekly is the recommended minimum. Instructors may wish to have students provide audio-or video-tapes, process recordings, various written documents and records, or observe students in interaction with client systems. These provide a basis for evaluation, which is designed to help the student assess performance and areas of growth. The student and Field Instructor should hold an evaluation conference at mid-semester and at the end of each semester. End of semester

evaluations should be completed in writing and signed by both instructor and student. The form and criteria for evaluation are included in this handbook. Grades are recommended by the Field Instructor, but the actual letter grade is assigned by the Faculty Liaison.

ORIENTATION OF STUDENT TO FIELD

Each student is assigned to an individual Field Instructor who is responsible for planning an orientation of the student, providing a minimum of one hour weekly supervision, and on-going supervision as needed, preparing with the student a learning contract, and engaging in evaluation with the student at mid-semester and end of semester grading periods. An orientation should be planned for the student's first day and over the first few weeks. The student's desk, supplies and telephone access should be ready for use, and each student should have an opportunity to meet with the Field Instructor on the first day. Field Instructors may wish to provide agency materials or records for the student to read during the orientation period. Students will want to know about location of facilities such as lunch areas and restrooms, the organizational structure and the place of their unit or supervisor within the structure, and a general overview of the agency, its role in the community, and clientele on the first day.

Students should be available 15 hours a week, which totals 225 clock hours per semester or 450 total hours in placement. Students are expected to work during scheduled agency hours and days, and this may include school vacation periods. A typical schedule might include: client contact-10 hours; supervision-1 hour; recording-2 hours; staff meeting-2 hours.

Field Instructors are encouraged to help students specify their accomplishments, to focus on their own as well as client's strengths, and to recognize their own potential and the potential of their clients. For this reason, Campbell University encourages a style of field instruction which is supportive, nurturing, and focused on development of potential, empowerment of self and client, and enhancing self-esteem and confidence as a professional social worker. The student needs to assess how his or her attitude and behavior affect the helping process, but the Field Instructor's focus should not be therapeutic. For example, a student who is shy and non-assertive may be having difficulty confronting an alcoholic client's return to drinking. The focus would be on the student's work with the client rather than on developmental reasons why the student is not more assertive.

Field Instructors are encouraged to utilize a variety of assignments, to identify opportunities for students to work with the larger community and groups as well as with individual clients, and to involve students with as diverse a client population as possible in terms of ethnicity, race, disadvantage, gender, age, and socioeconomic status. Field Instructors need to be alert to student's fears and prejudices and to discuss these with the student when appropriate. Students should have access to appropriate direction and supervision in the absence of their supervisors.

SAFETY AND INFECTION CONTROL

It is important to make student field placements as safe as possible. In an effort to insure the

physical health and safety of student interns, agencies should do the following:

1. Inform students of potential safety risks.
2. Provide instruction on safety.
3. Inform students of potential health risks existing in field settings.
4. Inform the field coordinator immediately in the event that a student contracts a communicable disease.
5. Notify the field coordinator in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.

LIABILITY INSURANCE

Campbell University has an Educators Legal Liability and Entity Reimbursement Policy with Crum and Forster Management Corporation which covers students in practicum work. Questions about coverage can be directed to the Director of Purchasing and Personnel at Extension 1258, Campbell University.

DRESS CODE

Students in placement are expected to dress and conduct themselves as appropriate for professionals and within agency guidelines. Jeans, tank tops, tee shirts with slogans, sneakers, and sportswear such as bike pants, shorts and sweatshirts are not generally acceptable attire in a professional setting. Revealing or provocative garments are not acceptable under any circumstances and students should avoid dressing in a way that would be offensive. Students should not have political, racial, sexist, or ageist statements or those which are offensive to the Christian community on garments. Students in health care and other settings may be asked to keep their hair above shoulder length, clip their nails short, limit jewelry, or wear protective garments supplied by the agency.

TRANSPORTATION AND EXPENSES

Students in placement must have a valid North Carolina drivers' license, provide evidence of motor vehicle insurance on their own car if used for commuting to the agency, and be aware that neither the University nor agency reimburses students for expenses associated with placement. Transportation and living costs are the responsibility of the student. Students are NOT permitted to use their own vehicles to transport clients, but by mutual agreement may use their vehicles to run errands for the agency on occasion, if expenses are reimbursed by the agency to the student. Students are NOT required to honor requests to use their personal motor vehicles for agency purposes, and may decline such requests if made by the agency. Under no circumstance will the student's continuance in placement or grade in placement be in any way affected by refusal to use their personal vehicle for agency business.

RECORDING

Students are expected to prepare all records and documents required of other employees at

their level. Proficiency in written and oral expression are crucial to competent social work practice, and recording is viewed by the Program as an important learning tool. Through recording, students learn to organize work, to be accountable, and to assess their own professional growth. Process recording is encouraged, and should include contacts with agency personnel, over the telephone, and with the identified client system.

ATTENDANCE

Students are expected to be at the agency at all scheduled work times, to be on time, and to remain until dismissed. As in work situations, absences are permitted only for illness, death, or equally serious reasons, and should be limited. The Field Instructor should be notified at the earliest possible time when an absence is necessary. In no case will academic credit be given for less than 225 clock hours per semester or 450 for the two semesters. Excessive absences or lateness which interferes with agency functioning and delivery of competent client services can result in the student being asked to withdraw from the field, or receiving a failing grade for the practicum. Failure to terminate or transfer clients appropriately may constitute abandonment or malpractice and result in liability to the university, agency, program, and student.

CONFIDENTIALITY

Students are expected to adhere to the NASW Code of Ethics and agency regulations with respect to confidentiality. This includes written documents and records, tapes and audiovisual materials pertaining to agency clientele. Violations of the code of ethics or agency regulations may result in harm to the client and liability to the agency, student, and program. Serious violations of confidentiality can result in termination from the Social Work Program, so students should be aware of the importance of this policy.

Field Instructors will want to stress confidentiality during orientation, and to make sure students understand clearly agency policies and guidelines with respect to confidentiality in sessions, staffing, supervision, and in preparation of classroom assignments. Students should also be warned about violations of confidentiality which can occur as a result of discussing case material outside the agency, even when names of clients are not used.

GRADES IN FIELD

Field grades are assigned by the Faculty Liaison. The Field Instructor and student engage jointly in evaluation, in consultation with the Faculty Liaison with the evaluation completed only when the student has signed that he or she has read and understood what is contained within. The student's signature does not mean that he or she necessarily agrees with the evaluation of the Field Instructor, and the student retains the right to submit a written statement to be included with the evaluation in the student's permanent file. This written statement should be provided to the Field Instructor and Faculty Liaison and signed by the student.

GRIEVANCE AND APPEAL

Grievances and appeals concerning a field grade should be directed to the Faculty Liaison. Grievance and appeal procedures for course grades are found on page 27 of the Campbell University Social Work Program Student Handbook.

PROBLEMS IN FIELD

Problems in field should be addressed as experienced, and Field Instructors should be aware that the learning process is at times uneven and that students may reach learning plateaus for brief periods of time. The student, Faculty Liaison or Field Instructor can request a conference at any time to discuss placement problems by notifying the other two individuals of the desire for such a conference. A conference will be scheduled by the Faculty Liaison within a week of the request, at a mutually convenient time.

Should a student decide or be asked to withdraw from field placement for whatever reason, it is the responsibility of the student to discuss with the Field Instructor and Faculty Liaison appropriate arrangements to be made for client transfer. Students should transfer clients to another worker in a professionally appropriate manner, as directed by the Field Instructor. Under no circumstances should a student leave a placement without notifying the Field Instructor and Faculty Liaison and effecting suitable transfer of clients and assignments. A student who does so may be terminated from the program and major.

TERMINATION OF PLACEMENT

If appropriate standards of professional development are not consistently maintained, the termination of field placement prior to the end of the semester may be initiated by the Field Instructor, Faculty Liaison or student. Reasons for termination include unethical conduct on the part of agency personnel or student, excessive absence or tardiness by the student, illness or incapacity of the student, and inappropriateness of the agency circumstances, or setting for learning.

The following procedure will be followed when the Field Instructor, student, or Faculty Liaison wish to terminate placement:

(a) The need to terminate should be thoroughly discussed among the student, Field Instructor, and Faculty Liaison.

(b) A plan to remedy difficulties can be drawn up if agreed to by all parties involved. This plan should include a timeline for remediation of problems.

If a plan cannot be agreed upon, then the following procedures will be followed:

(c) The person initiating termination must submit in writing the reason(s) for termination to the other interested parties. (Student, Field Instructor, Faculty Liaison.)

(d) The Faculty Liaison will schedule conferences with the Student and the Field Instructor to discuss the request.

(e) The Faculty Liaison will confer and submit all pertinent written documentation to the Field Coordinator, and the Field Coordinator will decide whether or not to terminate the placement in consultation with the department chair and, if necessary, the Dean of the School of Education.

In situations whereby the termination of the field placement occurs due to academic reasons (a grade less than a C), the student will be re-evaluated by the program and a recommendation made as to their continued progression in the program.

FORMS

CAMPBELL UNIVERSITY
APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM

Name _____

Mailing Address

Summer Address (if different from above)

Telephone where you can be reached during the day _____

Telephone where you can be reached during the evening _____

Home Address

E-Mail Address

What semester and academic year do you plan to graduate? _____

Cumulative grade point average _____

Grade in Social Work 201 _____ Social Work 290 _____

I am making application to the social work program as a major and am aware that admission decisions include factors other than academic average. I understand that in order to be admitted to the social work program, I must have a cumulative GPA of 2.25 and that I must maintain a 2.25 cumulative GPA to remain in the program, as well as a grade of "C" or better in all social work courses. I agree to adhere to the code of conduct of the National Association of Social Workers and of Campbell University, and acknowledge that I am aware that failure to do so can result in my being asked to withdraw from the major. I also understand that if I am not accepted into the program or am asked to withdraw for any reason, that I may appeal following procedures outlined in the Student Handbook for the Social Work Program and in the Campbell University Student Handbook. I have read and understand the conditions for admission to and continuance in the social work major in the social work program student handbook.

Date: _____ Student's Signature: _____

Please attach a statement of approximately 250 - 500 words giving your reasons for wishing to major in social work. Identify life experiences or personal characteristics you feel would be an asset to you in becoming a professional social worker.

Please list relevant social work/human services experience, or military service, with dates and locations.

=====

Admitting Committee Review

Committee Members:

_____ Cumulative

GPA: _____

_____ Transcript Evaluated:

_____ Date Approved

_____ Date Letter

Sent: _____

FIELD INSTRUCTOR PROFILE

(An up-to-date resume may be submitted in lieu of this form)

Name _____ Date _____

Agency _____ Phone _____

Address _____

Educational history: (college-level only)

<u>Degree</u>	<u>Date/graduation</u>	<u>College/University</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Please provide a transcript of your last/highest degree)

Special training, certification, or licenses:

<u>Date</u>	<u>Training, certification, licenses</u>
_____	_____
_____	_____
_____	_____

Work History:

<u>Date</u>	<u>Title</u>	<u>Location</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Supervision History:

<u>Dates</u>	<u>College/University</u>	<u>Degree</u>
_____	_____	_____
_____	_____	_____

CAMPBELL UNIVERSITY

Social Work

Request for Practicum Placement:

(Return this form to the Field Coordinator by February 15 for fall placement and September 15 for spring placement.)

Name _____

Date _____

Mailing Address:

Summer Address (if different from above)

Phone # _____

SS# _____

E-Mail Address _____

Classification _____ GPA (cumulative)

Note: Your GPA must be 2.0 for 290 and 2.25 for 490.

Placement requested: Semester(s)

_____ Senior Field Practicum (490) _____ Early Experience in Social Work (290)

For 290 Students

_____ Have you taken Introduction to Social Work? (201)

_____ Will you be taking 201 with 290?

_____ Is your cumulative GPA 2.0 or better?

For 490 Students

_____ Have you taken SOWK 320, 321, 330, 340, 341, 350 & 351?

_____ Is your cumulative GPA 2.25 or better?

Please answer all of the following questions:

Do you have your own transportation?

Are there any circumstances that might influence the selection of your placement location? If so, please specify.

Identify licenses and certificates received:

What workshops have you attended during the past year?

Do you have a particular agency in which you wish to be placed? If so, please identify the agency, location, and a contact person, if you know of someone.

To be filled out by Field Coordinator

Student eligible for placement

yes no

If no, why not?

Placement _____

Phone _____

Supervisor _____

Address _____

AGENCY STUDY

Agency: _____ Date: _____

Address: _____ Phone: _____

Name of Director or Department Head

Principal student supervisor(s)

Professional Education and Degree(s)

Address and Phone Number (if different from above)

Purpose of the agency: What are the objectives aims, and goals of the agency?

What are the services provided by the agency?

Eligibility criteria for the clientele

What is the fee policy of this agency?

Describe the procedure of making a referral to this agency.

Description of roles/tasks of intern in agency.

Special requirements of student, if any (e.g., transportation, hours, skills, etc.)

Additional comments/expectations that might help a student decide on the suitability of placement in your agency.

MEMORANDUM OF AGREEMENT
BETWEEN
CAMPBELL UNIVERSITY
SOCIAL WORK PROGRAM
AND

(Agency)

Campbell University welcomes the willingness of your agency to serve as one of our approved settings for field instruction for undergraduate social work students in their **Early Field Experience in Social Work**.

By signing this agreement, both the university and agency agree to cooperative efforts in the provision of field instruction for such students.

Campbell University will:

1. Assume initial responsibility for the selection of students to be placed at the agency, and involve the agency in final decisions regarding placement.
2. Provide the agency with written pertinent information concerning students selected for placement in the agency.
3. Provide a designated member of the faculty to serve as liaison between the university and field instruction setting in matters pertaining to field instruction. This faculty member will:
 - (a) Serve as principal liaison between the university program and the agency;
 - (b) Schedule at least one visit to the agency to review student progress and consult with the field instructor on learning patterns or problems;
 - (c) Monitor the student's field learning progress and take corrective action as needed;
 - (d) Be available to the field instructor for consultation when requested;
 - (e) Share with the field instructor knowledge of the educational program of the Social Work Department and pertinent information about the student's progress in other areas of the curriculum;
 - (f) Evaluate the student's work and assign a field grade in consultation with the field instructor and student.

4. Share with the field instructor and other appropriate agency staff members knowledge of the educational programs of the university through meetings, institutes, and workshops.

5. Provide professional liability coverage

The agency agrees to:

1. Assist the student in providing the university with a description of the agency.

2. Accept students for placement in the agency, the exact number to be negotiated annually by the agency and the university.

3. Accept students assigned to the agency without respect to race, ethnic origin, sex, age, sexual orientation, religion, disability, or political belief, retaining the right to reject individual students who cannot function in the agency's program.

4. Provide students with the opportunity to participate in the overall agency program and activities in order to become acquainted with the role of social work in a human service setting.

5. Cooperate with the student's learning activities as assigned by the university as long as such activities do not conflict with the agency's policies/procedures.

6. Designate qualified agency personnel to serve as field instructors and submit their credentials for university approval.

7. Enable each field instructor to assume a schedule that will include:

(a) Meeting the educational needs of students, including orientation to the agency and its services, development of learning opportunities which involve appropriate depth and variety, preparation for conferences with each student, and regularly scheduled individual conferences with each student;

(b) Meeting with the faculty liaison to discuss learning opportunities and student performance;

(c) Attending appropriate program-sponsored meetings; and

(d) Preparing reports and evaluations as scheduled by the field programs.

8. Provide other opportunities for the student to have contact with agency staff members, in addition to the field instructor(s), through whom appropriate learning opportunities can be provided.

9. Permit student use of its facilities during the period of placement including:

- (a) Space on a regular or as needed basis appropriate for carrying out task assignments;
- (b) Convenient access to a telephone;
- (c) Office supplies, as needed, in the performance of responsibilities;
- (d) Access to client and agency records appropriate to the assigned learning experiences.

10. Cooperate with the university relative to use made of agency materials in classroom discussion and assignments, with the understanding that the university requires of the student that permission of the field instructor must always be obtained for outside use of the agency materials; that records must never be removed from the agency; and that all case materials used for learning must be properly disguised.

11. Arrange for reimbursement to the student for expenses incurred in the performance of agency assignments, including student's use of his/her own automobile.

12. Refrain from assigning or permitting the student to transport agency clients in their own automobile unless the agency's liability insurance explicitly covers student or non-paid personnel who perform in the delivery of agency services, or unless the student can produce an insurance policy showing adequate coverage for client transportation.

13. To assist students with the following objectives:

- 1. to gain knowledge of the operations of a human service agency
- 2. to observe the people and the process of seeking and giving help
- 3. to understand social policies that create barriers and limitations to the helping process
- 4. to increase awareness of social environments
- 5. to increase awareness of cultural diversity
- 6. to observe and demonstrate the values and ethics of the social work profession
- 7. to self-assess interest in social work as a profession
- 8. to apply critical thinking skills to a human service agency by writing an agency analysis
- 9. to use supervision appropriately
- 10. to demonstrate professional use of self in the workplace
- 11. to discuss, as part of an agency analysis, any forms of oppression or discrimination observed in the field and to discuss solutions to problems that promote social and economic injustice
- 12. to observe and begin to participate in generalist practice responsibilities

- 13. to demonstrate the ability to form purposeful helping relationships
- 14. to evaluate their interactions with clients through the use of an agency log and field instructor feedback
- 15. to research a human service agency to learn about the organizational structure, funding, role of social work, client eligibility for services, and other critical facets of the agency

Termination of field placement prior to the end of the semester may be initiated by the student, agency, or university. The following procedure will apply:

- (a) the need to terminate should be thoroughly discussed among the student, field instructor and faculty liaison;
- (b) a plan to remedy difficulties can be drawn up if agreed to by all parties involved. this plan should include a timeline for remediation of problems;

If a plan cannot be agreed upon, then the following procedures will be followed:

- (c) the person initiating termination must submit in writing the reason(s) for termination to the other interested parties (student, field instructor, faculty liaison);
- (d) The faculty liaison will schedule conferences with the student and the field instructor to discuss the request;
- (e) The faculty liaison will confer with and submit all pertinent written documentation to the field coordinator, and the field coordinator will decide whether or not to terminate the placement.

This agreement will be effective on the date below and will remain in force in the following years unless either the university or the agency indicate a need for change.

Signed by:

Agency Executive

Date

Field Coordinator

Date

Campbell University
 Social Work Department
 P. O. Box 369
 Buies Creek, NC 27506

MEMORANDUM OF AGREEMENT

BETWEEN

CAMPBELL UNIVERSITY

SOCIAL WORK PROGRAM

AND

(Agency)

Campbell University welcomes the willingness of your agency to serve as one of our approved settings for field instruction for undergraduate Social Work students in their **Senior Practicum**.

By signing this agreement, both the university and agency agree to cooperative efforts in the provision of field instruction for such students.

Campbell University will:

1. Assume initial responsibility for the selection of students to be placed at the agency, and involve the agency in final decisions regarding placement.
2. Provide the agency with written pertinent information concerning students selected for placement in the agency.
3. Provide a designated member of the faculty to serve as liaison between the university and field instruction setting in matters pertaining to field instruction. This faculty member will:
 - (a) Serve as principal liaison between the university program and the agency;
 - (b) Schedule a minimum of at least one visit to the agency each semester to review student progress and consult with the field instructor;
 - (c) Be available to the field instructor for consultation when requested; and
 - (d) Share with the field instructor and other appropriate agency staff members knowledge of the educational programs of the university through meetings, institutes, and workshops.

4. Provide guidance to students in writing a contract defining educational objectives and field learning experiences.
5. Provide professional liability coverage

The agency agrees to:

1. Provide the university with a description of the placement (the function and purpose of the agency), including the learning opportunities anticipated in order to help students and the university match students to placements.
2. Accept students for placement in the agency, the exact number to be negotiated annually by the agency and the university.
3. Accept students assigned to the agency without respect to race, ethnic origin, sex, age, sexual orientation, religion, disability, or political belief, retaining the right to reject individual students who cannot function in the agency's program.
4. Provide students with the opportunity to participate in the overall agency program and activities as appropriate to their educational needs.
5. Help implement field instruction to reinforce learning from the university program curricula.
6. Designate qualified agency personnel to serve as field instructors and submit their credentials for university approval, and
7. Enable each field instructor to assume a schedule that will include:
 - (a) Meeting the educational needs of students, including orientation to the agency and its services, development of learning opportunities which involve appropriate depth and variety, preparation for conferences with each student, and regularly scheduled individual conferences with each student;
 - (b) Meeting with the faculty liaison at periodic intervals to discuss learning opportunities and student performance;
 - (c) Attending appropriate program-sponsored meetings; and
 - (d) Preparing reports and evaluations as scheduled by the field program.
8. Provide opportunities for planned student contact with agency staff members, in addition to the field instructor(s), through whom appropriate learning opportunities can be provided.
9. Permit student use of its facilities during the period of placement including:
 - (a) Space on a regular or as needed basis appropriate for carrying out task assignments;

- (b) Convenient access to a telephone;
- (c) Office supplies, as needed, in the performance of responsibilities;
- (d) Clerical service for records and reports for use by the agency; and
- (e) Access to client and agency records appropriate to the assigned learning experiences.

10. Provide access to those portions of agency case records which are pertinent to student activities for the faculty liaison to review within the agency.

11. Insure that the faculty liaison is advised of policy and service changes and developments for possible inclusion in the university curricula.

12. Cooperate with the university relative to use made of agency materials in classroom discussion and assignments, with the understanding that the university requires of the student that permission of the field instructor must always be obtained for outside use of agency materials; that records must never be removed from the agency; and that all case materials used for learning must be properly disguised.

13. Arrange for reimbursement to the student for expenses incurred in the performance of agency assignments, including student's use of his/her own automobile.

14. Refrain from assigning or permitting the student to transport agency clients in their own automobile unless the agency's liability insurance explicitly covers student or non-paid personnel who perform in the delivery of agency services, or unless the student can produce an insurance policy showing adequate coverage for client transportation.

15. To assist students with the following objectives:

- a. Demonstrate the ability to utilize critical thinking skills in social work practice.

- b. Demonstrate knowledge of agency services, policies and procedures, and resources within the agency

- c. Demonstrate skill in working with a variety of client systems. This includes the ability to define the problem, to obtain relevant information, and make an assessment in correct written format

- d. Demonstrate skill in selecting and implementing an intervention plan with the client system

- e. Be able to evaluate the extent to which objectives of the intervention plan were accomplished

- f. Demonstrate skill in social work roles such as broker, advocate, and enabler

- g. Demonstrate competency in verbal and written professional communication including records, reports, and correspondence
- h. Demonstrate knowledge of, and application of, social work values and ethics in practice with client systems
 - l. Demonstrate ability to use consultation and supervision appropriately including willingness to engage in self-evaluation
 - j. Demonstrate ability to interact in appropriate professional roles with sensitivity, respect, and willingness to understand the needs of diverse and vulnerable populations such as the poor, oppressed, children, minorities of color, elderly, disabled, and women
 - k. Demonstrate self-awareness for the purpose of disciplined use of self in providing services to client systems
 - l. Demonstrate knowledge and skills related to the promotion of social and economic justice
 - m. Provide opportunity for agency-based research and evaluation of practice

Mutual agreement:

1. To arrange for the student experiences in the process of field assignment by:
 - (a) Visiting the agency and interviewing appropriate personnel; and
 - (b) Writing a contract with the agency, defining educational objectives, field learning experiences and the student's responsibility for providing services.

2. Termination of field placement prior to the end of the semester may be initiated by the student, agency, or university. The following procedure will apply:
 - (a) the need to terminate should be thoroughly discussed among the student, field instructor and faculty liaison;
 - (b) a plan to remedy difficulties can be drawn up if agreed to by all parties involved. this plan should include a timeline for remediation of problems.

If a plan cannot be agreed upon, then the following procedures will be followed:

- (c) the person initiating termination must submit in writing the reason(s) for termination to the other interested parties (student, field instructor, faculty liaison);
- (d) The faculty liaison will schedule conferences with the student and the field instructor to discuss the request;

- (e) The faculty liaison will confer with and submit all pertinent written documentation to the field coordinator, and the field coordinator will decide whether or not to terminate the placement.

This agreement will be effective on the date below and will remain in force in the following years unless either the university or the agency indicates a need for change.

Signed by:

Agency Executive

Date

Field Coordinator

Date

Campbell University
Social Work Department
P. O. Box 369
Buies Creek, NC 27506

CAMPBELL UNIVERSITY
Social Work Department
Buies Creek, NC 27506
(910) 893-1638

Field Coordinator
(910) 893-1650

STUDENT LEARNING AGREEMENT

DIRECTIONS: Complete this agreement in consultation with the Field Instructor and Faculty Liaison. A signed copy of this form, with the attached agreement describing A through E below, must be returned to the Faculty Liaison no later than the third week of the field placement.

Cover Information

Student: _____
Field Instructor: _____
Agency: _____
Agency Unit: _____
Faculty Liaison: _____
Beginning Date: _____ Ending Date: _____

Learning Agreement Outline

- A. Setting - a brief description of my field instruction setting
- B. Basic Working Relationship - a statement of my agreement with the agency regarding basic working relationships such as:
 - 1. office hours
 - 2. type and quantity of Field Instructor/Student conferences
 - 3. expectations regarding agency records, work related travel, etc.
- C. Learning Objectives - a list of my learning objectives.
- D. Plan of Action - a description of my learning assignments and tasks; included, where feasible, references to the quantity of work (e.g. number of cases, interviews, etc.) and any products that are a result of my work (e.g. a report, etc.). (Make sure that assignments and tasks are related to your learning objectives.)
- E. Evaluation Criteria - identification of the methods to be used for evaluation of my performance (e.g. supervisory conferences, process recordings, video/audio tapes, analysis of student products, direct observation, client feedback, co-worker evaluations, etc.).

All field placements must provide opportunities for students to work with minority and low income clients or with projects associated with the needs of these groups.

Confirmation Signatures

By my signature below, I confirm my approval of this agreement.

Student _____ Date _____

Field Instructor _____ Date _____

Faculty Liaison _____ Date _____

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Field Coordinator
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 or 800-334-4111, Ext. 1650
 Fax: (910) 893-1999

EARLY EXPERIENCE EVALUATION (SOWK 290)

Name of Student _____

Student Id Number _____ Date of Evaluation _____

Name of Agency or Organization _____

Name of Field Instructor _____

Position/Title _____

Semester of _____ (year) Total Number of Hours _____

I. Social Work Setting and Learning

Excellent	Above Average	Average	Below Average	Unacceptable	Not Applicable	
5	4	3	2	1	NA	1. Arrives at agency promptly and at assigned times
5	4	3	2	1	NA	2. Calls if unable to come due to illness or emergency
5	4	3	2	1	NA	3. Presents a professional appearance
5	4	3	2	1	NA	4. Follows directions and completes assignments as
5	4	3	2	1	NA	5. Demonstrates acceptable professional behavior based upon the Code of Ethics
5	4	3	2	1	NA	6. Handles confidential material appropriately
5	4	3	2	1	NA	7. Listens attentively and responds appropriately
5	4	3	2	1	NA	8. Maintains eye contact
5	4	3	2	1	NA	9. Avoids distracting mannerisms
5	4	3	2	1	NA	10. Relationships are amiable and pleasant

5	4	3	2	1	NA	11. Shows enthusiasm through actions, voice, and preparation
5	4	3	2	1	NA	12. Shows a willingness to accept constructive criticism.
5	4	3	2	1	NA	13. Relates well to supervisor and staff

II. Social Work Practice With Client(s)

5	4	3	2	1	NA	14. Ability to form purposeful helping relationships
5	4	3	2	1	NA	15. Problem-solving skills
5	4	3	2	1	NA	16. Ability to link or refer clients to appropriate resources

III. Summary of activities, tasks, and experiences while in placement.

IV. Summary of student's performance in Early Experience in Social Work.

Campbell University
Social Work Program
Field Evaluation Instrument

Rating Scale for Evaluation of Field Placement Performance

Note

This field evaluation form was originally developed and published in the following article:

Zastrow, Chuch, et. Al., “An Interpretation for Incorporating EPAS 2008 into Social Work Baccalaureate and Masters Curriculum In CSWE-Accredited Programs: Recommendations from the Field.”

The article was distributed on the BPD List-serve. The authors gave permission in the article for programs to use this evaluation instrument.

Several changes have been made to the original document.

Medterm _____

Final _____

Name of

Intern: _____ **Date** _____

Instructions for Rating Interns on the 10 competencies.

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5	The intern has excelled in this area.
4	The intern is functioning above expectations for interns in this area.
3	The intern has met the expectations for interns in this area
2	The intern has not yet met the expectations in this area, but he/she gives indication he/she will do so in the near future.
1	The intern has not met the expectations in his area, and does not give indications s/he will do so in the near future.
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty liaison's overall evaluation of the students' performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss his with the faculty supervisor.

Competence 2.1.1: The intern identifies as a professional social worker and conducts himself/herself accordingly.

1	Advocates well for client access to the services of social work (1)	5	4	3	2	1	Na
2.	Practices personal reflection and self-correction to assure continual professional development (2)	5	4	3	2	1	Na
3	Knows the profession's history (3)	5	4	3	2	1	Na
4	Has a commitment to enhancing the profession (3)	5	4	3	2	1	Na
5	Attends well to professional roles and boundaries (3)	5	4	3	2	1	Na
6	Demonstrates professional demeanor in communication (4)	5	4	3	2	1	Na
7	Has a commitment to conducting herself/himself as a professional social worker (4)						
8	Demonstrates professional demeanor in appearance (4)	5	4	3	2	1	Na
9	Has a commitment to career-long learning and growth (5)	5	4	3	2	1	Na
10	Uses supervision and consultation effectively (6)	5	4	3	2	1	Na

Comments:

Competence 2.1.2: Intern applies social work ethical principles to guide his or her professional practice.

11	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights) (7)	5	4	3	2	1	Na
12	Is knowledgeable about the value base of the profession (8)	5	4	3	2	1	Na
13	Is knowledgeable of, and abides by, the ethical standards of the profession (8)	5	4	3	2	1	Na
14	Tolerates well ambiguity in resolving ethical conflicts (9)	5	4	3	2	1	Na
15	Is able to apply strategies of ethical reasoning to arrive at principled decisions (10)	5	4	3	2	1	Na

Comments:

Competence 2.1.3: Intern applies critical thinking to inform and communicate professional judgments.

16	Is knowledgeable about the principles of logic and scientific inquiry (11)	5	4	3	2	1	Na
17	Is able to grasp and comprehend what is obscure (11)	5	4	3	2	1	Na
18	Analyzes complex material well (11)	5	4	3	2	1	Na
19	Is skilled at appraising and integrating multiple sources of knowledge: including research-based knowledge and practice wisdom (11)	5	4	3	2	1	Na
20	Is skilled at using critical thinking augmented by creativity and curiosity (12)	5	4	3	2	1	Na
21	Has good assessment skills (12)	5	4	3	2	1	Na
22	Has good problem solving skills (12)	5	4	3	2	1	Na
23	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation (12)	5	4	3	2	1	Na
24	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues (13)	5	4	3	2	1	Na
25	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues (13)	5	4	3	2	1	Na
		5	4	3	2	1	Na

Comments:

Competence 2.1.4: Intern engages diversity and difference in practice.

26	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identify and expression, immigration status, political ideology, race religion, sex, and sexual orientation (14)	5	4	3	2	1	Na
27	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (14)	5	4	3	2	1	Na
28	Has sufficient self-awareness to eliminate the influence of personal biases and values in wokng with diverse groups (15)	5	4	5	2	1	Na
29	Treats diverse clients with dignity and respect (15)	5	4	3	2	1	Na
30	Recognizes and communicates her of his understanding of the importance of difference in shaping life experience (16)	5	4	3	2	1	na
31	Views herself or himself as a learner and engages those he or she works with as informants (17)	5	4	3	2	1	Na

Comments:

Competence 2.1.5: Intern advances human rights and social and economic justice.

32	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, or adequate standard of living, health care, and education (18)	5	4	3	2	1	Na
33	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights (18)	5	4	3	2	1	Na
34	Understands the forms and mechanisms of oppression and discrimination (18)	5	4	3	2	1	Ma
35	Is skilled at advocating for human rights and social and economic justice (19)	5	4	3	2	1	Na
36	Is skilled at engaging in practices that advance social and economic justice (20)	5	4	3	2	1	Na

Comments:

Competency 2.1.6: Intern engages in research-informed practice and practice-informed research.

37	Is skilled at using practice experience to inform research (21)	5	4	3	2	1	Na
38	Is skilled at evaluating his or her practice (21)	5	4	3	2	1	Na
39	Is skilled at employing evidence-based intervention (22)	5	4	3	2	1	Na
40	Is skilled at using research findings to improve practice, policy, and social service delivery (22)	5	4	3	2	1	Na
41	Comprehends quantitative research (22)	5	4	3	2	1	Na
42	Comprehends qualitative research (22)	5	4	3	2	1	Na
43	Understands scientific and ethical approaches to building knowledge (22)	5	4	3	2	1	Na

Comments

Competence 2.1.7: Intern applies knowledge of human behavior and the social environment.

44	Is knowledgeable about human behavior across the life course (23)	5	4	3	2	1	Na
45	Is knowledgeable about the range of social systems in which people live (23)	5	4	3	2	1	Na
46	Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development (23)	5	4	3	2	1	Na
47	Is skilled at utilizing conceptual frameworks to guide the process of assessment, intervention, and evaluation (23)	5	4	3	2	1	Na
48	Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being. (24)						

Comments

Competence 2.1.8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

49	Understands that policy affects service delivery (25)	5	4	3	2	1	Na
50	Actively engages in policy practice (25)	5	4	3	2	1	Na
51	Is knowledgeable about the history of social policies and services (25)	5	4	3	2	1	Na
52	Is knowledgeable about current social policies and services (25)	5	4	3	2	1	Na
53	Is knowledgeable about the role of practice in policy development (26)	5	4	3	2	1	Na
54	Is skilled in analyzing, formulating, and advocating for policies that advance social well-being (26)	5	4	3	2	1	Na
55	Is skilled at collaborating with colleagues and clients for effective policy action (26)	5	4	3	2	1	Na

Comments:

Competence 2.1.9: Intern responds to contexts that shape practice.

56	Is informed, resourceful, and proactive in responding to evolving organizations, community, and societal contexts at all levels of practice (27)	5	4	3	2	1	Na
57	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively (27)	5	4	3	2	1	Na
58	Is skilled at continuously discovering, appraising, and attending to changing locals, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services (27)	5	4	3	2	1	Na
59	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (28)	5	4	3	2	1	Na

Comments:

Competence 2.1.10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

60	Is skilled at engaging (developing a positive relationship with individuals (29), (30), (31))	5	4	3	2	1	Na
61	Is skilled at engaging families (29), (30), (31)	5	4	3	2	1	Na
62	Is skilled at engaging groups (29), (30), (31)	5	4	3	2	1	Na
63	Is skilled at engaging organizations (29), (30), (31)	5	4	3	2	1	Na
64	Is skilled at engaging communities (29), (30), (31)	5	4	3	2	1	Na
65	Is skilled at assessing individuals (32), (33), (33), (34), (35)	5	4	3	2	1	Na
66	Is skilled at assessing families(32), (33), (33), (34), (35)	5	4	3	2	1	Na
67	Is skilled at assessing groups(32), (33), (33), (34), (35)	5	4	3	2	1	Na
68	Is skilled at assessing organizations(32), (33), (33), (34), (35)	5	4	3	2	1	Na
69	Is skilled at assessing communities(32), (33), (33), (34), (35)	5	4	3	2	1	Na
70	Is skilled in providing effective services to individuals (36), (37), (38), (39), (40)	5	4	3	2	1	Na
71	Is skilled in providing effective services to families (36), (37), (38), (39), (40)	5	4	3	2	1	Na
72	Is skilled in providing effective services to groups (36), (37), (38), (39), (40)	5	4	3	2	1	Na
73	Is skilled in providing effective services to organizations (36), (37), (38), (39), (40)	5	4	3	2	1	Na
74	Is skilled in providing effective services to communities (36), (37), (38), (39), (40)	5	4	3	2	1	Na
75	Is skilled at evaluating program outcomes (41)	4	4	3	2	1	Na

Comments:

Overall Evaluation at MIDTERM

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- _____1. This intern is excelling in field placement by performing above expectations for interns.
- _____2. This intern is meeting the expectations of the field placement intern.
- _____3. This intern is functioning somewhat below the expectations of a field placement intern.
- _____4. There is a question whether this intern will be ready for beginning level social work practice by the end of the placement.
- _____5. This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/Elaborations:

FINAL OVERALL EVALUATION

Please **CIRCLE** one of the following at the final evaluation. At the midterm evaluation do **NOT** complete this section.

1. This intern has excelled in field placement by performing above expectations for interns.

If an appropriate position were to open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

2. This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
3. This intern is not yet ready for beginning level social work practice.
4. This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/Elaboration:

Signature of Agency Field

Instructor: _____

Agency _____ **Date** _____

—

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

_____ I agree with the evaluation

_____ I do not agree with the evaluation.

Intern's

Signature _____ Date _____

—

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

CAMPBELL UNIVERSITY
 Social Work Department
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 or 800-334-4111, Ext.

Fax: (910) 893-1999

STUDENT EVALUATION OF FIELD PLACEMENT

This data will be summarized; specific statements will be confidential.

Student Name _____ Date _____

Agency _____ Field Instructor _____

Faculty Liaison _____

Student's Placement: _____ Early Experience

_____ Senior Practicum

Check the boxes that best describe the statements below.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Overall, my field instructor facilitated my day-to-day learning in my field placement.					
2. My field instructor was committed to having regular scheduled conferences with me.					
3. My field instructor was approachable.					
4. My field instructor assisted me in developing my learning objectives.					
5. Community resources and social workers outside my field placement contributed to my learning experience.					
6. My assignments in the field placement were relevant to my student learning agreement.					
7. My field instructor gave me challenging assignments.					

Check the boxes that best describe the statements below.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
8. My field instructor identified and discussed generalist social work practice skills I need to strengthen.					
9. My field instructor identified my strengths.					
10. My field instructor evaluated me on a continuous basis.					
11. My field instructor had realistic expectations of me.					
12. My field instructor encouraged me to be autonomous and learn independently.					
13. My field instructor respected me as an individual.					
14. My field instructor is knowledgeable about agency policies and procedures.					
15. My field instructor demonstrated good generalist social work practice skills and knowledge.					
16. My field instructor demonstrated ability to conceptualize and communicate knowledge to me.					
17. My faculty liaison was available for consultation.					
18. My faculty liaison reviewed and approved my student learning agreement. (490 only)					
19. My faculty liaison monitored my field learning experiences taking corrective action as needed.					
20. Overall, my field placement enhanced my learning experience.					
21. I would recommend my field instructor to other students.					
22. I would recommend my field placement agency to other students.					

23. What were the most important competencies (knowledge, values, skills) you gained from this field experience?

24. What, if anything, inhibited you from developing important competencies?

25. What strengths and weaknesses did you bring to the field placement that most influenced the outcome of this experience?

26. How often did your Faculty Liaison meet with you and your Field Instructor?

27. Estimate the amount of time each week you and your Field Instructor met for supervision _____ hour(s) per week of direct supervision.

28. Estimate the amount of time each week you were given consultation and supervision by other staff in your agency _____ hour(s) per week.

29. In general, evaluate the effectiveness of the Field Instruction Program. What recommendations would you make for improving the Field Instruction Program?

CAMPBELL UNIVERSITY
 Social Work Department
 Buies Creek, NC 27506
 1650
 (910) 893-1638

Field Coordinator
 (910) 893-1650
 or 800-334-4111, Ext.

Fax: (910) 893-1999

FIELD INSTRUCTOR'S FEEDBACK

(Please forward to the Field Coordinator by the last day of placement.)

Field Instructor _____ Faculty Liaison _____

Agency _____ Student _____ Date _____

Student's Placement: Early Experience (290) _____ Senior Practicum (490) _____

Check the boxes that best describe the statements below.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	N/A
1. The social work Field Coordinator clearly explained the Field Instructor's roles, responsibilities, and performance expectations.						
2. The social work Field Instruction program assumes responsibility for the selection of students to be placed at the agency and involves the agency on final decisions regarding placement.						
3. The social work Faculty Liaison scheduled a minimum of at least one visit to the agency to view student progress and consult with the Field Instructor.						
4. The social work Faculty Liaison followed field practicum policies and procedures consistently and fairly.						
5. The social work Faculty Liaison resolved grievances in an appropriate manner.						
6. The social work Faculty Liaison was available for immediate consultation when requested.						
7. The Faculty Liaison reviewed and approved the student learning agreement in collaboration with both the student and the Field Instructor. (490 only)						
8. The Faculty Liaison evaluated the student's work and assigned a field grade in consultation with the Field Instructor and student.						
9. The student evaluation process was effective.						

10. Please comment on the successfulness of the student's learning experience this year. Consider the following factors which influence this experience: (a) the student, (b) yourself, (c) the organization and community environment.

11. How many times did the Faculty Liaison meet with you at your agency?

12. Please comment on the adequacy of the Campbell curriculum in preparing students for field instruction. What suggestions do you have to enhance students' preparation for field instruction?

13. What recommendations do you have for the improvement of the Field Instruction Program in general?

14. Would you consider being a Field Instructor for the Campbell University Social Work Department in the future?

Additional comments:

APPENDIX I

PROGRAM GOVERNANCE

The Social Work Department is located on the second floor of Taylor Hall and is a Department within the School of Education. Dr. Karen Nery is Dean of the School of Education, and her office is located in Room 230 of Taylor Hall.

A Program Advisory Committee composed of social workers from the community, social work faculty, field faculty, graduates and students advise the program in matters of curriculum and policy. This committee meets at least twice during the academic year. Minutes of these meetings are available in the program office. Faculty in field agencies hold the title of Adjunct Faculty Field Instructors. Adjunct faculty paid by the program carry the title of Adjunct Clinical Instructors.

ORGANIZATIONAL CHART

ADVISORY BOARD MEMBERS
2011-2012

Ms. Jackie Kane
1723 Margarita Lane
Sanford, NC 27330

Ms. Sharon Scott
Cumberland County GAL
117 Dick Street
Fayetteville, NC 28302

Ms. Elsa Sears
Harnett County Schools
1608 Fleming Rd.
Coats, NC 27521

Mr. Bill Daniels
Falcon Children's Home
PO Box 39
Falcon, NC 28342

Ms. Sara Crook
Harnett County DSS
P.O. Box 669
Lillington, NC 27546

Ms. Peggy Mann
Lee County Schools
2301 Tramway Road
Sanford, NC 27332

Student Representatives

President of Social Work Club
President of Phi Alpha Eta Kappa Honor Society

National Association of Social Workers

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:

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The

NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct.

The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

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

¹For 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. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this

Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised.

(Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.05 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients --who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through

appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Council on Social Work Education
Educational Policy and Accreditation Standards
2008

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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) 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.²

1. 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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ 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.

1 These six value elements reflect the National Association of Social Workers Code of Ethics.

National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

2 National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, DC: NASW.

3 International Federation of Social Workers and International Association of Schools of Social Work. (2004). Ethics in Social Work, Statement of Principles. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;

- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)]. 9 B2.0.4 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 (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 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.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational 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 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. 5

5 Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 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

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 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.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 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.

3.3.4 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.

3.3.5 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.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.4.2 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.

3.4.3 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.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(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.

3.4.5(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 postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.