



Warner Pacific College

**Social Work Program
Field Education Manual**

Academic Year
2016-2017



WELCOME, Field Instructors and Social Work Students!

Thank you so much for partnering with us! Our Field Education Program is our "signature pedagogy" where our senior students have opportunities to apply the knowledge, values, and skills they have learned, under your supervision and guidance. It is a crucial part in the development of social work identity, professionalization of skills, application of knowledge and values, and demonstrating practice competencies and behaviors.

Our **Social Work Field Manual** will orient you to the baccalaureate Social Work Program at Warner Pacific College (WPC), and introduce you to related requirements, procedures, and policies of the senior Social Work Field Practicum. You will find all related forms here and additional material on our new WPC Social Work website:

<http://www.warnerpacific.edu/social-work-program/>

We appreciate all your contributions to our Social Work Program and hope to be a ready resource to you when you have questions, need support, our Field Instructors and students collectively make to our Social Work Program and we hope to be a ready resource to you when you have questions and/or need any support throughout the year.

We look forward to a productive and positive 2016-2017 Academic Year!

Warmly,

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Part One

The Warner Pacific College Social Work Field Education Program

Warner Pacific College Social Work Program Mission

The Social Work Program's Mission is to *equip students for ethical and competent generalist practice based on a liberal arts education within the context of a Christ-centered, urban and diverse community to positively impact the world.* Social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry guide a learning environment strategically focused on a student's ability to be equipped to positively impact the world for good.

This mission statement emanates from the program's greater college context and the profession's purpose and values and is deeply aligned with both. The foundation of the program is liberal arts. From this broad base, students are equipped and encouraged to wrestle with the complexities of what it means to be human in an increasingly diverse and urban environment both on campus and globally. An open Christian perspective serves to solidify the quest for justice, advocacy, and reconciliation, concurrently using critical thinking to grapple with a host of ethical dilemmas and paradoxical uncertainties. This belief system serves as both motivation and support for the core values of the social work profession.

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. (Educational Policy and Accreditation Standards, Council on Social Work Education, 2008)

Warner Pacific College Four Social Work Program Goals

The goals of the WPC Social Work Program are to provide graduates to the community, region, and beyond who:

1. Demonstrate mastery of the knowledge, theory, and historical context of the profession of social work within a liberal arts base to be able to consider a myriad of social problems and act to prevent or intervene.
2. Integrate this interdisciplinary knowledge with the values and ethics of social work to focus on promoting justice and common good.
3. Consistently show strengths-based practice behaviors and skills that are congruent with ethical, competent and creative practice.
4. Apply the knowledge, values and skills of social work to multi-level systems to enhance quality of life and instill hope for the future.

Social Work Competencies and Practice Behaviors

The core competencies and corresponding practice behaviors of the WPC Program are taken from the Council on Social Work Education's Educational Policy and Accreditation Standards (2008) as shown below. They provide a genuine reflection of the proficiencies, aptitudes, and capabilities desired by our faculty to equip ethical and competent generalist professionals. Below is the title and description of each competency, accompanied by specific practice behavior. These 10 competencies and 41 practice behaviors guide the WPC social work curriculum and outcomes.

Competency 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

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

Competency 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

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

Competency 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

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

Competency 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

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

Competency 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

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

Competency 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

21. use practice experience to inform scientific inquiry and
22. use research evidence to inform practice.

Competency 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

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

Competency 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

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

Competency 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

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

Competency 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.

(a)—Engagement

Social workers

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

(b)—Assessment

Social workers

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

(c)—Intervention

Social workers

36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.

(d)—Evaluation

41. Social workers critically analyze, monitor, and evaluate interventions.

Field Education: Bridge from Classroom to Professional Practice

Field Education is the bridge by which Warner Pacific College's Social Work Program connects the theoretical and conceptual experience of the classroom with the practice setting. This knowledge, skill, and ethical orientation taught in the classroom provides the foundation for field education whose primary goal is to support the professionally maturing student in synthesizing social work theory and practice in a real world setting. In this setting, students practice and demonstrate the degree to which the core competencies have been achieved.

The program of study prior to and during the field placement includes College service learning requirements, a strong liberal arts core, an inter-disciplinary learning approach, and a series of multi-level practice classes. Under professional field supervision and continued faculty involvement, social work theories and concepts can be demonstrated. Social work courses are interlocked with the practicum experiences of field education.

SW 495 and SW 496 Field Practicum Seminar I and II, (concurrent with SW 491 and SW 492 Field Practicum I and II), are designed to bring learning in field placements to the classroom and to be a catalyst and confirmation for student growth in all competency areas. Selected experiences in the practicum setting are expected to become discussion points in all senior classes.

This practicum is built upon a curriculum emphasis in the strengths perspective, systems/ecological theory, person-in-environment focus (eco-systems), attention to the centrality of human rights and social justice, and a generalist practice model of planned change. This generalist approach is interwoven throughout the social work curriculum and is considered in the selection of texts and literature, assignments, and interactive class activities and discussions.

Strengths Perspective

- Built upon the foundations created by Dennis Saleeby, a strengths perspective is highlighted in the study of social work at Warner. Attention is given to standards of generalist social work practice as they relate to embracing the inherent value of each client in the context of his/her/their diversity and experience, respecting client self-determination, acknowledging and fostering resilience, utilizing empowerment strategies, and imparting hope at all levels of intervention.
- Incorporation of biological, social, cultural, psychological, spiritual dimensions in generalist social work practice is emphasized at micro, mezzo, and macro levels.

Systems/Ecological Theory

- Understanding of various-size systems is essential in social work practice as they are interrelated in change processes and impact of change.

- Human welfare is intrinsically linked to ecological systems. This is well illustrated in the National Association of Social Workers *Social Work Speaks* quote that is notated in the Suppes and Wells 6th ed. text (p. 12) that is required for SW 200:
 “The inextricable links among poverty, environmental degradation, and risk to human well-being cannot be deined...The relationships and subsequent health disparities are clear in polluted inner-city neighborhoods where children of color suffer from high rates of asthma; in crop lands where poor migrant workers carry agricultural pesticides home to their families on their work clothes; in low-income Louisiana parishes along the industrial “Cancer Alley” stretch of the Mississippi River; and in the unsanitary, crowded, and hastily and poorly constructed maquiladoras that house Mexican plant workers along the United States-Mexican border (2009, p.22).”

Person-In-Environment Focus (Ecosystems View)

- This view highlights the reality of a person living within an environment where interactions are continually occurring and each is affecting the other.
- Therapeutic intervention rests on the assumption that people have the capacity to understand their problems and have the resources within to resolve them.
- This approach emphasizes fully experiencing the present moment, acceptance of self, and determining ways to change.
- The goal is to provide a climate of safety/trust to enable the client, through the therapeutic relationship, to become more aware of challenges to growth.
- The facilitator must convey genuineness, non-possessive warmth, accurate empathy, unconditional acceptance of and respect for the client, and caring.

Centrality of Human Rights and Social Justice

- The Social Work Program’s Mission is *to equip students for ethical and competent generalist practice based on a liberal arts education within the context of a Christ-centered, urban and diverse community to positively impact the world.* Social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry guide a learning environment strategically focused on a student’s ability to be equipped to positively impact the world for good. This mission statement emanates from the program’s greater college context and the profession’s purpose and values and is deeply aligned with both. The foundation of the program is liberal arts. From this broad base, students are equipped and encouraged to wrestle with the complexities of what it means to be human in an increasingly diverse and urban environment both on campus and globally. The generalist social work foundation further strengthens this liberal arts framework through professional resources and connections made in the social work curriculum.
- The following ethics, constructs, and/or guidelines are incorporated in class discussions, lectures, assignments, and activities in various social work classes:
 - The United Nations Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child Guiding Principles

- The National Association of Social Workers (NASW) Code of Ethics, NASW Standards and Indicators for Cultural Competence in Social Work Practice (2008) and the NASW Center for Workforce Studies & Social Work Practice (2016)
- The International Federation of Social Workers (IFSW), International Association of Schools of Social Work (ASSW) Ethics in Social Work, Statement of Principles
- The Council on Social Work Education 2008 Educational Policy and Accreditation Standards (EPAS):
 - EPAS 2.1.4: Engaging diversity and difference in practice (WPC Social Work Competency #4);
 - EPAS 2.1.5: Advancing human rights and social and economic justice (WPC Social Work Competency #5)
 - EPAS 2.1.7: Applying knowledge of human behavior and the social environment (WPC Social Work Competency #7)

Generalist Practice Model of Planned Change

- All social work courses, especially the social work practice courses, apply a generalist practice model and levels of intervention. This model centralizes understanding that social workers are engaged in a planned change process at micro, mezzo, and macro levels of intervention, with individuals, families, groups, organizations, and communities.
- Generalist social work practice is foundational in baccalaureate social work programs and is defined in CSWE Educational Policy B2.2:

“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.”
- CSWE Educational Policy 2.1.10(a)-(d), captured in Social Work Competency #10, is primary to incorporation of generalist social work practice in the curriculum:
 - substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - empathy and other interpersonal skills; and
 - develop a mutually agreed-on focus of work and desired outcomes
 - collect, organize, and interpret client data
 - assess client strengths and limitations
 - develop mutually agreed-on intervention goals and objectives
 - select appropriate intervention strategies.
 - initiate actions to achieve organizational goals

- implement prevention interventions that enhance client capacities
 - help clients resolve problems
 - negotiate, mediate, and advocate for clients
 - facilitate transitions and endings
 - critically analyze, monitor, and evaluate interventions
- Understanding of stages of change as a fluid process of intentional behaviors is achieved through use of evidence-informed practice models, such as the works of Prochaska and DiClemente

Since the field practicum is the bridge from the classroom to social work practice, students are expected to incorporate best practices in field agencies and to integrate generalist social work and evidence-informed practice methods that are appropriate for their field settings. These include but are not limited to incorporation of generalist social work (as described by Suppes and Wells) culturally competent strategies of engagement and empowerment (as noted by Chang, Scott, and Decker; Johnson and Yanca; Suppes and Wells; Lum), eco-systems theories (general, ecological, social and family systems), collaborative planned change (as outlined in model by Prochaska and DiClemente), cognitive behavioral theoretical methods, strengths-based methods (as originated by Saleebey, Glicklen), and human developmental theories across the lifespan (including but not limited to Erikson, Kohlberg, Gilligan, Fowler, Piaget).

The application and integration of professional social work knowledge, skills and values are expected educational outcomes as outlined in SW 495 and SW 496 syllabi. They are to:

- Identify learning needs and participate in activities that improve social work skills.
- Demonstrate an understanding of the values and ethics of the social work profession within a Christ-centered framework.
- Assess field work experience as it relates to professional roles and functions within the agency setting and the professional use of self within the agency setting.
- Demonstrate effective communication skills, both oral and written, while working with the Field Instructor, colleagues, the client system, and representatives from other organizations.
- Demonstrate, at a beginning practice level, an understanding of generalist social work theory, values, and skills.
- Apply a bio-psycho-social strength-based perspective to guide efforts in assessment and intervention.
- Develop knowledge and understanding of urban social work practice and service delivery systems within urban areas.
- Utilize resources in the community that are relevant to the field placement.
- Assess evidence-based research through the use of information technology to enhance effectiveness as social work professionals.
- Identify the impact of agency structures and social policies on client systems, agency workers, and the delivery of social services.

- Acquire a deeper understanding of personal and professional responsibility as illustrated by the National Association of Social Workers (NASW) Code of Ethics and the social work profession.

The required 450-hour Field Practicum, facilitated during the student's senior year, is the signature pedagogy of the social work program and field serves as the vehicle for the demonstration of the social work core competencies and practice behaviors, as previously noted. As such, the policy of the Social Work Program is that Warner Pacific College does not grant Social Work course credit for life or previous work experience. This includes credit for field education, as stipulated by the Council on Social Work Education.

Warner Pacific's Social Work Department utilizes a concurrent field practicum model for its senior-level students that have been formally admitted to the Social Work Program. The concurrent model allows students to continue taking classes during the same weeks that they are actively involved in their field placement. The two-semester structure (typically a consecutive fall and spring semester) during the senior year offers optimal opportunities for students to fully understand and demonstrate the competencies and practice behaviors and was recommended by current Field Instructors. This concurrent model encompasses a wide variety of student options for learning over an entire academic year including but not limited to participation in board and/or staff meetings, workshops or conferences and, special events held by Field Practicum Agencies. Additionally, this model provides ample time for students to build stronger relationships with the field agencies and their clients, enabling WPC students to make tangible contributions to client and agency systems.

Each of the two semesters in the senior year requires participation in the Field Practicum Seminar (SW 495 and SW 496 respectively) to be taken concurrently with the Field Practicum (SW 491 and SW 492). Within the field seminar experience, students are exposed to learning from a variety of field experiences, other social work opportunities, and peer support. The weekly Field Practicum Seminar contributes to the consistency and stability of the students' internship experience. Strong relationships are cultivated with the Director of Field Education or seminar instructor, as well as, with other student interns. The seminar provides an environment in which the meta-themes of ethics and values and the demonstration of good communication and problem-solving skills are prioritized. Issues of confidentiality, ethical dilemmas and actualization of the core competencies are the mainstay of the discussions within the seminar. Additionally, seminar conversations provide hands-on examples of the realities of social work in the field and learning from diverse practice experiences.

The interrelated components of social work education- class and field, or theory and practice- are actualized during the field education experience. This process is guided by the formulation of a learning plan that requires each of the practice behaviors to be demonstrated on various levels of knowledge, skills, and ethics based on clear professional values.

Social Work Field Practicum Requirements

As the culmination of WPC's explicit and implicit curriculum, the field practicum is built on core liberal arts requirements, interdisciplinary courses, and social work-specific practice courses. Field education provides the student intern with opportunities to observe, participate and further develop and demonstrate attainment of all required competencies through the practice behaviors necessary for an entry-level generalist social work practitioner.

All Field Practicum students must complete a minimum of 450 hours during the final two semesters of their senior year. The Field Practicum coincides with the WPC Academic Calendar and requires 16 hours per week for 15 weeks each semester. Schedules are arranged in accordance with a student's class schedule and students are strongly encouraged to plan ahead to have blocks of time available for their field experience because occasionally there may be a need for schedule shifts that allow for opportunities such as conferences, agency board or staff meetings, or special events related to the Field Practicum.

SW 491 Field Practicum I and SW 492 Field Practicum II

This 450-hour internship, completed over two semesters (5 credits each semester), takes place under professional supervision in a social service agency within the urban context of the metropolitan Portland area. On occasion, students may be placed in a field setting in Vancouver, Washington, a border state urban area.

SW491 and SW492 is intended to demonstrate preparation for beginning level generalist practice through the liberal arts foundation and through the social work knowledge, skill, and ethical development gained throughout the explicit and implicit curriculum offered through the Warner Pacific College Social Work Program.

It is expected that students will be able to demonstrate beginning levels of professional competence through associated practice behaviors during the Field Practicum experience. Prerequisites for SW 491: Admission to the Social Work Program, SW 385 or consent of instructor; Prerequisites for SW 492: Admission to the Social Work Program, SW 385 or consent of instructor.

SW 495 Field Practicum Seminar I and SW 496 Field Practicum Seminar II

These 2-credit seminar classes serve as both a catalyst and confirmation for growth in all competency areas. They must be taken concurrently with the field practicum. Prerequisites for SW 495: Admission to the Social Work Program, SW 385, and concurrent enrollment in SW 492 (Field Practicum I) or consent of instructor; Prerequisites for SW 496: Admission to the Social Work Program, SW 385, and concurrent enrollment in SW 492 (Field Practicum II) or consent of instructor.

Common Terms Used in WPC Field Education

<i>Term</i>	<i>Definition</i>
<i>Field Practicum</i>	This is the learning process that provides students with opportunities to apply knowledge, skills, and values in generalist social work practice in the community; it is also referred to as field, internship, or field education. Students complete 450 field hours as the minimum requirement as part of enrollment in SW 491 and SW 492.
<i>Practicum Site</i>	Also referred to as the field site, field setting, field placement; it is the organization where students are assigned for their Field Practicum by the Director of Field Education. Practicum sites include schools, rehabilitation facilities, assisted living homes, family and children’s services, immigration agencies, detention centers, community advocacy programs (restorative justice, poor families, etc.), domestic violence shelters, housing programs, family violence programs, youth services, government programs (ex: Department of Child Welfare, Department of Community Justice), etc.
<i>Director of Field Education</i>	The WPC Social Work Program faculty member who designs, supervises, coordinates, and evaluates Field Education Programs. Major duties include identifying field instructors and practicum sites, placing students, visiting the sites twice per year minimally, and providing orientation and training related to field practicum.
<i>Field Instructor</i>	An agency employee that oversees student learning, provides weekly supervision, guidance, instruction, mentoring, and evaluation of intern. Field instructor must have a BSSW/BSW or MSW from a CSWE-accredited institution and at least two years post-graduate experience.
<i>On-Site Task Supervisor</i>	An employee at the practicum site that does not have a BSSW/BSW or MSW. Provides weekly task supervision in coordination with qualified field instructor who either works at agency or is provided by WPC Social Work Program when a qualified BSSW/BSW or MSW Field Instructor is not available at the agency. When the student is assigned an On-Site Task Supervisor, the Field Instructor must provide at least one-hour monthly supervision with the intern to ensure social work content and emphasis.
<i>Field Practicum Seminar</i>	Also known as the Seminar, or Practicum Seminar (SW 495 and SW 496). This is the required two-credit weekly class that meets throughout each semester of the field practicum. This seminar is taught by the Director of Field Education or a designated Faculty Field Liaison.
<i>Faculty Field Liaison</i>	Is designated to teach a field seminar section and to conduct field visits with field instructors when the Social Work Program grows beyond the capacity of the Director of Field Education.



Part Two

Field Practicum Process, Policies, and Procedures

Social Work Field Practicum Quick Facts

Practicum Emphasis

As noted previously, the social work field practicum is the signature pedagogy of the Warner Pacific College social work curriculum. This practicum is built upon a curriculum emphasis in the strengths perspective, systems/ ecological theory, person-in-environment focus, attention to the centrality of human rights and social justice, and a generalist practice model of planned change. In practicum, students begin their formal professional training under supervision by applying the knowledge, skills, and values imparted by the social work curriculum. They learn to think about how micro, mezzo, and macro systems intersect and how the problem-solving process is enabled with clients of varying sizes (individuals, families, groups, organizations, communities). In the field, students get to practice how to apply various theories in diverse settings with diverse people. Additionally, they see application of social work ethical principles through this year-long learning lab.

Structure

Students meet specific criteria, outlined on following pages, before entering into a social work field practicum. Once admitted to the field program, students spend approximately 16 hours a week over a 15-week semester at their field placement. Students generally take a winter break while the College is closed, resuming their weekly field hours in the new year. At Warner Pacific College, students are required to complete a minimum of 450 hours in the field to be equipped for entering into generalist social work practice. That equates to 225 hours each semester in the senior year. The Council on Social Work Education requires 400 hours minimally for a full academic year field program.

Students are placed in public and private organizations for social work practicums. Examples include but are not limited to Department of Human Services Child Welfare and Self-Sufficiency offices, school settings K-12, family and children service centers, youth programs, the Department of Community Justice, domestic violence shelters, housing programs, programs for homeless families and individuals, restorative justice programs, community prevention programs, and advocacy organizations.

Schedule

Students are encouraged by their advisors to clear their class schedules as much as possible on Monday, Wednesday, and Friday in order to allow for two full days in the field. Students, however, work with staff at field agencies to determine a schedule that offers them the most learning opportunities during their internship. This may deviate from the above recommendations and may result in field hours throughout the week and occasionally on weekends. Students are expected to arrange field hours that do not conflict with any classes.

Supervision

Students are to be supervised by a social worker in the field. This person may hold a BSW or MSW degree and must have at least two years of experience post-graduation. In cases where agencies provide a rich learning environment but do not have a social worker on staff, an On-Site Task Supervisor may provide one hour of weekly supervision with interns. In this case, the College will make arrangements with the field agency to facilitate provision of one hour of

monthly supervision by a social worker with credentials outlined by the Council on Social Work Education. This is to ensure sufficient integration of social work knowledge, values, and skills during their learning experience. Students document supervision meetings on a regular basis to confirm integration of WPC social work competencies and related practice behaviors.

Criteria and Process for Social Work (BSSW) Field Practicum

All social work field placements are arranged by the Director of Field Education. Although students may suggest ideas of placements that are new to the Warner Pacific College Social Work Program, students may not arrange their own field placements. Potential new Field Instructors are welcome to contact the Director of Field Education or the Social Work Program Director to explore joining the program.

The Director of Field Education implements the field practicum placement process and may designate additional social work Field Faculty Liaisons to ensure placements based on student learning needs and interests in generalist social work practice.

Social Work Program Admission Criteria

The Social Work Program has established the criteria for admission that it believes will best position students to be successful in the field of social work and in accordance with common registration and/or licensing requirements. The Social Work Program Application Packet is available to students electronically and in print from the Social Work Program Director. It is also distributed and discussed during Social Work Information Meetings and in SW 200 (Exploring Social Work). Prior to formal application, students are encouraged to discuss any concerns with their advisors or the Program Director. Students are directed to the WPC Social Work Student Handbook, pages 21-22, for details in the process of applying to the social work major although general policies are described here. Applications to social work program are open to students:

- a. In good standing at Warner Pacific College as per The Squire and WPC 2016-17 Academic Catalog;
- b. That have achieved sophomore standing;
- c. Have and maintain a minimum cumulative grade point average (GPA) of 2.0 and 2.5 in social work major courses. Coursework required for the Social Work major must be completed with a grade of C- or higher;
- d. That have successfully completed SW 200 Exploring Social Work

Applications to the program may be submitted each semester during pre-registration or registration review as listed on the WPC Academic Calendar. Only students officially accepted for full admission to the Social Work Program are allowed to take Field Practicum I and II (SW 491 and SW 492) and accompanying Field Practicum Seminars (SW 495 and SW 496).

Criminal Background

Criminal charges and/or convictions do not automatically disqualify a student from being admitted to the Social Work Program. However, organizations differ in their requirements regarding internship and hiring practices, and having a criminal background may adversely impact the ability to be in an internship and/or find employment upon graduation. Criminal history or pending charges must be reported on the Application for Admission to the Program and formal criminal background verification may be required by the Social Work Program and/or the Field Practicum site.

Students must report any situational changes from the time of application and admission to the Program Director. This includes illegal behavior, violations of the *NASW Code of Ethics*, criminal convictions, academic, personal, or professional misconduct, behaviors that may interfere with learning, or behaviors that may be cause for concern to self or others. Any infractions of the Community Agreement (see the *2016-17 Squire*, pp. 15-16) must also be reported to the Social Work Program Director.

Social Work Field Placement Criteria and Required Tasks

All students applying for the Field Practicum must have been previously and formally admitted to the WPC Social Work Program with Full Admission status and be in good standing at the time of application to the senior-level Field Practicum. Students on Conditional Status may not apply until Full Admission Status is achieved. Details regarding status changes for academic or professional reasons can be reviewed in the current WPC Social Work Student Handbook, available from the Director of Field Education or the Social Work Program Director.

All social work students must also be aware that past, present, or future criminal conduct may limit or prevent a Field Practicum placement in an agency or organization. The Field Practicum is a BSSW curriculum imperative, so a social work degree can only be awarded after successful completion of all major requirements. Past or present criminal conduct may also render a person ineligible to secure a state license to practice social work and the privilege of practicing social work. In such situations, social work faculty will attempt to assist students in finding an alternate course of study that does not have such stipulations.

Social Work Program Admission Criteria for Field Education

1. Students must have received official full admittance into Social Work Program prior to enrolling for Field Practicum I and II (SW 491 and SW 492) and accompanying Field Practicum Seminars (SW 495 and SW 496) as explained above.
2. Students must have completed the Application for Social Work Senior Field Practicum in the spring semester of the junior year, signifying the student's desire and interest to progress into the two-semester senior Field Practicum.
 - a. This application includes a current resume describing student areas of interest, work and volunteer experience, skills, languages spoken, etc. that is accessed by the Director of Field Education in the placing of students in the field and shared by the student in the interview at the field practicum site with Field Instructor and other

designated agency personnel. Student signature on the field application verifies understanding of all criteria outlined for admission for field education.

3. Students must agree to be in compliance with minimum Field practicum requirements, completing a total of 450 field hours in concurrent semesters.
4. Students must understand the expectation of adherence to standards and principles outlined in National Association of Social Workers Code of Ethics.
5. Students recognize and accept responsibility in reading and understanding field requirements and policies outlined in the WPC Social Work Field Manual, as well as, in all academic and internship requirements and policies pertaining to College and Social Work Program.
6. Students commit to attending Pre-Field Placement Orientation Workshop held in Spring semester prior to the senior year.
7. Students recognize that achievement of senior status is required by the time one enters Field.
8. Students understand that certain placements may require criminal background checks, fingerprints, drug screens, and/or immunizations.
9. Students have awareness that conflict of interest, including previous services received by the student or family members by Field Agency, may prohibit placement in that specific field practicum site.
10. Students understand professional liability insurance provisions provided for Social Work interns by College.
11. Students agree to prepare for and participate in at least one formal interview at a Field Agency with a potential Field Instructor and other designated agency personnel prior to being officially accepted as a social work intern at the Field Agency.
12. Students accept responsibility to complete Required Steps for Social Work Field Practicum.
13. Students understand relevance of Criminal Background Related to Field Education:
 - a. Students must be aware that criminal charges and/or convictions do not automatically disqualify a student from being admitted to the Social Work Program or to the field practicum. However, organizations differ in their requirements regarding internship and hiring practices. As such, having a criminal background may adversely impact a student's ability to be in Field Practicum and/or to find social work employment upon graduation from the Social Work Program.
 - b. Criminal history or pending criminal charges must be reported on the Application for Admission to the Program and formal criminal background verification may be required by the Social Work Program and/or the Field Practicum program or field practicum site at any time. Students with a criminal history or pending charges must discuss this with the Social Work Program Director prior to applying to the Social Work major/program.
 - c. Students must also report any changes from the time of application and admission to the Social Work Program Director. This includes illegal behavior, violations of the *NASW Code of Ethics*, criminal convictions, academic, personal, or professional misconduct, behaviors that may interfere with learning, or behaviors that may be cause for concern to self or others. Any infractions of the Community Agreement (see the *2016-17 Squire*, pp. 15-16) must also be reported to the Social Work Program Director who will review this new information and advise Director of Field Education.

Required Steps for Social Work Field Practicum

The social work student is responsible for getting field application and related materials to the Director of Field Education in a timely manner. Negligence in following the placement process in a timely manner may jeopardize a student's placement in a social work field practicum.

All students planning to register for the Field Practicum (SW 491) must complete the following steps, typically in the spring semester of their junior year, in order to participate in a social work internship during their senior academic year:

1. Read the Social Work Field Education Manual that is located on the social work website **by the end of January** and **prior to** providing their signature on the Application for Field Practicum.
2. Attend a required Field Education Review and Planning Meeting held in the **third week of January** in the spring semester of junior year. This meeting will incorporate the following:
 - a. The Director of Field Education will distribute a list of field agencies. Students will identify three agencies of interest as part of their Application for Field Practicum. Placements for students will be decided based on which field agency can provide the optimal setting and educational circumstances to meet the learning goals and needs of individual students. All field practicums must be coordinated by Director of Field Education.
 - i. Students will be made aware that they will not be placed in organizations where there may be a conflict of interest, including those that may have provided previous services to the student and/or family members;
 - ii. Students will not be allowed to complete their Social Work Field Practicum at the same agency where they are employed except for in rare situations when that agency is best in meeting the student's learning goals and needs. Should placement be at an employer site, specific planning is required to ensure that learning needs and work needs are clearly defined. Any such decisions must include the Director of Field Education, the Field Instructor, the Agency Contact, and the Student to facilitate appropriate boundaries, to clarify roles, to identify specific learning tasks and work tasks, and to facilitate appropriate field supervision.
 - b. Professional liability insurance designed for social work interns will be explained to students;
 - c. Students will gain understanding that certain placements may require criminal history checks, drug screens, and/or immunization histories;
 - d. All other requirements, policies, and related expectations for Social Work Field Education will be reviewed and students will be given an electronic copy of the Social Work Field Education Manual or a link to the manual that is current for their senior social work field internship.
3. Submit a completed Application for Field Practicum by the **first week of February** in the Spring semester of their junior year, signifying the student's desire to progress into the two-semester senior BSSW Field Practicum. As part of this field application, students must submit a current resume that will be shared with his/her/their Field Instructor as part of the field interview process that will be explained in #4 below.
4. Set up a meeting with the Director of Field Education in the **second or third week of**

- February** to discuss their Application for Field Practicum, including specific placement interests and opportunities.
- a. Director of Field Education will provide students a sign-up sheet for such meetings. Students are encouraged to come to this meeting with clearly defined learning goals for a field practicum experience. This time will be utilized to consider student learning goals and needs and to discuss the social work program's expectations of the field practicum.
 - b. Under no circumstances can social work students set up field placements on their own. All BSSW field practicum sites must meet specific criteria that is described in the Social Work Program Admission Criteria for Field Education section.
5. **By the last week of February or the first week of March**, the Director of Field Education confirms location of the first field interview for each eligible social work student and directs eligible students to make contact with their potential Field Instructor or Agency Contact person, providing contact information for students. Please note that the Director of Field Education makes all contacts with prospective Field Instructors and practicum site organizations. When a student/Field Instructor match seems likely, that is when the Director of Field Education, after communicating with agency Field Instructor, verbally directs the social work student to contact the Field Instructor for a formal interview. The student is expected to provide a current resume to the Field Instructor at the interview. The Field Instructor assures a fit between student expectations and interests and learning opportunities offered at the field site.
6. Set up field agency interview and participate in interview at the field agency by **second or third week of March**.
- a. Communicate interview date to the Director of Field Education.
 - b. Prepare for, participate in, and receive feedback from at least one formal interview with the proposed Field Instructor prior to being officially accepted as an intern.
7. Report to Director of Field Education the outcome of interview at field agency **by the third week of March**. The Director of Field Education confirms decision with Agency Contact and/or Field Instructor. Then, the Director of Field Education officially informs the student of the agency decision. If student is confirmed for selection at the first agency, no further interviews are necessary. If student is not selected for an internship at first agency, student meets with Director of Field Education **within a week** of notice to determine field site for a second field interview.
8. As needed, set up and participate in a second field interview at a different field agency by **the second week of April**. Repeat Step #5 within this adjusted timeframe. Director of Field Education will follow steps described in #6 as they relate to second field interview.

Above Field Schedule in Summary: Required Steps for Participation in Social Work Field Practicum	Tasks to complete (Student-Driven):
1. By End of January	Read the Social Work Field Education Manual that is located on the social work website and prior to providing signature on Application for Field Practicum.
2. 3 rd Week of January	Attend a required Field Education Review and Planning Meeting held in spring semester of junior year.
3. By 1 st week of February	Submit a completed Application for Field Practicum to Director of Field Education.
4. By 2 nd or 3 rd week of February	Set up a meeting with the Director of Field Education in the to discuss Application for Field Practicum, including specific placement interests and opportunities.
5. By last week of February or 1 st week of March	Director of Field Education confirms location of 1 st field interview for each eligible student and directs student to make contact with their potential Field Instructor or Agency Contact person.
6. By 2 nd or 3 rd week of March	Set up field agency interview and participate in interview at the field agency.
7. By 3 rd week of March	Report to Director of Field Education the outcome of interview at field agency. Then, the Director of Field Education officially informs the student of the agency decision. If student is confirmed for selection at the first agency, no further interviews are necessary. If student is not selected for internship at 1 st agency, student meets with Director of Field Education within a week of notice to determine site for a 2 nd field interview.
8. By 2 nd week of April	As needed, set up and participate in a second field interview at a different field agency and repeat Step #5 & following.
9. By third week of April	Confirmed interns must contact their Field Instructor to complete required agency paperwork (ex; application, criminal background check, any mandatory orientation dates/tasks, etc.) prior to summer break or early in summer break.
10. By early to mid-May	Student get all contact information from Field Instructor and provide theirs in order to establish specific time for summer contact to arrange start date in August (Internship starts during first week of school-16 hours to schedule)
11. By mid-July	Student confirms start date at agency
12. By August	Student begins social work field practicum

Placing and Monitoring Students in Field Practicum

While students have much input into the field process, placements are made by the Director of Field Education and students may not arrange their own field placements under any circumstances. Students must follow the Required Steps for Participation in Social Work Field Practicum. This process takes place in the semester immediately preceding the student's field practicum. Typically, this occurs in the spring semester of the junior year to facilitate the field practicum in the senior year. Students are first required to read the Social Work Field Education Manual by the end of the first month of the semester. Then they are required to attend a Field Education Review and Planning Meeting held in the third week of the semester. Students complete the Application for Field Education as the next step and they submit this, along with their resume, by the first week of the second month in the semester. After the application due date, the Director of Field Education meets with each student to discuss specific placement interests and opportunities. After discussing interests together, the Director of Field Education contacts pre-approved potential practicum sites and prospective Field Instructors. When a Student-Field Instructor match seems likely, the Director of Field Education shares the student's resume with the Field Instructor for review. Then Director of Field Education provides Field Instructor contact information to students to arrange a formal interview at the Field Agency location. Each student is required to formally interview with the Field Instructor to assure alignment with expectations prior to formal acceptance into the Field Practicum. Any paperwork and other requirements, such as background checks, must be completed according to timelines outlined in Required Steps for Field Practicum section. In the first field seminar, SW 495, the professor of the course, either Director of Field Education or the Faculty Field Liaison, ensure field protocol is clear and reasonable expectations are understood, along with paperwork requirements.

The Director of Field Education monitors field placements. As the program grows, the Director of Field Education will hire Faculty Field Liaisons that will be an integral part of this monitoring process but at this point in the program's development, all field practicums are monitored by the Director of field Education. Prior to the field placement the College and Field Agency agree to a Memorandum of Agreement that formally sets course for collaborative planning and communication throughout the field practicum for each student.

Each student works with the Field Instructor to jointly design a formal Learning Plan with tasks that need to be accomplished through specific activities that verify required learning according to the WPC social work competencies and demonstrate each related practice behavior. The Learning Plan serves both the student and the Field Instructor with concrete guidelines that are then monitored on a weekly basis in supervision meetings. The Learning Plan is the focal point of the Midterm Field Evaluation. During the first three weeks of each semester the student is in the field, the Director of Field Education or designated Faculty Field Liaison conjointly with the student and Field Instructor review the Learning Plan. At the end of each semester the Director of Field Education or designated Faculty Field Liaison conjointly with the student and Field Instructor discuss the Final Field Evaluation. As part of the meeting that takes place during SW491, discussion about deepening and increasing learning in the Plan for the following semester takes place among the vested parties. That serves as a springboard for developing the Learning Plan for the second semester of field. Through the Midterm Field Evaluation and Final Field Evaluation, the student is able to show progress toward becoming an entry-level generalist social worker with growing competencies. It is of utmost importance for senior-level students to demonstrate the program's core competencies and evaluation of each of the competencies is vital in equipping the

student for an entry-level generalist social work position post graduation.

Monitoring is achieved through two agency site visits each semester, periodic emails and/or phone calls to Field Instructors each semester, and weekly use of field forms that foster two-way communication during each semester, such as the Social Work Field Practicum Weekly Time Sheet and Social Work Field Supervision Meeting Reporting Form. On Social Work Field Practicum Weekly Time Sheets, there is a section provided for Field Instructors only. In this section, Field Instructors can request consultation from the WPC Director of Field Education. The weekly field seminar, SW 495 and SW 496, provides continuous oversight and monitoring of field placements as well. Feedback tools are built into field forms, such as the Weekly Field Supervision Form, in order to encourage communication between the Field Education Office and Field Agency. A collaborative relationship model is the foundation of the Warner Pacific College field program.

Criteria for Selecting Field Practicum Sites

The field practicum experience is the signature pedagogy of social work education. As such, the selection of practicum settings and Field Instructors is central to the quality of the Warner Pacific College Social Work Program. The social work program is committed to providing exposure to a diverse variety of field settings and client populations, in keeping with the WPC and program missions. All professional social workers have benefited in their own education by the time and experience of previous Field Instructors, and taking on the role of instructor is an opportunity to “pay it forward” in a meaningful way. Other benefits of serving as a Field Instructor include having input into the quality of future colleagues and employees, networking with professors, sharing insights on current social work trends, and access to college resources.

Field Instructors have the specified credentials and practice necessary to design field learning opportunities for students to demonstrate program competencies. Field Instructors for baccalaureate students must hold a baccalaureate or master's degree in social work from a CSWE-accredited program and a minimum of two years of post-degree practice experience at the BSW level.

Potential field sites are determined through a preliminary field site visit, a meeting with the Agency Contact and/or Field Instructor, discussion and review of agency infrastructure and resources to support the student learning process, and assessment of potential learning experiences, tasks, and opportunities. The activities and scope of work facilitated by a potential practicum site is explored to ensure sufficiently challenging and diverse learning opportunities for a generalist social work intern.

The Program selects Field Practicum Sites based on the following criteria:

- willingness and interest on the part of the organization to assist in student baccalaureate social work education, based on the goals and learning objectives of the WPC Social Work Program
- ability to provide field instruction that demonstrates commitment to Program’s mission of equipping students for ethical, competent generalist practice based on a liberal arts foundation, urban, and diverse community to positively impact the world
- willingness to expose the student intern to a variety of organizational activities such as staff meetings, board meetings, and staff training
- commitment of time, resources, and ability to support a qualified Field Instructor and/or

On-Site Task Supervisor to meet the learning needs of the student and social work program in keeping with the program's goals and educational objectives; specific qualifications for Field Instructors include a BSW or MSW degree from an accredited social work program with two years of post graduate experience

- capacity to provide physical space, equipment, and resources to meet the learning needs of a student
- sufficient agency resources to meet needs of clients without dependence on work of student
- employment of and respect for professional social workers
- organizational values and ethics congruent with those of the social work profession, with particular adherence to the NASW Code of Ethics as related to field site policies, and practices with clients, students, staff, and volunteers
- have the ability and interest in engaging in open and active communication and reciprocal support in student's learning process. This sets the tone for solving problems and monitoring the effectiveness of the placement. Monitoring is accomplished through two field visits each semester, emails and telephone calls
- agree to allow and support attendance of field personnel at annual WPC Field Orientation and Field Instructor Training and have Field Instructors that agree to read the WPC Social Work Field Manual prior to supervising a social work student
- follow all WPC Social Work Field Education Manual policies and procedures
- sign the Memorandum of Agreement between Warner Pacific College and Field Agency

Evaluating Field Settings

Field Practicum Sites are reviewed annually by the Director of Field Education to determine continued utilization. Feedback from students, Agency Contact Persons and Field Instructors is central to this process.

- One route is achieved through collaborative review of the student's Learning Plan and progress as documented in the Student Midterm Evaluation and Student Final Evaluation. End-of-semester field site visits enable face-to-face communication about information related to strengths and issues observed at the field site (ex: funding sustainability, access to regular supervision, resources to support intern learning, etc.), adding to the ability to determine the setting's effectiveness.
- As part of the overall Program assessment, the Program evaluates each practicum setting through an end-of-academic- year evaluation by the student and the Field Instructor (completed separately) in order to consider and/or enhance future use of the Practicum Site and Field Instructor.
- Additionally, assignments and discussion emanating from the two Field Practicum Seminars (SW 495 and SW 496) assist in evaluating the appropriateness of the setting in addition to the student's response to the Field Practicum Setting.

Criteria for Selecting Field Instructors

The program selects Field Instructors based on the following criteria:

- holds a bachelor's or master's degree from a CSWE-accredited school of social work and at least two years of post-degree social work experience
- is an employee of an organization that adheres to social work values and ethics, OR if not an employee of the organization, enters into an agreement with the Warner Pacific College Social Work Program and the practicum site organization that outlines the non-employee Field Instructor's role
- demonstrates willingness, ethics, and skills needed to provide the time and knowledge required to take on the role of Field Instructor
- documents educational and knowledge levels needed for successful field instruction
- has an interest in assisting student interns in learning objectives and in structuring learning experience to meet such objectives
- follows and abides by the NASW Code of Ethics
- can serve as a professional role model for social work students
- has interest in and demonstrates ability to maintain positive working relationship with the WPC Social Work Program by participating in annual field orientation, field training, and field visits each semester; engaging in communication (written and verbal) with appropriate Social Work faculty; and abiding by WPC field practicum policies

For situations in which a Field Instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective. If a qualified Field Instructor is not available within the agency but offers a rich learning opportunity for social work students, the Field Education Program ensures that a social work perspective is being reinforced by a qualified social worker who holds a bachelor's or master's degree from a CSWE-accredited program and at least two years of post-degree practice experience. This will occur through the use of one of following two options:

- The Social Work Program works with the agency to identify an appropriate Field Instructor within the organization to provide field instruction to the student; or
- The Field Education Program utilizes an On-Site Task Supervisor in conjunction with an external Field Instructor who holds the appropriate CSWE-accredited social work degree and years of experience. The On-Site Task Supervisor's role is to oversee the student in day-to-day tasks in the field and to teach specific job-related skills in which they have experience. Both the external Field Instructor and the On-Site Task Supervisor must provide regular supervision hours to the student, with a minimum of one hour each week from the On-Site Task Supervisor and one hour each month from the external Field Instructor. This practice allows for the inclusion of agencies that do not have CSWE-accredited Field Instructors on-site, but are able to offer a rich learning environment for students while ensuring a social work perspective in the field experience.

Field Practicum Hours and Schedules

Regular field hours need to be established by the student and Field Instructor at the beginning of each semester, taking into consideration the student's class schedule and the availability of the Field Instructor. Students should be in the field 16 hours a week for a period of 15 weeks. Exceptions may be made to accommodate relevant conferences or meetings if approved by the Field Instructor and the Director of Field Education.

All courses being taken at Warner Pacific College must be respected as to schedules and policies of attendance. The student's practicum schedule should not be designed to conflict with classes. On unusual occasions when conflicts might come up (such as training at the practicum site or class field trips) it is the student's responsibility to discuss the possibility of approved arrangements with the Field Instructor and classroom professor.

It is expected that students will complete practicum hours at the field agency or in the community on a field agency errand during the time allotted for their practicum, under the supervision of their agency Field Instructor or designated staff (example: for Field Instructor pre-approved intern participation in agency/community special event, etc.). Any off-site practicum hours should be considered an exception and should be directly linked to meeting specific Learning Plan objectives.

Hours spent in the WPC field practicum seminar (held on campus) are not to be counted as field practicum hours. Students additionally cannot count commuting time to and from the field site toward weekly practicum hours. Time expended on morning/afternoon breaks and for lunch break cannot be counted as practicum hours.

Students are responsible for adjusting field schedules ahead of time to plan for field agency breaks (such as is scheduled for schools). Students should also be mindful of weather delays or closures that can occur. Thus, students are strongly encouraged to complete some hours in excess of the weekly 16 hours expected to plan for Warner Pacific College holidays, federal or state holidays that impact field agencies, and weather related agency/school closures.

Evaluation of Student Learning and Achievement in the Field

The required Learning Plan, organized around practice behaviors that demonstrate competencies, is developed by the student and Field Instructor in the first three weeks of each semester with tasks and specific activities incorporated into it. The components of the Learning Plan are monitored each semester by the Field Instructor who ensures, together with the Director of Field Education, that the student is progressing satisfactorily. Students are evaluated by their Field Instructors at midterm and at the end of each semester.

The Director of Field Education monitors student achievement through accomplishments in the Learning Plan and additional assignments and group/individual discussion in Field Practicum Seminars. In SW 495, students complete Journal Entries that include discussion of specific learning tasks completed during the week, a minimum of two competencies and related practice behaviors that they worked on in field tasks, and application of reading from specified chapters in the text. Students do presentations on either an ethical dilemma, a case study, or a topic that pertains to their field practicum and they complete research article summaries to apply research

to their field experience. In SW 496, they continue to complete Journal Entries as the above outline describes and they complete an integrative learning assignment that includes a process recording assignment and an evidence-based practice application paper.

Field Practicum (SW 491 and SW 492) evaluation is completed at midterm and at the end of each semester in the field, using the Midterm Field Evaluation Form and the Final Field Evaluation Form (found in Appendix Section.) Each of the two evaluations assesses student performance specific to CSWE practice competencies as explicated in the section of the Social Work Field Education Manual entitled, “Social Work Competencies and Practice Behaviors”. The agency Field Instructor, in consultation with other agency team members, completes the evaluation and shares the evaluation with the student. Field Instructors may ask student interns to critically think about their own self-evaluation as part of this evaluation process but this step is required at midterm each semester in SW495 and SW 496. Evaluation is designed to point toward understanding and reflecting on student strengths and areas for growth. If serious discrepancies occur, both parties must contact the Director of Field Education or the Faculty Field Liaison prior to evaluation due dates to discuss issues collaboratively. Further steps are negotiated specific to the issues presented and are outlined in a plan shared with all parties. The Director of Field Education is available for face-to-face consultation at any time, as needed in such situations. Completed and signed copies of both the student’s Midterm Field Evaluation and Final Field Evaluation are given to the Director of Field Education.

A student may not pass any field seminar course without the completed Midterm Field Evaluation Form and Final Field Evaluation Form each semester. The professor for the Field Practicum Seminar (SW 495, 496- Field Practicum Seminars I & II) assigns a final student grade in field courses. Course grades for SW 495, SW 491 and SW 496, SW 492 are a compilation of field performance and assignments described in SW 495 and SW 496. SW 495 and SW 496- Field Practicum Seminars I & II- house the framework for the embedded seven credits of field. While the student’s field evaluation comprises a significant portion of their course grade, other class assignments also factor into the final grade as outlined on related syllabi.

The Field Practicum Calendar

Field Practicum Annual Calendar and Related Tasks	
Timeline	Related Tasks: As part of professional development, the student will take leadership to ensure on-time completion of the following unless otherwise specified.
Fall Semester	
Mid-May (preceding internship start in August)	Student get all contact information from Field Instructor and provide theirs in order to establish specific time for summer contact to arrange start date in August (Internship starts during first week of school-16 hours to schedule)
Early to Mid- July (preceding internship start in August)	Senior Social Work student contacts Field Instructor: <ol style="list-style-type: none"> 1. Arrange field start date and hours for Week 1 of semester 2. Ensure that all agency paperwork is completed (application, etc.)
First Week of August	WPC Social Work Faculty/Program hosts Field Instructors and On-Site Task Supervisors for Orientation and Training
Week 1 (late August)--First Week of WPC classes in fall semester	Fall Field Practicum begins! 1.Student establishes 16 hours/week at agency (225 hours each semester) 2.Student submits weekly timesheets & other paperwork outlined in syllabus in weekly WPC Field Practicum Seminar, signed by Field Instructor
Weeks 1-2 of Fall Semester	1.Agency Orientation for Student to be completed 2.Student and Field Instructor Develop Learning Plan 3. Supervision Meetings with Field Instructor (or On-Site Task Supervisor if applicable) are scheduled; weekly standing meeting encouraged
Week 3-4 of all semester	Director of Field Education conducts first Site Visit to discuss: <ol style="list-style-type: none"> 1. Agency Orientation 2. Learning Plan with Field Instructor and Student
Weeks 6-7	Student and Field Instructor review Student's Midterm progress and complete Midterm Evaluation
Week 8	Student submits signed Midterm Evaluation in Field Practicum Seminar
Weeks 13-15	Director of Field Education conducts second field visit to: <ol style="list-style-type: none"> 1. Review Final Evaluation and 2. Discuss learning opportunities in Spring Semester with the Field Instructor and the Student
Week 15	Student submits Final Field Evaluation for Fall Semester in WPC Field Seminar

Spring Semester	
Week 1	<p style="text-align: center;">Spring Field Practicum begins!</p> 1. Student establishes 16 hours/week at agency (225 hours each semester) 2. Student submits weekly timesheets in Field Practicum Seminar, signed by Field Instructor
Weeks 1-2	Student and Field Instructor develop new/revised Learning Plan that will: <ol style="list-style-type: none"> 1. Build upon learning accomplished in first semester of field practicum. 2. Plan for additional progress in learning related to new and/or continued tasks in each competency, targeting specific practice behaviors.
Weeks 2-3	Director of Field Education conducts first Site Visit to review new Learning Plan with student and Field Instructor and to offer any support as needed. This may occur as an in-person meeting or phone conference.
Weeks 6-7	Student and Field Instructor review student's Midterm progress and complete Midterm Evaluation.
Week 8	Student submits signed Midterm Evaluation in Field Practicum Seminar.
Weeks 13-15	Director of Field Education conducts second field visit at the field practicum site to review Final Evaluation.
Week 15	Student submits Final Field Evaluation for Spring Semester in Field Seminar.

Field Roles and Responsibilities

Student Roles and Responsibilities

Entering the Senior Field Practicum is the accumulation of many hours of hard work in the social work major. Although the prospect of carrying a heavy senior load might seem daunting to some students, it is common to hear that more learning takes place in field practicum than at any other point in the curriculum because students are practicing and applying their foundational skills, knowledge, and professional values. It is important for all students to thoroughly read the *Field Education Manual* to assure full knowledge of all graduation requirements.

All Field Practicum students must participate by having a regular weekly field schedule for a minimum of 450 hours during the final two semesters of the senior year. The Field Practicum coincides with the WPC Academic Calendar, and requires approximately 16 hours per week for 15 weeks each semester. As previously noted schedules must be arranged with the Field Instructor and meet the dual needs of both the Field Practicum Site and the student's class schedule at Warner Pacific College. Occasionally there may be a need for schedule shifts that allow opportunities such as conferences, agency board or staff meetings, or special events related to the Field Practicum. It is imperative that the Field Instructor is notified prior to any absences for any reason, and hours must be made up as soon as possible. Incomplete hours and grades must be completed before a student may register for the next semester (Fall to Spring) or graduate from the program. Students wanting to be considered for an incomplete grade must follow the appropriate College process outlined in the WPC 2016-17 Academic Catalog, p.46.

The student's role in the agency setting is that of an engaged and active learner. There will be opportunities to observe, ask questions, to grow in knowledge and self-confidence, and to have supervised opportunities to work with clients. Ultimately the Field Practicum along with the two Field Practicum Seminars offer generalist practice opportunities and enable the demonstration of the 10 core competencies and 41 practice behaviors necessary for graduation and becoming an entry-level generalist social worker. Students will not receive financial payment for their practicum hours and service at a Agency Field Site during the Field Practicum time period.

While in the Field Practicum, students have the opportunity to develop and deepen professional behaviors and professional identity as generalist social workers. Demonstration of specific practice behaviors rooted in professional competencies, professional values, sound judgment, cooperation and collaboration, curiosity, and passion to learn will collectively provide substantial benefit to students upon graduation, enabling them to apply for employment in the field of social work. References received from staff at Field Practicum agencies often play a significant role in employment opportunities offered upon graduation.

Field Practicum students have the right to:

- Identify three preferences for a Practicum following a specific field of interest, an agency type, a desire to work with certain client populations. These aspects are taken into consideration by the Director of Field Education in field matches. No guarantee can be granted for student to be placed in preferred choice
- Be treated with dignity and respect, fairly, and courteously by those affiliated with Practicum Site and WPC Field Program
- Receive prompt communication in situations where performance concerns have been presented to the Director of Field Education from the Field Instructor or On-Site Task Supervisor. Are to be fully engaged in collaborative problem-solving and plans that result in such situations
- Be included in a collaborative process involving the Field Instructor, Director of Field Education, and as appropriate, the Social Work Program Director, when Practicum difficulties emerge and are communicated to the Director of Field Education. In cases where Field Practicum Agency changes impact a student's continuation at said agency, the student may request a change of Practicum Site, recognizing this may result in a delay of student's social work degree completion
- Have prompt feedback related to Practicum assignments and requirements
- Have access to all field forms they have submitted in Field Seminars-SW 495 and SW 496, throughout the academic year. All forms are kept in a secure filing cabinet in the office of the Director of Field Education
- Appeal a Practicum grade in accordance with WPC academic policies
- Re-apply to the Field Practicum in cases where student has voluntarily withdrawn from Field Practicum due to documented health reasons or after failing Field Practicum. Decisions are made by the Social Work Program Director and Director of Field Education according to requirements outlined in WPC 2016-17 Academic Catalog, *The Squire*, the Social Work Student Handbook, and the Social Work Field Education Manual

Specific student responsibilities are to:

- Maintain a regular weekly schedule, with on-time attendance at practicum setting

- Request, read, and thoroughly understand the Field Agency's Policy Manual(s), asking for clarification and/or further information as needed
- Prepare for, and be in attendance for a minimum of one hour face-to-face field supervision each week. Maintain written record of field supervision that is submitted in field seminar class each semester
- Participate in midterm and final field evaluation meetings with Field Instructor and Director of Field Education or their designated field faculty representative
- Successfully complete expectations set by Field Instructor and Learning Plan
- Attend all scheduled classes at Warner Pacific College
- Participate fully and actively in the Field Practicum Seminar, bringing issues for class discussion and collective learning
- Consistently practice social work values and ethics with special attention to confidentiality as it relates to Field Agency and Field Practicum Seminar
- Maintain and submit regularly all required administrative paperwork on time, such as weekly time sheets, field supervision reporting forms, etc.
- Show standards of respect that reflect the Warner Pacific College Campus values (WPC 2016-17 Academic Catalog, p. 27), social work professionalism (as reflected in principles and values in NASW Code of Ethics and CSWE competency standards), and Practicum Agency policies for staff, interns, and volunteers, extending to but not limited to professional dress and behavior including refraining from placement-related comments on social media
- Understand grading of field practicum classes and the importance of successful placement experiences and learning
- Communicate with Field Instructor prior to any absences for any reason, and make up hours as soon as possible. Incomplete hours and grades must be completed before a student may register for the next semester (Fall to Spring) or graduate from the program. Students wanting to be considered for an incomplete grade must follow the appropriate College process outlined in the WPC 2016-17 Academic Catalog, p. 46

Social Work Program Director Roles and Responsibilities

Warner Pacific College's Social Work Director is responsible for the overall administration and outcomes of the Social Work Program in collaboration with the Director of Field Education and other Faculty within the Social Science Department.

Director of Field Education Roles and Responsibilities

Social Work faculty members at Warner Pacific College are responsible for the successful program of study that meets the standards and competencies of the Council on Social Work Education. The Director of Field Education designs, supervises, coordinates, and evaluates the Field Education Program with an eye to student demonstration of program competencies.

The Director of Field Education has specific roles and responsibilities regarding the student's Field Practicum experience. These responsibilities are to:

- Identify potential Field Instructors, review credentials and generalist social work practice experience, and engage Field Instructors who can use the program's competencies in

working with students

- Develop community relationship and resulting field practicum placements to meet the needs of students in developing generalist social work practice skills
- Provide orientation for new Field Instructors and for Field Instructors who have been inactive in instruction during the previous academic year
- Provide training, at minimum once each semester, to Field Instructors in order to discuss learning objectives, the importance of evidence-informed practice, possible activities of students, and to clarify expected administrative and grading duties of Field Instructors
- Provide training, in consultation with the Social Work Program Director, to social work classroom instructors on an annual basis on the procedures for field practicum, on skills in linking class and field learning, and on the expected classroom experiences that link theory and practice
- Provide training and support to Field Instructors in any areas of concern including student motivation and skills, conflicts with agency policies, and unmet expectations on the part of the student or organization
- Provide information, both in class and individually, to students who are approaching senior year in order to explain the process and expectations of the practicum experience
- Provide an annual social work field orientation to social work students that have met the criteria for application to field practicum
- Arrange for placements for each student and coordinate placement agreements and the placement process
- Serve as the Faculty Field Liaison for each student placement and oversee hiring of additional Faculty Field Liaisons as social work program grows
- Supervise designated Faculty Field Liaisons in responsibilities outlined as follows
- Facilitate the student's learning specifically by reviewing the student's Learning Plan, making at least two on-site visit each semester to the placement to confer jointly with the student and Field Instructor, and reviewing student evaluations in order to intervene if needed in creating a successful placement experience
- Use diligence in reviewing student progress and provide direction and review of situations in which a student is in danger of a failing grade in practicum
- Initiate discussion of student difficulties early, involving the student, Field Instructor, the Social Work Program Director, as appropriate, to review situations in which failing practicum appears to be a possible outcome
- Collect and process an annual evaluation of each placement site as provided by the student and by the Field Instructor (separately) in order to consider and/or enhance future use of the Practicum Site and Instructor

The Director of Field Education maintains contact with field education settings throughout the academic year. Due to the size of the social work program, no faculty field liaisons are utilized but as the program grows, these partners will contribute to maintaining regular contact with social work field agencies. The Director of Field Education will make a minimum of two field visits each semester to have face-to-face contact with Agency Contact Person, Field Instructors, and/or On-Site Task Supervisors. Additionally, the Director of Field Education will initiate email and/or phone contacts periodically throughout the semester to check-in with field personnel. The Director

of Field Education will ensure that field personnel know they can reach out at any time for support from the social work program through the annual orientation and training, and other communications throughout the academic year. Feedback tools are built into field forms, such as the Weekly Field Supervision Form, in order to encourage communication, especially should a challenge arise. A collaborative relationship model is the foundation of the Warner Pacific College field program.

Faculty Field Liaison Roles and Responsibilities

As the size of the social work program grows, Faculty Field Liaisons will be utilized but and these partners will contribute to maintaining regular contact with social work field agencies. Faculty Field Liaisons will make a minimum of two field visits each semester to have face-to-face contact with the Student, Field Instructor, and/or On-Site Task Supervisor. Additionally, they will initiate email and/or phone contacts periodically throughout the semester to check-in with field personnel. The Director of Field Education will ensure that field personnel know they can reach out at any time for support from the social work program through the annual orientation and training, and other communications throughout the academic year, working with designated Faculty Field Liaison.

Specific responsibilities of the Faculty Field Liaison are to:

- Provide any needed orientation, all necessary forms, and information for Field Instructors including new Field Instructors or those that have have been inactive during the previous academic year
- Facilitate the student's learning specifically by reviewing the student's Learning Plan, making at least two on-site agency visits each semester to the placement to confer jointly with the Student and Field Instructor, and reviewing student evaluations
- Complete timely field site visit documentation
- Provide support to Field Instructors in any areas of concern including student motivation and skills, conflicts with agency policies, and unmet expectations on the part of the student or organization
- Use diligence in reviewing Student progress and provide direction to Director of Field Education in situations in which a student is not making sufficient progress in field learning and/or is in danger of a failing grade in practicum
- Initiate discussion of any student difficulties early, involving the Director of Field Education, to review situations in which failing practicum appears to be a possible outcome
- Maintain consistent contact with the Director of Field Education, especially when there are concerns related to Student learning progress in the field
- Serve as instructor for Field Seminar SW495 and/or SW496 that students take concurrently with SW491 and/or SW 492
- Submit all Student-related field documentation such as the Learning Plan, Weekly Time Sheets, Field Instructor Supervision Form, Midterm Evaluation, etc. to Field Education Office on a regular and consistent basis
- Provide feedback about Field Agency's overall field practicum experience for student learner to Director of Field Education

Field Instructor Roles and Responsibilities

As professional social workers, Field Instructors have personally experienced challenges and rewards of being a student intern in a social work practicum setting. Warner Pacific College is extremely grateful to each organization and each Field Instructor for welcoming and mentoring a student into the agency's social work setting. The field practicum is the social work's signature pedagogy and the program cannot succeed without this experience so our social work program greatly values Field Instructors as highly respected and critical members of the educational team. The time and experience shared with the student intern is the most valuable tool social work professionals can offer, and we do not take this lightly. We are thankful for the involvement of Field Instructors and On-Site Task Instructors in the lives of WPC social work students.

During the course of the field practicum, each student intern needs to receive at least one hour each week of direct supervision from the Field Instructor. Additionally, it is hoped that there will be many interactions and opportunities for observation that agencies will provide to the student. Field Instructors have the role of structuring the weekly hours spent in the agency setting and we expect that this time will provide an interactive and relevant learning environment as interns work toward fulfilling their Learning Plans. The WPC 10 social work competencies and related 41 practice behaviors frame the Learning Plans and outcome measurements, so all involved parties need to review these and keep them at the forefront of discussions with students.

As noted in prior section the Program selects Field Instructors based on the following criteria:

- holds a bachelor's or master's degree from a CSWE-accredited school of social work and at least two years of post-degree social work experience
- is an employee of an organization that adheres to social work values and ethics, OR if not an employee of the organization, enters into an agreement with the Warner Pacific College Social Work Program and the practicum site organization that outlines the non-employee Field Instructor's role
- demonstrates willingness, ethics, and skills needed to provide the time and knowledge required to take on the role of Field Instructor
- documents educational and knowledge levels needed for successful field instruction
- has an interest in assisting student interns in learning objectives and in structuring learning experience to meet such objectives
- follows and abides by the NASW Code of Ethics
- can serve as a professional role model for social work students
- has interest in and demonstrates ability to maintain positive working relationship with the WPC Social Work Program by participating in annual field orientation, field training, and field visits each semester; engaging in communication (written and verbal) with appropriate Social Work faculty; and abiding by WPC field practicum policies

Specific responsibilities of the Field Instructor are to:

- Provide a Memorandum of Agreement (form provided in Appendix Section) for each academic year's Field Practicum and with stated acceptance of the specific student under the supervision of the specific Field Instructor
- Provide one hour each week of educationally focused, direct supervision that addresses the integration of social work theory and practicum learning, growth in professional identity, and social work ethics, etc.

- Attend annual Field Instructor orientation and training (as invited by the Director of Field Education) with an expectation of increasing skills in teaching evidence- informed practice
- Review and integrate student learning goals and objectives, arranging student activities and schedules to meet these as completely as possible within field setting
- With the student, complete a Learning Plan in the first 2-3 weeks of each semester
- Provide student orientation to the organizational setting including mission, scope of service, safety procedures, confidentiality standards including social media exposure, and introduction to key staff members
- Assist the student in understanding and expressing to colleagues and clients their role as a Field Practicum student
- Evaluate Learning Plan achievement outcomes and submit mid-term and final evaluations and related recommendation for grade
- Communicate with the Director of Field Education when challenges arise, including poor student performance, agency conflicts, and limits in your availability to maintain close supervision of the student
- Discuss, and give timely assistance with planned termination of the student role in the agency, especially concerning the welfare of client relationships; and

On-Site Task Supervisor Roles and Responsibilities

If an agency does not have a qualified Field Instructor with a BSSW/BSW or MSW from a CSWE-accredited institution and at least two years post-graduate experience, WPC's Social Work Program utilizes an On-site Task Supervisor. These agency personnel have training or a degree in a field other than social work, but with relevant experience in human services. The On-Site Task Supervisor serves as the direct supervisor for social work interns and works collaboratively with a separate qualified Field Instructor to design student learning assignments and guide practice activities. This enables the inclusion of agencies that do not have on-site Field Instructors yet still offer a rich learning environment. Students benefit from direct supervision provided by the On-site Task Supervisor, as well as, the social work perspective from the Field Instructor.

The selection of On-site Task Supervisors places an emphasis upon educational background, adherence to professional ethics, practice competence and generalist practice principles, supervisory experience, and the ability to support students in the learning process.

In conjunction with the designated Field Instructor, the responsibilities of the On-Site Task Supervisor are to:

- Provide a Memorandum of Agreement (found in appendix) for each academic year's Field Practicum and with stated acceptance of the specific student under the supervision of the specific Field Instructor
- Provide one hour each week of educationally focused, direct supervision that addresses the integration of social work theory and practicum learning, growth in professional identity, and social work ethics, etc.
- Attend Field Instructor training each semester as invited by the Director of Field Education with an expectation of increasing skills in teaching evidence- based practice
- Review and integrate student learning goals and objectives, arranging student activities

and schedules to meet these as completely as possible within your setting

- With the student, complete a Learning Plan in the first 2-3 weeks of each semester, with review by the designated Field Instructor or On-Site Task Supervisor
- Provide student orientation to the organizational setting including mission, scope of service, safety procedures, confidentiality standards including social media exposure, and introduction to key staff members
- Assist the student in understanding and expressing to colleagues and clients their role as a Field Practicum student
- Evaluate Learning Plan achievement outcomes and submit mid-term and final evaluations and recommendation for grades
- Communicate with the Director of Field Education and designated Field Instructor when challenges arise, including poor student performance, agency conflicts, and limits in your availability to maintain close supervision of the student
- Discuss, and give timely assistance with planned termination of the student role in the agency, especially concerning the welfare of client relationships

Worksite Field Practicum Placements

For students working in an appropriate social service setting, it may be possible to request a Field Placement at a student's place of employment. A workplace internship requires having clearly differentiated duties, hours, and supervision separate from a student's normal employment duties. The practicum supervisor must meet the requirements of a Field Instructor and must commit to mentoring the student in the role of a Field Instructor. Salary for internship hours is possible with permission but paid duties must be separate from internship tasks.

If students believe that a workplace internship would be of value, they are to discuss this as soon as possible with the Director of Field Education for guidance and possible approval. The Council on Social Work Education has specific standards on workplace practicum placements that must be reviewed and adhered to by the student, employer, Field Instructor, and Director of Field Education. It is the student's responsibility to obtain documentation about roles and responsibilities, and the Director of Field Education and Social Work Program Director must approve the placement prior to the beginning of the fall semester in the senior year. This approval will be communicated to the student in writing prior to internship initiation.

Prior Work and Life Experience

Warner Pacific College does not grant social work credit for life experience or previous work experience, as stipulated by the Council on Social Work Education.

Field Practicum Concerns

The Field Practicum is designed as a continuous learning experience in one field site over the course of one academic year. It is expected that senior social work interns, field instructors, and field faculty do their best to facilitate learning and to address any potential problems as they arise in order to work toward resolution.

Students at risk of Field Placement termination for reasons of negative professional performance communicated by their Field Instructor must immediately inform the Director of Field Education, who will then enter immediately into discussions with the student and Field Instructor. There are two types of Field Practicum Disruptions: Agency-Driven and Student-Driven.

Agency-Driven Concerns

Staffing, Structure, Funding

The Field Instructor is asked to contact Director of Field Education about agency status and once confirmed, the Director of Field Education will come alongside with student to arrange for a new Field Practicum site if the organization is experiencing issues such as:

- Change in staffing leads to inability to continue regular supervision of intern;
- Change in agency structure or funding leads to agency's inability to give student intern an opportunity to achieve core competencies and practice behaviors;
- Closure of field agency leads to discontinuance of social work internship.

Disruption Reason Related to Student Conduct

The Field Instructor is asked to contact the Director of Field Education in situations of negative student conduct including the following:

- Student has serious violation related to WPC Student conduct expectations outlined in the WPC 2016-17 Academic Catalog, *The Squire*, and WPC Social Work Student Manual
- Student does not practice in conformance with NASW Code of Ethics
- Student violates field agency policies, procedures, methods related to standards of professionalism, service provision, confidentiality, client rights, record-keeping, etc.;
- Student does not dress and act in accordance with agency protocols
- Student does not demonstrate respect in interactions with agency clients, staff, stakeholders, etc.
- Student does not prepare for supervision meetings, nor seeks feedback from Field Instructor, and/or
- Student does not utilize feedback from Field Instructor for professional development.

Student- Driven Concerns

Health, Financial, or Other Personal Reason

- If students are experiencing a health problem, have a financial issue, or have another personal reason that makes it difficult or impossible for them to continue their field practicum, the student should request a meeting with the Director of Field Education to discuss placement status.
- The student and Director of Field Education will collaborate to identify a plan of action related to withdrawal from the practicum and/or will develop a modification plan to appropriately meet the expectations outlined in the Learning Plan to successfully complete the Field Practicum requirements.
- The Director of Field Education will consult and communicate with the Social Work Program Director in this process.
- The plan will be written and then signed by the student, Field Instructor, and Director of

Field Education to facilitate appropriate actions.

Difficulties in Field Practicum

- A student experiencing a difficulty in the field must first bring such concern to the agency Field Instructor. The student should communicate their concerns to Director of Field Education in an expedient manner when having concerns in the practicum to elicit Support or other intervention, as appropriate.
- If a student is unable to achieve resolution with Field Instructor, then the Director of Field Education should be asked to meet with all parties to pursue resolution. The Director of Field Education will write a summary of any and all meetings held in order to document actions taken to resolve concerns. This step is necessary prior to consideration of a change in a student field placement.
- In the case where resolution does not seem achievable, the Director of Field Education, in consultation with the Social Work Program Director, will determine the withdrawal of the student intern from the field site, and will develop an exit strategy followed by an action plan to establish a new field placement for said student.
- Depending on circumstances for termination of the field placement, the student may be asked by faculty to write a letter of acknowledgement to the field site, recognizing the time and resources agency staff engaged in to provide an internship for the student. This would be requested in order to maintain positive relationships with community providers but this would be suggested only upon consideration of specific circumstances involved and would be determined on an individual basis.

Termination from the Social Work Program

Admission to the Social Work Program does not equate to continuance as a Social Work student. A student may be terminated from the Social Work Program when a student's academic or professional performance is not compatible with the profession of Social Work. Examples of instances where termination from the Program may be considered by Social Work faculty include:

- Lack of minimum overall grade point average for social work major as specified in Social Work Student Handbook;
- Consistent inadequate field performance as demonstrated in lack of completion of assigned field learning tasks;
- Lack of adequate written and/or verbal communication skills for social work practice;
- Persistent lack of professional practice in keeping with NASW Code of Ethics;
- Lying, cheating, and plagiarizing in academic, professional, and/or field activities;
- Excessive tardiness or absenteeism in class or field practicum settings;
- Continual inability to meet deadlines on field projects, field reporting, and other tasks.

Examples where termination from the Social Work Program involves lack of adherence to the NASW Code of Ethics include violations related to ethical principles and standards:

- Documentation of disrespect toward Field Instructor, On-site Task Supervisor, other agency staff/volunteers, stakeholders, clients, and/or colleagues;

- Discrimination in reference to diversity, including race, ethnicity, gender, gender identity and expression, immigration status, political ideology, sex, sexual orientation, age, class, disability, and religion;
- Violations of confidentiality and/or other policies protecting the rights of clients;
- Any sexual and/or romantic involvement or inappropriate physical contact with clients;
- Conflicting values with ethical principles and standards in the NASW Code of Ethics;
- Impaired performance due to personal concerns/issues, substance abuse, legal issues, psychosocial distress, mental health difficulties, etc.;
- Misrepresentation of role in any activities related to Field Practicum at Field Agency

Concerns about student academic or professional competence will be initially addressed at the student-instructor level. Should concerns continue, the Field Instructor or student is directed to ask for a conference or conferences to be convened by the Social Work Program Director to facilitate resolution to concerns. If, after such meetings, academic and/or professional concerns persist, are unresolved, and/or severe, the student can be terminated from the Social Work Program upon recommendation of the Social Work Program Director.

Please see the WPC Social Work Student Handbook sections on *Status Changes and Grievance Procedures: Academic Reasons* and *Status Changes and Grievance Procedures: Professional Reasons* regarding probationary status, conditional status or termination from the social work Program.

Equal Opportunity and Non-Discrimination Policies

The Warner Pacific College mission includes providing students from diverse backgrounds with an education in a nondiscriminatory environment that prepares students to actively engage in an ever-changing world. As students complete courses and develop academic skills to earn a degree, they are expected to exhibit academic integrity and moral responsibility. As an expression of the College's urban mission and identity, students are expected to live out Christ's command to love and respect their neighbors both on and off campus. Civility, respect, and love are to be demonstrated in personal interactions, campus and community life, and in service to others. While WPC is a distinctively Christ-centered liberal arts college, students do not have to be Christians to be admitted. However, every student is encouraged to be open to learning about the Christian faith and students are expected to uphold the school's policies. Spiritual awareness and growth is fostered through a variety of means, including, but not limited to the classroom, chapel services, service involvement, informal conversations, and intentional small group meetings. Students are expected to conduct themselves in accordance with College policies included in the 2016-2017 *Squire*.

The Social Work Program at Warner Pacific College reflects the social work's professional commitment to diversity including age, disability, ethnicity and race, gender and gender expression, immigration status, political ideology, culture, religion, and sexual orientation. Warner Pacific College and the Social Work Program follow all national and state laws regarding non-discrimination, equal opportunity, and sexual harassment. Students are to abide by the WPC Community Agreement outlined in *The Squire* on pages 15-16 and are directed to pages 25-26 for Sexual Misconduct Policy.

The Squire, on page 23-28, also outlines Warner Pacific College policy related to Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. Sec. 1681, et seq., that prohibits discrimination on the basis of sex in any federally funded education program or activity. In compliance with Title IX, WPC does not discriminate on the basis of sex in its education programs and activities and has designated individuals as Title IX compliance officers. Jon Sampson, Dean of Students (503.517.1056) is the Title IX Coordinator for students. Additional student Title IX Officers are the Student Affairs Compliance Officer, Jared Valentine (503.517.1008) and the Student Affairs and Residence Life Coordinator, Charity Tripp (503.571.1098).

Field placements are chosen to provide the best learning environment for each student, and all students are assured a quality practicum experience. The urban setting of Warner Pacific College aids in the availability of diverse field placement agencies. Discrimination and sexual harassment issues should be immediately brought to the attention of the Director of Field Education and resolution of issues will be made. If a change in practicum setting is required, the student’s earned hours and credit shall be protected.

Student Support Services

Support for Students with Diagnosed Disabilities

Support for students with diagnosed disabilities is provided by the College and is consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Free and appropriate academic assistance and classroom accommodations are available to students diagnosed with a qualifying disability. Students seeking reasonable accommodations must contact the Disabilities Resources Center Coordinator at 503-517-1577 to arrange an appointment to discuss academic or classroom challenges and to develop an accommodation plan. Details on this process are described in *The Squire* on page 30.

The Caldwell House Counseling Center

This counseling center offers career and life counseling services. Caldwell House is located between the science building and the Tabor Terrace Apartments on the main campus and provides support to students as they identify their interests, talents, and skills and as they explore potential career paths. Counseling services offered have a strengths-based focus. Communication strategies, strengthening relationships, time management, stress reduction, identity development, and healthy living are examples of areas of personal growth typically experienced by college students. Counselors at the Career and Life Counseling Center are prepared to support students in crisis situations as those needs arise as well. While attending to confidentiality, counselors proactively work with an individual’s support network and community resources in order to provide necessary care during personal emergencies. Additional detail on services provided are located on page 38-39 in *The Squire*. Contact persons are Carol Dell’Olliver Ph.D., Interim Director (503.517.1120), and Kari Somera, Advanced Graduate Therapist (503.517.1576).

Student Safety in the Field

It is the desire of WPC Social Work Program to foster safety guidelines and reduce risk in student field placements. As such, each Field Agency is responsible for orienting students to appropriate safety and risk management policies and protocols as it pertains to on-site safety, home visits, after hours office meetings, and potential risks pertaining to client population served (ex: those with higher risk for verbal threats).

Student safety is incorporated in all group and individual Field Instructor and On-Site Task Supervisor Orientation where social work students will be placed. This training occurs prior to the beginning of the student's field placement. Additionally, at the first field visit in the fall semester, which is conducted within the first three weeks of Field Practicum with the Director of Field Education or a designated Faculty Field Liaison, safety is discussed with the Field Instructor and student. Students and Field Instructors sign an Social Work Field Agency Orientation form verifying that safety policies and procedures were incorporated into field orientation tasks in the first three weeks of the placement. As part of the Social Work Field Agency Orientation, Field Instructors and students are to review agency safety protocol and procedures for any agency emergency, agency safety procedures for staff and volunteers, access to office and student work location, and access to telephone and other relevant technologies.

In SW 495 and SW 496, safety is an integrated topic in seminar discussions. Discussion topics relate to the specific nature of services provided at field sites, clientele served, knowledge of field agency safety policies, and accessing of supervision for any safety concern in the field. Students are also provided and directed to an electronic copy of the National Association of Social Workers Guidelines for Social Worker Safety in the Workplace (2013) that is linked on Moodle, an online course companion tool for both seminars.

Students should discuss any and all safety concerns with their respective Field Instructor, On-Site Task Supervisor, and the Director of Field Education.

Insurance Coverage

Warner Pacific College provides general liability insurance of \$1,000,000 million per occurrence and \$3,000,000 million aggregate that covers all staff and students.

The Social Work Program Advisory Committee and Its Role

With an ever-changing practice context, the Social Work Program Advisory Committee plays a valuable role in the interaction between the social work program and the community. This group of professionals makes recommendations for practicum sites and interprets the program to agencies and organizations in the area. Committee members bring new insights into current social work practices and trends, as well as information on local conferences and trainings, to the attention of the social work faculty and other committee members.

Field instructors are invited to join the Advisory Committee through communication of interest with the Social Work Program Director and/or the Director of Field Education. Student leaders from the Social Work Leadership Committee are also invited and encouraged to participate. Former and current field instructors, student leaders, community social work practitioners, and

alumni comprise current committee membership.

The committee meets minimally twice a year but may gather more frequently as need arises. Members of the committee also serve as speakers in social work classes throughout the year.

Assessment: Evaluating Student Competence

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.

*Educational Policy and Educational Standards, 4.0
Council on Social Work Education, 2008*

How do we know if we are effectively fulfilling our mission statement to *equip students for ethical and competent generalist practice based on a liberal arts education within the context of a Christ-centered, urban and diverse community to positively impact the world?*

Through a carefully developed Assessment Plan, we annually collect and analyze critical outcome data based on benchmarks. This information is used for program renewal and is based on outcome evidence. Changes to both the implicit and explicit curriculum are recommended and implemented at least once per year. Continual assessment is vital to our program as we endeavor to graduate qualified, competent, intentional, and ethical change-makers into our world.

Competency is assessed through evaluation of each of the practice behaviors that demonstrate the degree to which the student has achieved competency in that area. This raw data is compiled and averages are calculated. The WPC Social Work Program uses two main measures to assess each practice behavior: Course-embedded Assignments and Field Practicum Results (through use of the Final Field Evaluation Form, attached in this Field Manual).

These two measures reflect both theory- the foundational liberal-arts based classes that teach knowledge, skills, and ethical principles- and practice through the Field Practicum- where classroom-based learning of generalist social work skills, knowledge, and values becomes actualized and practiced in the field.

The results of our Assessment for 2015-2016 is displayed below. As shown, our students met 100% of the acceptable competency levels. This assessment data is posted on the WPC Social Work Website under “Assessment” (www.warnerpacific.edu/academics/social-work/) and is updated annually.

**WARNER PACIFIC COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON June 24, 2016**

Council on Social Work Education (CSWE) programs measure and report student learning outcomes. Students are assessed on their mastery of competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	80%	94.58%
Apply Ethical Principles	80%	85.63%
Apply Critical Thinking	80%	100%
Engage Diversity in Practice	80%	94.09%
Advance Human Rights/ Social and Economic Justice	80%	90.45%
Engage Research Informed Practice/Practice Informed Research	80%	100%
Apply Human Behavior Knowledge	80%	100%
Engage Policy Practice to Advance Well-Being and Deliver Services	80%	100%
Respond to Practice Contexts	80%	100%
Practice Engagement	80%	95.45%
Practice Assessment	80%	86.73%
Practice Intervention	80%	83%
Practice Evaluation	80%	100%

Frequently Asked Questions

1. May I choose my own practicum setting?

After meeting the Field Placement Requirements described in this manual, the Director of Field Education works to make a placement match to meet areas of interest to student, while also considering the student's geographic and transportation needs. However, students may receive placements that they might not consider their "first choice" area of social work. This usually leads to an excellent, if unexpected, learning experience. Factors such as host Field Agency availability plays a significant role in placement assignments. Please remember that there may be a limited number of placement sites to use for a full cohort of senior students.

2. Can I have a choice of hours/weeks to accommodate my current work schedule and/or family?

To a limited extent. Most students attend their placement setting during "normal" workday hours. Some flexibility might be available in some settings. The most important consideration, however, is the supervision of field hours by the Field Instructor and the agency service structure. Students are required to attend their field placement for all 15 weeks of the semester and cannot increase hours substantially in order to be in placement for fewer weeks. On the rare occasion of an extenuating circumstance in this regard, this must be discussed and approved by both the Director of Field Education and the agency Field Instructor as soon as possible. Regular college vacations and holidays apply to field schedules. If students expect to be employed during senior semesters or have special family considerations, they must discuss this situation with the Director of Field Education at the time they are applying for Field Practicum. Limited availability for the field may lead to more limited learning opportunities so students need to be aware of this potential reality.

3. Will I be in the same agency throughout the academic year?

Yes. In order to grow in practice skills and confidence, students remain in the same agency, and usually with the same Field Instructor.

4. What if I am unhappy with my field placement experience?

Changes in field placements are rarely made, and then only with careful consideration. Students are expected to grow from challenges, as they are sure to meet similar ones in the workplace. If a student or Field Instructor has concerns, the Director of Field Education must be brought into discussions immediately. Students are directed to section on Field Practicum Concerns for further information.

5. Will my placement limit my social media use?

Professional ethics require constant vigilance regarding issues of confidentiality. In addition, agency placements must be treated with care and respect. For example, it is inappropriate to use social media to describe activities or grievances at one's placement. Many agencies also have policies about social media. It is very important for students to read and to know agency policies and to discuss this area of behavior with their Field Instructor and in Practicum Seminar. NASW guidelines for use of social media are available through the NASW website.

6. Do agencies hire their student interns when they graduate?

Occasionally. There is no expectation that a student will be hired by the organization in which they do their internship. However, it is very likely that agencies to which students apply for employment and MSW programs, will request a reference from the Field Instructor.

7. Will there be any costs associated with my placement?

Possibly. Placement agencies often require criminal history checks, fingerprints, and drug screening and in some cases the student might have to pay a fee for these requirements. Some agency settings might require proof of certain immunizations. Other obligations such as transportation and parking are also the responsibility of the student. The student should ask about any costs associated with the field placement when discussing options with the Director of Field Education and at the preliminary interview with a potential Field Instructor.

Students are invited, at any time, to contact the Director of Field Education with additional questions, concerns, or requests for further information.



Part III

Appendix



Warner Pacific College

Application for Social Work Field Practicum

Students that submit complete applications will have priority in field interviews over students that submit complete applications later on. Applications must include current resume and each application will be date/time stamped upon submission to ensure fair, objective process for all social work field applicants. Please note that this application is considered complete only if submitted with a current resume.

Student name: _____

Email address: _____

Preferred phone number: _____ Texting okay? YES NO

TO BE COMPLETED BY SOCIAL WORK FACULTY OR STAFF MEMBER:
Date/Time Received _____ Resume Received With Application: YES NO

Please mark your preferences for working with each listed population group and each field of social work practice for *potential* agency placement and career interests using this rubric:

1=First Choice

2=Second Choice

3=Third Choice

4=Fourth Choice

<u>Population Groups:</u> <input type="checkbox"/> Children (Ages? _____) <input type="checkbox"/> Adolescents (Ages? _____) <input type="checkbox"/> Adults of all ages <input type="checkbox"/> Older & Disabled Adults <input type="checkbox"/> Families <input type="checkbox"/> Immigrants/Refugees <input type="checkbox"/> Any other comments:	<u>Fields of Practice:</u> <input type="checkbox"/> Child welfare <input type="checkbox"/> Mental Health <input type="checkbox"/> Housing/homelessness <input type="checkbox"/> Juvenile justice/Corrections <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Domestic violence <input type="checkbox"/> Human trafficking <input type="checkbox"/> Any other comments:
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STUDENT NAME: _____ **SWK Field Application Continued**

In looking over Social Work Field Agency List, are there specific agencies that may be of interest to you in context of your educational/career goals? *List your top three below:*

#1:
#2:
#3:

Share your internship/career goals and if you have a ministry goal, please describe.

Share strengths and special or unique skills that you bring to the field practicum.

Identify any special considerations you need for your field placement (i.e., physical conditions, transportation restrictions, schedule, etc.).

Do you have access to a car for your internship?	Yes	No
Do you have any physical or other limitations that would impact your ability to participate in an internship? Please explain:	Yes	No

Social work students are required to complete 225 field hours over the course of 15 weeks in each of the two semesters in their senior year. This equates to approximately 16-17 hours per week spanning over 2-3 days a week, totaling 450 field hours annually. Students must have flexibility in their academic and work schedules to achieve this goal. Commuting time, lunch and other breaks during the field day, as well as, time for field seminar are **not** to be counted as part of the 450 total hours. Students **must** bank hours for Warner Pacific College (WPC) holidays and breaks to ensure that a total of 225 hours are achieved **each** semester. Students are required to follow the National Association of Social Workers Code of Ethics in the field practicum and are required to read the current WPC Social Work Field Manual to be fully oriented to College and Social Work Program academic and field practicum policies. The Director of Field Education determines a student field practicum site based on **best fit** for the student learner **and** field agency/site.

By my signature, I acknowledge that I have read, understand, and agree to comply with all policies, criteria, and procedures described in the Social Work Field Manual and I am now submitting my application for the social work field practicum.

Student Signature _____ Date _____



Warner Pacific College

Social Work Field Placement Form

Student Name: _____

AGENCY/ORGANIZATION INFORMATION

Name of agency or organization where placed: _____

Address: _____

Name of Field Instructor: _____

Office phone: _____ Mobile phone: _____

Email address: _____

Name of on-site Task Supervisor: _____

Office phone: _____ Mobile phone: _____

Email address: _____

Name of Agency Contact (if different from above): _____

Office phone: _____ Mobile phone: _____

Email address: _____

INTERNSHIP INFORMATION

Brief description of intern learning opportunities and responsibilities at placement:

Best days and hours of placement:



**WARNER PACIFIC COLLEGE
2219 S.E. 68TH AVENUE
PORTLAND, OR 97215**

**MEMORANDUM OF AGREEMENT
Entered into August 2016**

This agreement, made and entered into by and between WARNER PACIFIC COLLEGE hereinafter called "COLLEGE" and FIELD AGENCIES, hereinafter called "AGENCY." This agreement is continuous until one party makes changes or cancels in writing.

WITNESSETH:

The parties hereto, recognizing the importance of Social Work internship programs in providing prospective generalist social workers with practice and direct experience under the guidance of experienced personnel, do mutually covenant and agree as follows:

I. Social Work Practicum (225 field hours each semester for 15 weeks, for total of 450 field hours)

The social work candidate, accepted into the social work program of the COLLEGE as an undergraduate level student, will perform student internship responsibilities as they are documented in the Learning Plan for the specified length of time. The social work intern will be provided opportunities to participate in supervised learning experiences in various agency activities and will have duties similar to those of regular staff members where appropriate.

Field Instructors and/or Onsite Task Supervisors will be selected cooperatively by the AGENCY and the Director of Field Education, or Director of Social Work Program. All agency personnel with direct supervisory responsibility to the student intern will participate in COLLEGE field instructors orientation and training offered annually at COLLEGE or at agency field site.

Evaluation of the student intern in terms of satisfactory completion of his/her assignments will be made by the COLLEGE supervisor in cooperation with the mentoring AGENCY Field Instructor and/or Onsite Task Supervisor. The COLLEGE field faculty member will have final responsibility for the assignment of grades.

Field Instructors and student interns will act in accordance with the National Association of Social Workers Code of Ethics in conduct pertaining to clients, colleagues, and practice settings, and will demonstrate related professional ethical responsibilities.

IV. General Provisions

A. The AGENCY and COLLEGE agree to meet as required and needed to plan, evaluate and modify the internship and other field experiences as defined in this document. The Director of Field Education, or his/her appointee, will represent the COLLEGE. Either the AGENCY or the COLLEGE may initiate meetings. Two field site visits will be made by the COLLEGE to the AGENCY to provide oversight and support to the AGENCY, and to review intern progress in learning competencies and related practice behaviors.

This agreement may be modified by mutual consent or terminated within ten days of written notification by either the AGENCY or the COLLEGE. Such termination shall in no way affect the internships or other experience of students accepted by the AGENCY at the time of termination or those who are performing other field experience functions at the time of termination unless otherwise agreed by the parties hereto and the affected social work intern.

Insurance and Indemnity Provisions. Except as otherwise limited by the Oregon Tort Claims Act, Oregon law and the Oregon Constitution each party shall be responsible for its tortuous actions and those of its officers, employees or volunteers arising out of acts of each party under this agreement.

Each party to this agreement agree to protect, indemnify and hold each other harmless for any legal liability and to indemnify each other, their employees, agents and or elected officials and volunteers against loss or expense, including attorney fees resulting from bodily injury, property damage or personal injury arising out of the sole negligence of each party as respects services provided under this contract.

Each party to this agreement shall maintain liability insurance in an amount of not less than \$2,000,000 in the aggregate for injury or death in any one occurrence and property damage including loss of use.

The AGENCY will not be held responsible for any recommendations, evaluations or lack of any recommendation/evaluation regarding any participant in this program.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers this day as indicated on date written below.

WARNER PACIFIC COLLEGE

AGENCY REPRESENTATIVE

By _____
Dr. Reginald T.W. Nichols
Vice President Academic Affairs

By _____

By _____
Dr. Stephanie Mace
Director of Social Work Program

By _____

Date _____



Warner Pacific College

Social Work Field Education Learning Plan

Student's Name: _____

Agency Name: _____

Field Instructor: _____

Field Instructor Phone: _____

Field Instructor Email: _____

Required Signatures:

Student _____

Field Instructor _____

Guidelines for the Learning Plan

1. The Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Bachelor's Degree Program in Social Work at Warner Pacific College. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.
2. Responsibility for the Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Learning Plan should reflect the required learning for bachelor level and term of field placement. The Student submits the plan by the appropriate due date to the Director of Field Education.
3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.
4. The Director of Field Education reviews and approves the Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the student and agency.
5. The Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences/irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Director of Field Education.
6. A copy of the Learning Plan is placed in the Student's academic folder.

Field Education Learning Plan

Competency #1: Identify as a professional social worker and conduct oneself accordingly

(EPAS Competency 2.1.1)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
A1	Student advocates for client access to social work services.	Student will assess the need for advocacy on behalf of client system.	
		Student will implement advocacy strategy.	
A2	Student practices personal reflection and self-correction to assure continual professional development.	Student will share with supervisor her/his thoughts and feelings about client interactions.	
		Student will seek feedback from supervisor and other systems.	
		Utilizing feedback, student will develop and implement plan for self-correction.	
A3	Student attends to professional roles and boundaries.	Student will identify self as a student intern when communicating with staff and clients.	
		Student will engage in assigned tasks appropriate for generalist practice.	
		Student will maintain agency and client confidentiality.	
		Student will uphold <i>NASW Code of Ethics</i> , specifically codes as they apply to field education.	
A4	Student demonstrates professional demeanor in behavior, appearance, and communication.	Student will follow agency dress code.	
		Student will treat clients and staff in a respectful and non-judgmental manner.	
		Student will use clear and understandable language when communicating with staff and clients.	

A5	Student engages in career-long learning.	Student will investigate resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring).	
		Student will develop written lifelong learning plan.	
A6	Student uses supervision and consultation.	Student will be prepared for supervision.	
		Student will seek supervision appropriately outside of formal meeting times.	

Competency #2: Applies social work ethical principles to guide professional practice
(EPAS Competency 2.1.2)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
B1	Student recognizes and manages personal values to allow professional values to guide practice.	Student will recognize and identify conflict between personal and professional values.	
		Student will act to protect the clients' interests.	
B2	Student makes ethical decisions by applying standards of the <i>NASW Code of Ethics</i> .	Student will identify ethical dilemmas.	
		Student will identify specific Codes for making ethical decisions.	
B3	Student exhibits the ability to tolerate ambiguity in resolving ethical conflicts.	In supervision, student will describe examples of his/her ability to tolerate ambiguity in resolving ethical conflicts.	
B4	Student applies strategies of ethical reasoning to arrive at principled decisions.	Student will discuss ethical dilemmas during supervision.	
		Student will identify potential strategies to resolve ethical dilemmas.	

Competency #3: Apply critical thinking to inform and communicate professional judgments

(EPAS Competency 2.1.)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
C1	Student distinguishes, appraises, and integrates among multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Student will be able to identify sources of knowledge (ex.Theoretical, Service Delivery Systems, Evidence-based Practice).	
		Student will be able to distinguish which sources are relevant to client population served by agency.	
C2	Student analyzes models of assessment, prevention intervention and evaluation.	Student will be able to identify various models of assessment and prevention relevant to population served by agency.	
		Student will be able to compare and contrast models of assessment and prevention.	
		Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served.	
C3	Student demonstrates effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	Student will verbally communicate clearly and effectively with clients and staff.	
		Student will be able to clearly and concisely complete progress notes and service plans.	

Competency #4: Engage diversity and difference in practice (EPAS Competency 2.1.4)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
D1	Student recognizes the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Student will be able to identify own personal experience with groups different than s/he.	
		Student will be able to candidly discuss the impact of her/his own personal experience on client interactions with supervisor.	

D2	Student evidences the gaining of self-awareness leading to practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting.	
		With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination.	
		Student will be able to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues.	
D3	Student recognizes and communicates the understanding of the importance of difference in shaping life experiences.	Student will assess impact of current agency policy and procedures on diverse populations.	
		Student will design or redesign program's policies and procedures to increase access to and best practices for vulnerable populations.	
D4	Student views self as learner and engages those with whom they work as informants.	Student will be able to describe the impact of culturally diverse factors at all system levels (micro, mezzo, and macro).	
		Student will demonstrate effective and culturally competent interviewing skills.	
		Student will identify how agency policies and procedures affect diverse populations eligible for services.	

Competency #5: Advance human rights and social and economic justice (EPAS Competency 2.1.5)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
E1	Student identifies and understands the forms and mechanisms of oppression and discrimination.	Student will be able to identify and describe forms and mechanisms of discrimination and oppression.	
		Student will be able to identify agency policies and structures that adversely affect client systems.	

E2	Student advocates for human rights and social and economic justice.	Student will identify underserved needs of population served by agency.	
		Student will develop advocacy strategies to meet these needs at all system levels (micro, mezzo, and macro).	
E3	Student engages in just practice that advances social and economic justice.	Student will identify her/his position of privilege and power in relation to client system.	
		Student will acknowledge and honor difference between client system and self.	

Competency #6: Engage in research informed practice and practice informed research

(EPAS Competency 2.1.6)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
F1	Student uses practice experience to inform scientific inquiry.	Student will be able, in consultation with field supervisor, to identify agency problem or issue that needs to be addressed and formulate a problem statement.	
		Student will be able to identify potential participants and plan to gather data.	
		Student will be able to discuss the effect of research on agency practice and/or policy.	
F2	Student uses research evidence to inform practice.	In consultation with supervisor, student will identify a practice issue.	
		Student will conduct thorough literature review addressing practice issue.	
		Student will discuss her/his conclusions with supervisor.	

Competency #7: Apply knowledge of human behavior and the social environment

(EPAS Competency 2.1.7)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
G1	Student utilizes conceptual framework to guide the processes of assessment, intervention, and evaluation.	Student will be able to identify issues related to transitions over the course of the life cycle.	
		Student will be able to relate social work perspectives and related theories.	
		Student will be able to complete comprehensive, culturally sensitive, bio-psycho-social-spiritual assessments on clients and client systems.	
G2	Student has ability to critique and apply knowledge to understand person and environment.	Student will be able to evaluate environmental impact upon client’s presenting concerns.	
		Student utilizes eco-systems theory to assess and intervene to address client’s presenting concerns.	

Competency #8: Engage in policy practice to advance social and economic well-being and to

deliver effective social work services (EPAS Competency 2.1.8)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
H1	Student analyzes, formulates, and advocates for policies that advance social well-being.	Student will describe social policies, laws, practices that impact the client system or delivery of services.	
		Student will describe services and resources provided by the agency to its client systems.	
		Student will identify key stakeholders.	
H2	Student collaborates with colleagues and clients for effective policy action.	Student will describe services and resources provided by the agency to its client systems.	
		Student will identify and work with key stakeholders.	

Competency #9: Respond to contexts that shape practice (EPAS Competency 2.1.9)

	Practice Behaviors	Tasks	Specific Activities (where applicable)
I1	Student continuously discovers, appraises, and attends to the influence of context (locale, population, scientific and technological developments, and emerging societal trends) on service delivery to provide relevant services.	Student will describe the scope of the problem the agency addresses.	
		Student will articulate the agency’s mission, scope and limitations of the agency.	
I2	Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Student identifies agency policies and procedures that impact the quality of service delivery.	
		Student generates ideas to improve service delivery and discusses with field instructor as to viability of proposed improvements.	

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS Competency 2.1.10)

	Practice Behaviors: Engagement	Tasks	Specific Activities (where applicable)
J1	Student substantively and affectively prepares for action with individuals, families, groups, organizations and communities.	Student will be able to gather relevant data in an organized manner.	
		Student will be aware of, and can appropriately utilize, standardized measurement and diagnostic tools.	
		Student will be able to create clinical recommendations to client systems based on information gathered.	
J2	Student uses empathy and other interpersonal skills to engage clients.	Student will be able to “start where the client is.”	
		Student will be able to establish rapport with the client system.	
		Student will be able to create and maintain a therapeutic relationship with clients.	

J3	Student develops a mutually agreed on focus of work and desired outcomes with clients.	Student, in concert with client system, will be able to develop clear and timely service goals.	
		Student will be able to develop measurable objectives designed to meet agreed upon goals.	

	Practice Behaviors: Assessment	Tasks	Specific Activities (where applicable)
J4	Student collects, organizes, and interprets client data.	Student obtains clients records follow agency policy.	
		Under supervision, student interprets client data as appropriate.	
J5	Student assesses client strengths and limitations.	Through the interviewing process, the student will identify at least three areas of strength.	
		Through the interviewing process, the student will identify at least three areas of challenge.	
J6	Student develops mutually agreed upon intervention goals and objectives.	Student, in concert with client system, will be able to develop clear and timely service intervention goals.	
		Student will be able to develop measurable objectives designed to meet agreed upon goals.	
J7	Student selects appropriate intervention strategies.	Student will be able to select from an array of intervention strategies.	
		Student will be able to describe selected intervention and discuss why particular strategy has been chosen.	

	Practice Behaviors: Intervention	Tasks	Specific Activities (where applicable)
J8	Student initiates action to achieve organizational goals.	Under supervision, student identifies organizational goals and prepares for action.	
J9	Student implements prevention interventions that enhance client capacities	Student will be able to implement and continually assess progress towards goal attainment.	
		Student will be able to revise intervention plan accordingly.	
J10	Student helps clients resolve problems.	Using a theoretical framework, student and client work together toward goal attainment.	
J11	Student negotiates, mediates and advocates for clients.	Student connects client to appropriate resources and referrals to promote goal attainment.	
		Student advocates for needed services for client.	
J12	Student facilitates transitions and endings.	Student will be able to assess successful goal attainment and plan termination accordingly.	
		Student will be able to successfully terminate in the helping process.	

	Practice Behaviors: Evaluation	Tasks	Specific Activities (where applicable)
J13	Student critically analyses, monitors, and evaluates interventions.	Student will be able to continuously evaluate intervention, not only at termination, but throughout process.	
		Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes.	
		Student will be able to develop future recommendations for favorable outcome strategies for goal attainment.	



Warner Pacific College

Social Work Field Agency Student Orientation Checklist

Description: Field instructor and intern are to complete orientation within the first 2 weeks of the first semester. Upon completion, both the field instructor and the student sign this form to indicate that components have been addressed and discussed as appropriate to field setting. Please write in comments as needed! Thank you very much.

<i>ORIENTATION TASKS</i>		Please mark with an "X" when completed. Thank you!
Introduction to Field Agency (mission, goals, programs,/services history, board of directors, management team, funding & fee-for-service structures, philosophy of care and/or practice models, best practice methods, relevant policies for interns/staff, etc.)		
Introductions to staff, stakeholders, volunteers, and clients.		
Description of community & organizational context & current client demographics and needs		
Orientation to agency safety procedures (for staff/volunteers/clients)		
Orientation to safety procedures during any agency emergency		
Review of agency policy regarding use of social media and Internet-based technologies		
Review of policy and procedures regarding client intake/admissions/eligibility/services		
Explanation of policies specific to transportation of clients/residents		
Orientation to client record-keeping/charting, and related policies and procedures		
Orientation to policies of confidentiality, release of information, client rights, client fees, reporting of suspected abuses, ethical guidelines for staff, etc.		
Orientation to agency policies regarding HIPAA, discrimination, sexual harassment, the Americans with Disabilities Act, and/or any others that apply to staff, volunteers, and clients		
Orientation to intern work space, office access and security procedures, access to office supplies, telephone and other relevant technologies (ex: computer systems)		
Discussion of agency training opportunities that are available to intern		
Review information about student parking at location(s), mileage policies, any reimbursement policies/procedures for intern-related activities		
Completion of any agency requirements (ex: application, criminal background check)		
Discussion of policies, procedures, forms in WPC Social Work Field Manual		
Establishment of regular, consistent internship hours (15 hours per week minimally), with understanding that 225 hours are required each semester, totaling 450 hours total.		
Establishment of schedule of weekly supervision meetings (minimally 1 hour weekly) with Task Supervisor or Field Instructor. Set up of the 1 hour of monthly supervision with social work supervisor if different from Field Instructor or Task Supervisor (Social work supervisors must have BSW or MSW degree with 2 years of post-degree work experience.)		
<i>Field Instructor Signature</i>	<i>Date Orientation Completed</i>	<i>Student Intern Signature</i>



Warner Pacific College

Social Work Field Practicum Weekly Time Sheet

Student Name: _____ Field Placement Site: _____

Please enter dates you are at field site. Document time in and time out for each day and total hours on a weekly basis. Lunch and other breaks, and travel time to/from field site do not apply toward completion of field hours.

Date	Day	Time In	Time Out	Time In	Time Out	Total Hours
	Monday					
	Tuesday					
	Wednesday					
	Thursday					
	Friday					
	Saturday					
	Sunday					

Total Field Hours Completed This Week: _____

Total Field Hours Completed To Date This Semester (225 hours minimum each semester): _____

Signature of field instructor and student reflects that student has completed field hours outlined above. If there are unresolved discrepancies, please request communication by Director of Field Education in section below. Feel free to write comments on form to facilitate communication with faculty at Warner Pacific College. Thank you!

Student Signature:		Date:	
Field Instructor Signature:		Date:	

AGENCY FIELD INSTRUCTOR SECTION ONLY:

Field Instructor requests consultation from Warner Pacific College Director of Field Education. Check box to the right to have Warner Pacific College faculty contact you. Otherwise, please leave blank. Thank you!	
Comments:	



Warner Pacific College

Social Work Field Supervision Meeting Reporting Form (SW 495 & 496)

Student Name (Please print): _____

Students submit new form for every 2 hours of supervision. Students must have at least **one hour of supervision each week**. If student meets with Onsite Task Supervisor for weekly supervision, then student must meet with Field Instructor for an additional one-hour **each month** to meet minimum requirements. Reminder: A **Field Instructor** has a baccalaureate or master’s degree in social work (from a CSWE-accredited institution with at least 2-years of post-graduation experience). **An On-Site Task Supervisor** has other degree(s), credentials, and/or experience.

Meeting Date	Length of Meeting (in minutes)	Print Name of Supervisor (On-Site Task and/or Field Instructor)

Please check box to left if discussed. Include examples of practice application (ex: ethical dilemmas & discussion, examples of critical thinking, self-reflection, skills learned/ practiced, etc.) in the Comments box.

√ Box	Core Competencies and Practice Behaviors Checklist	Comments
	Competency 1. Intern identifies as a professional social worker & conducts oneself accordingly (EP 2.1.1: a-f).	
	Competency 2. Intern applies social work ethical principles to guide professional practice (EP 2.1.2: a-d).	
	Competency 3. Intern applies critical thinking to inform/communicate professional judgments (EP 2.1.3: a-c).	
	Competency 4. Intern engages diversity and difference in practice (EP 2.1.4: a-d).	
	Competency 5. Intern advances human rights and social and economic justice (EP 2.1.5: a-c).	
	Competency 6. Intern engages in research-informed practice and practice-informed research (EP 2.1.6: a-b).	
	Competency 7. Intern applies knowledge of human behavior in the social environment (EP 2.1.7: a-b).	
	Competency 8. Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8: a-b).	
	Competency 9. Intern responds to contexts that shape practice (EP 2.1.9: a-b).	
	Competency 10. Intern engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities (EP 2.1.10: a-d).	

Student Signature _____ Supervisor Signature _____ Date Signed: _____



Warner Pacific College

Social Work Midterm Field Evaluation Form

Student's Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor: _____

Field Instructor phone: _____

Field Instructor Email: _____

Required Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

FIELD PLACEMENT COMPETENCIES / EVALUATION INSTRUMENT

The Council on Social Work Education (CSWE) now defines field education as “signature pedagogy”. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in 41 practice behaviors outlined by CSWE. These practice behaviors are domains of 10 core professional competencies that social work undergraduates are expected to exhibit at the time of graduation.

Please use the scale below to thoughtfully rate the student’s current competency of each practice behavior.

- 1 = Unacceptable progress (The student has not achieved competency despite opportunities in this area)
- 2 = Insufficient progress (The student has to consciously work at this area and rarely demonstrates awareness)
- 3 = Emerging competence (This area is becoming more integrated in the student’s practice)
- 4 = Competence (This area is done with confidence and is an integral part of the student’s practice)
- 5 = Advanced competence (The student completes this area with sufficient mastery to teach others)
- NA=Opportunities were not available

SCALE:

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not equate this scale to the traditional letter grading scale. **A score of three or “emerging competence” constitutes a passing grade.** Students are not expected to have all fives or fours.

For additional guidance in using this scale, please contact the Director of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
A1	Student advocates for client access to social work services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	Student practices personal reflection and self -correction to assure continual professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	Student attends to professional roles and boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	Student demonstrates professional demeanor in behavior, appearance and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5	Student engages in career-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6	Student uses supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #1	SCALE					
		5	4	3	2	1	NA
OEA	OVERALL EVALUATION COMPETENCY #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #2: Applies social work ethical principles to guide professional practice (EPAS 2.1.2)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
B1	Student recognizes and manages personal values to allow professional values to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	Student makes ethical decisions by applying standards of the NASW Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Student exhibits the ability to tolerate ambiguity in resolving ethical conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Student applies strategies of ethical reasoning to arrive at principled decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #2	SCALE					
		5	4	3	2	1	NA
OEB	OVERALL EVALUATION OF COMPETENCY #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Learning Objectives	SCALE					
		5	4	3	2	1	NA
C1	Student distinguishes, appraises, and integrates among multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Student analyzes models of assessment and prevention intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Student demonstrates effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #3	SCALE					
		5	4	3	2	1	NA
OEC	OVERALL EVALUATION OF COMPETENCY #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #4: Engage diversity and difference in practice (EPAS 2.1.4)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
D1	Student continues to recognize the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	Student evidences the gaining of self-awareness leading to practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Student recognizes and communicates the understanding of the importance of difference in shaping life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	Student views self as learner and engages those with whom they work as informants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #4	SCALE					
		5	4	3	2	1	NA
OED	OVERALL EVALUATION OF COMPETENCY #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #5: Advance human rights and social and economic justice

(EPAS 2.1.5)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
E1	Student identifies and understands the forms and mechanisms of discrimination and oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Student advocates for human rights and social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Student engages in just practice that advances social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #5	SCALE					
		5	4	3	2	1	NA
OEE	OVERALL EVALUATION OF COMPETENCY #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #6: Engage in research informed practice and practice informed research (EPAS 2.1.6)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
F1	Student uses practice experience to inform scientific inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2	Student uses current research evidence to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #6	SCALE					
		5	4	3	2	1	NA
OEF	OVERALL EVALUATION OF COMPETENCY #6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Areas for continued growth:</p> <p>Additional comments:</p>						

COMPETENCY #7: Apply knowledge of human behavior and the social environment (EPAS 2.1.7)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
G1	Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2	Student has ability to critique and apply knowledge to understand person and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #7	SCALE					
		5	4	3	2	1	NA
OEG	OVERALL EVALUATION OF COMPETENCY #7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
H1	Student analyzes, formulates, and advocates for policies that advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H2	Student collaborates with colleagues and clients for effective policy action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #8	SCALE					
		5	4	3	2	1	NA
OEH	OVERALL EVALUATION OF COMPETENCY #8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #9: Respond to contexts that shape practice (EPAS 2.1.9)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
I1	Student continuously discovers, appraises, and attends to the influence of context (locale, population, scientific and technological developments, and emerging societal trends) on service delivery to provide relevant services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2	Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #9	SCALE					
		5	4	3	2	1	NA
OEI	OVERALL EVALUATION OF COMPETENCY # 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth:						
	Additional comments:						

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS 2.1.10)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Practice Behaviors - Engagement		SCALE					
		5	4	3	2	1	NA
J1	Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J2	Student uses empathy and other interpersonal skills to engage clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J3	Student develops a mutually agreed on focus of work and desired outcomes with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Assessment		SCALE					
J4	Student collects, organizes, and interprets client data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J5	Student assesses client strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J6	Student develops mutually agreed upon intervention goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J7	Student selects appropriate intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Intervention		SCALE					
J8	Student initiates action to achieve organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J9	Student implements prevention interventions that enhance client capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J10	Student helps clients resolve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J11	Student negotiates, mediates, and advocates for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J12	Student facilitates transitions and endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors – Evaluation		SCALE					
J13	Student critically analyses, monitors, and evaluates interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #10	SCALE					
		5	4	3	2	1	NA
OEJ	OVERALL EVALUATION OF COMPETENCY # 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas for continued growth: Additional comments:						

What were the student's strengths?

What additional learning goals and assignments are suggested for the student's continued professional development?

Student feedback (required):



Warner Pacific College

Social Work Final Field Evaluation Form

Student's Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor: _____

Field Instructor phone: _____

Field Instructor Email: _____

Required Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Instructor Recommended Grade: _____

FIELD PLACEMENT COMPETENCIES / EVALUATION INSTRUMENT

The Council on Social Work Education (CSWE) now defines field education as “signature pedagogy”. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in 41 practice behaviors outlined by CSWE. These practice behaviors are domains of 10 core professional competencies that social work undergraduates are expected to exhibit at the time of graduation.

Please use the scale below to thoughtfully rate the student’s current competency of each practice behavior.

- 1 = Unacceptable progress (The student has not achieved competency despite opportunities in this area)
- 2 = Insufficient progress (The student has to consciously work at this area and rarely demonstrates awareness)
- 3 = Emerging competence (This area is becoming more integrated in the student’s practice)
- 4 = Competence (This area is done with confidence and is an integral part of the student’s practice)
- 5 = Advanced competence (The student completes this area with sufficient mastery to teach others)
- NA=Opportunities were not available

SCALE:

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not equate this scale to the traditional letter grading scale. **A score of three or “emerging competence” constitutes a passing grade.** Students are not expected to have all fives or fours.

For additional guidance in using this scale, please contact the Director of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
A1	Student advocates for client access to social work services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	Student practices personal reflection and self -correction to assure continual professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	Student attends to professional roles and boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	Student demonstrates professional demeanor in behavior, appearance and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5	Student engages in career-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6	Student uses supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #1	SCALE					
		5	4	3	2	1	NA
OEA	OVERALL EVALUATION COMPETENCY #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If the student earned a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #2: Applies social work ethical principles to guide professional practice (EPAS 2.1.2)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
B1	Student recognizes and manages personal values to allow professional values to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	Student makes ethical decisions by applying standards of the NASW Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Student exhibits the ability to tolerate ambiguity in resolving ethical conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Student applies strategies of ethical reasoning to arrive at principled decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #2	SCALE					
		5	4	3	2	1	NA
OEB	OVERALL EVALUATION OF COMPETENCY #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Learning Objectives	SCALE					
		5	4	3	2	1	NA
C1	Student distinguishes, appraises, and integrates among multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Student analyzes models of assessment and prevention intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Student demonstrates effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #3	SCALE					
		5	4	3	2	1	NA
OEC	OVERALL EVALUATION OF COMPETENCY #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #4: Engage diversity and difference in practice (EPAS 2.1.4)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
D1	Student continues to recognize the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	Student evidences the gaining of self-awareness leading to practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Student recognizes and communicates the understanding of the importance of difference in shaping life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	Student views self as learner and engages those with whom they work as informants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #4	SCALE					
		5	4	3	2	1	NA
OED	OVERALL EVALUATION OF COMPETENCY #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #5: Advance human rights and social and economic justice

(EPAS 2.1.5)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
E1	Student identifies and understands the forms and mechanisms of discrimination and oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Student advocates for human rights and social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Student engages in just practice that advances social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #5	SCALE					
		5	4	3	2	1	NA
OEE	OVERALL EVALUATION OF COMPETENCY #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

COMPETENCY #6: Engage in research informed practice and practice informed research (EPAS 2.1.6)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
F1	Student uses practice experience to inform scientific inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2	Student uses current research evidence to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #6	SCALE					
		5	4	3	2	1	NA
OEF	OVERALL EVALUATION OF COMPETENCY #6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #7: Apply knowledge of human behavior and the social environment (EPAS 2.1.7)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
G1	Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2	Student has ability to critique and apply knowledge to understand person and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #7	SCALE					
		5	4	3	2	1	NA
OEG	OVERALL EVALUATION OF COMPETENCY #7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
H1	Student analyzes, formulates, and advocates for policies that advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H2	Student collaborates with colleagues and clients for effective policy action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #8	SCALE					
		5	4	3	2	1	NA
OEH	OVERALL EVALUATION OF COMPETENCY #8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

COMPETENCY #9: Respond to contexts that shape practice (EPAS 2.1.9)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
I1	Student continuously discovers, appraises, and attends to the influence of context (locale, population, scientific and technological developments, and emerging societal trends) on service delivery to provide relevant services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2	Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #9	SCALE					
		5	4	3	2	1	NA
OEI	OVERALL EVALUATION OF COMPETENCY # 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS 2.1.10)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Practice Behaviors - Engagement		SCALE					
		5	4	3	2	1	NA
J1	Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J2	Student uses empathy and other interpersonal skills to engage clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J3	Student develops a mutually agreed on focus of work and desired outcomes with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Assessment		SCALE					
J4	Student collects, organizes, and interprets client data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J5	Student assesses client strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J6	Student develops mutually agreed upon intervention goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J7	Student selects appropriate intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Intervention		SCALE					
J8	Student initiates action to achieve organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J9	Student implements prevention interventions that enhance client capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J10	Student helps clients resolve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J11	Student negotiates, mediates, and advocates for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J12	Student facilitates transitions and endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors – Evaluation		SCALE					
J13	Student critically analyses, monitors, and evaluates interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #10	SCALE					
		5	4	3	2	1	NA
OEJ	OVERALL EVALUATION OF COMPETENCY # 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

EVALUATION SUMMARY

Add each of the overall evaluation of competencies (1-10) together to obtain the score.

Note: Do not add the individual Learning Objectives.

OEA	OVERALL EVALUATION OF Competency 1	
	Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)	
OEB	OVERALL EVALUATION OF Competency 2	
	Applies social work ethical principles to guide professional practice (EPAS 2.1.2)	
OEC	OVERALL EVALUATION OF Competency 3	
	Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)	
OED	OVERALL EVALUATION OF Competency 4	
	Engage diversity and difference in practice (EPAS 2.1.4)	
OEE	OVERALL EVALUATION OF Competency 5	
	Advance human rights and social and economic justice (EPAS 2.1.5)	
OEF	OVERALL EVALUATION OF Competency 6	
	Engage in research informed practice and practice informed research (EPAS 2.1.6)	
OEG	OVERALL EVALUATION OF Competency 7	
	Apply knowledge of human behavior and the social environment (EPAS 2.1.7)	
OEH	OVERALL EVALUATION OF Competency 8	
	Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)	
OEI	OVERALL EVALUATION OF Competency 9	
	Respond to contexts that shape practice (EPAS 2.1.9)	
OEJ	OVERALL EVALUATION OF Competency 10	
	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS 2.1.10 a,b,c,d)	

	OVERALL EVALUATION OF Competencies 1-10	
OEOC	Score Should Range from 10-50	
	OVERALL EVALUATION SCORE (to be determined by the Field Instructor)	

What were the student's strengths and limitations?

What additional learning goals and assignments are suggested for the student's continued professional development?

Student feedback (required):



Warner Pacific College

Field Instructor Evaluation of Social Work Field Program

We thank you for being such an integral part of our student's learning and we kindly ask you to provide constructive feedback about your recent experience with our social work field program. This is a means for us to explore ways to support you in your supervisory role and to strengthen the overall field program. Please return to Debra Penkin, Director of Field Education, at: dpenkin@warnerpacific.edu or to Debra Penkin, Social Work Program, Warner Pacific College, 2219 SE 68th Avenue, Portland, Oregon 97215.

Agency Field Instructor: _____ Date: _____

Agency Contact Person (If different from above): _____

Field Site/Agency: _____

Name of Student Intern: _____

Please use the following rubric to respond to the following statements. Thank you!

1=Strongly Disagree 2=Somewhat Disagree 3=Agree 4=Somewhat Agree 5=Strongly Agree N/A=Not Applicable

The expectations and requirements for supervising my intern and for providing field internship education were clear and understandable.	1	2	3	4	5	N/A
My intern competently and ethically contributed to the work of the agency in identified learning plan/tasks.	1	2	3	4	5	N/A
My intern was academically prepared for entry into the field practicum and demonstrated professional conduct.	1	2	3	4	5	N/A
The level of orientation/training provided by the Social Work Program was satisfactory in preparation for my role as an agency field instructor.	1	2	3	4	5	N/A
The level of overall involvement of the social work field faculty was sufficient and helpful to me in my supervisory role.	1	2	3	4	5	N/A
The Director of Field Education offered support and assistance to me as scheduled (2 meetings per semester) and, as needed, between field visits.	1	2	3	4	5	N/A
Feedback/Comments to the above statements:						

We welcome your suggestions for improving the overall effectiveness of the field education program and/or any other comments that you would like to share with our social work program:



Warner Pacific College

Student Evaluation of Social Work Field Practicum

Student Name: _____ Graduation Year: _____

Field Agency: _____ Field Instructor: _____

Social Work Supervisor (if different from Field Instructor): _____

Student feedback is a **vital** part of our field program. We are committed to seeking and maintaining quality, diversified field placements. This information will be used by the Director of Field Education to inform decisions related to social work field implementation. Cumulative data will be shared with field instructors and social work faculty. Specific student information will be kept confidential. This communication is solely to be used to improve and maintain quality in the BSW internship program. Thank you so much for giving us your feedback.

I. Using following scale, please circle the number that best describes your Social Work Practicum experience:

1=Rarely 2=Seldom 3=Sometimes 4=Often 5=Consistently 6=N/A

<i>This section pertains to your agency-based Field Instructor or onsite Task Supervisor:</i>						
Welcomed and oriented me to agency.	1	2	3	4	5	6
Secured office space for me and provided access to office phone/computer/supplies as needed for intern tasks.	1	2	3	4	5	6
Conducted weekly one-hour supervision meetings.	1	2	3	4	5	6
Was also available for consultation when needed.	1	2	3	4	5	6
Communication with field instructor was growth-enhancing.	1	2	3	4	5	6
Encouraged me to critically evaluate and reflect on my professional practice.	1	2	3	4	5	6
Asked me questions in supervision to reflect on my practice knowledge, values, and skills.	1	2	3	4	5	6
Shared examples from his/her practice and experience to teach me aspects of the profession.	1	2	3	4	5	6
Involved me in board meetings or team/staff meetings.	1	2	3	4	5	6
Facilitated community networking opportunities within field setting and community-at-large.	1	2	3	4	5	6
Was knowledgeable and aware of WPC Social Work Program educational goals and objectives.	1	2	3	4	5	6
Provided feedback on my specific abilities related to my Learning Plan, and referenced specific progress in competencies and practice behaviors.	1	2	3	4	5	6
Was knowledgeable about forms related to WPC social work internship.	1	2	3	4	5	6
Was familiar with the 10 CSWE competencies and 41 practice behaviors in Learning Plan.	1	2	3	4	5	6
Incorporated application of NASW Code of Ethics in my supervision.	1	2	3	4	5	6



Warner Pacific College

Student Evaluation of Field Practicum Continued:

1=Rarely 2=Seldom 3=Sometimes 4=Often 5=Consistently 6=N/A

<i>This section pertains to the field agency:</i>						
Staff and stakeholders have positive attitude toward student interns.	1	2	3	4	5	6
Student interns are encouraged to make contributions to agency.	1	2	3	4	5	6
Field site offered various opportunities for learning generalist social work skills.	1	2	3	4	5	6

<i>This section pertains to tasks you were assigned at the field agency:</i>						
Was assigned a presentation or project that I had to design.	1	2	3	4	5	6
Was assigned reading and/or research pertaining to client population or practice method at field site and report findings for discussion.	1	2	3	4	5	6
Field tasks enabled me to work with diverse client systems.	1	2	3	4	5	6
Field tasks exposed me to learning about micro/mezzo/macro systems.	1	2	3	4	5	6
Was able to learn about professional development as a social worker and lifelong learning.	1	2	3	4	5	6
Was given sufficient structure and tasks to facilitate learning for generalist social worker.	1	2	3	4	5	6
Internship has prepared me for beginning generalist social work practice/employment.	1	2	3	4	5	6
I communicated with Director of Field Education when not assigned meaningful or sufficient number of learning tasks.	1	2	3	4	5	6
If the previous statement is applicable, did the Director of Field Education respond to your concerns and follow-up with you and agency field instructor to address these issues?	1	2	3	4	5	6

Please provide comments for clarification and/or important variables in your use of the above scale when answering any of these questions:



Warner Pacific College

Student Evaluation of Field Practicum Continued:

General feedback and recommendations to Social Work Program:

Major strengths of field placement (could be related to agency field instructor, tasks, agency, etc.):

Considerations or challenges in this field placement for student intern:

Recommendation regarding continuing this field agency and/or agency field instructor:

<p><i>Continue to have this field placement available for social work interns. Please provide comments:</i></p>	<p>Yes</p>	<p>No</p>
<p><i>Continue to have this field placement ONLY if the following can be addressed and established. Please provide comments:</i></p>	<p>Yes</p>	<p>No</p>

Suggestions and tips for next social work intern (examples: best schedule, structure of field organization, flexibility in weekly hours onsite, etc.) if you suggested that this field placement continue for the next academic year:



Warner Pacific College

NASW Code of Ethics English Version

Revised by the 2008 NASW Delegate Assembly

1. Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence.

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

2. Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

3. 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 wellbeing 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.

4. Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self Determination

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

1.03 Informed Consent

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients'

comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is

made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

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 whom there is a risk of exploitation of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or

potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical

standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet

their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

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

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

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



Warner Pacific College

El Código de Ética de la NASW Spanish Version

Revisado por la Asamblea de Delegados de NASW de 2008

1. Preámbulo

La misión principal de la profesión de trabajador social es la de elevar el bienestar humano y ayudar a satisfacer las necesidades básicas humanas, con atención en particular a las necesidades y potenciación de la persona que es vulnerable, oprimida y que vive en la pobreza. Una característica histórica y que define la profesión del trabajo social es el enfoque de la profesión en el bienestar individual sobre un contexto social y en el bienestar de la sociedad. Es fundamental para el trabajo social la atención a las fuerzas del entorno que crean, contribuyen a, y solucionan los problemas de la vida.

Los trabajadores sociales promueven la justicia y el cambio social con y a pedido de los clientes. “Clientes” se utiliza con un sentido inclusivo para referirse a individuos, familias, grupos, organizaciones y comunidades. Los trabajadores sociales son sensibles a la diversidad cultural y étnica y luchan para terminar con la discriminación, la opresión, la pobreza y otras formas de injusticia social. Estas actividades pueden ser en la forma de práctica directa, organización comunitaria, supervisión, consulta, administración, apoyo, acción política y social, desarrollo e implementación de políticas, educación, e investigación y evaluación. Los trabajadores sociales buscan aumentar la capacidad de las personas para solucionar sus propias necesidades. Los trabajadores sociales también buscan promover la receptividad de las organizaciones, comunidades, y otras instituciones sociales a las necesidades individuales y a los problemas sociales.

La misión de la profesión del trabajo tiene sus raíces en un conjunto de valores esenciales. Estos valores esenciales, abrazados por los trabajadores sociales a lo largo de la historia de la profesión, son la base del propósito único y perspectiva del trabajo social:

1. servicio
2. justicia social
3. dignidad y valor de la persona
4. importancia de las relaciones humanas
5. integridad
6. competencia.

Esta constelación de valores esenciales refleja aquello que es exclusivo a la profesión del trabajador social. Los valores esenciales, y los principios que emanan de ellos, deben ser balanceados en el contexto y complejidad de la experiencia humana.

2. Propósito del Código de Ética de la NASW

La ética profesional se encuentra en el núcleo del trabajo social. La profesión tiene la obligación de articular sus valores básicos, principios éticos y normas éticas. El *Código de Ética de la NASW* expone estos valores, principios y normas a fin de guiar la conducta de los trabajadores sociales. El *Código* es relevante para todos los trabajadores sociales y estudiantes en el área de trabajo social, sin importar su función profesional, el entorno en el cual trabajan, o las poblaciones a las que sirven.

El *Código de Ética de la NASW* asiste en seis propósitos:

1. El *Código* identifica valores esenciales en los cuales se basa la misión del trabajo social.
2. El *Código* resume amplios principios éticos que reflejan los valores esenciales de la profesión y establece un conjunto de normas éticas específicas que deberían ser utilizadas para guiar la práctica de la profesión.
3. El *Código* está diseñado para ayudar a los trabajadores sociales a identificar consideraciones relevantes cuando las obligaciones profesionales entran en conflicto o cuando surgen incertidumbres de naturaleza ética.
4. El *Código* suministra normas éticas a partir de los cuales el público en general puede responsabilizar la profesión del trabajo social.
5. El *Código* explica a los nuevos practicantes de la materia la misión del trabajo social, valores, principios éticos y normas éticas.
6. El *Código* articula normas que la profesión del trabajo social puede utilizar para determinar si los trabajadores sociales han seguido una conducta no ética. La asociación NASW posee procedimientos formales para resolver en demandas en el área de ética presentadas contra sus miembros.* Al suscribir este *Código*, se requiere de que los trabajadores sociales cooperen en su implementación, participen en los procesos de adjudicación de la NASW, y se sometan a cualquier decisión disciplinaria o sanción de la NASW basada en él.

El *Código* ofrece un conjunto de valores, principios y normas para guiar la toma de decisiones y la conducta cuando surgen asuntos en el área de la ética. No suministra un conjunto de reglas que describen la forma en que los trabajadores sociales deben actuar en todas las situaciones. Las aplicaciones específicas del *Código* deberán tener en cuenta el contexto en el cual deberá ser considerado y la posibilidad de que surjan conflictos entre los valores, principios y normas del *Código*. Las responsabilidades éticas emanan de toda relación humana, desde la personal y familiar a la social y profesional.

Más aún, el *Código de Ética de la NASW* no especifica que valores, principios y normas son los más importantes y deberían tener mayor peso con respecto a otros cuando estén en conflicto. Las diferencias razonables de opinión pueden y deben existir entre los trabajadores sociales respecto a las formas en que los valores, principios éticos y normas éticas deben ser tenidas en cuenta durante un conflicto. La toma de decisiones éticas en una situación dada debe usarse con el juicio

informado del trabajador social individual y debería considerarse también, como el tema sería juzgado en un proceso de revisión de pares donde las normas éticas de la profesión serían aplicadas.

La toma de decisiones éticas es un proceso. Existen muchas instancias en el trabajo social donde no se dispone de simples respuestas para resolver complejas situaciones éticas. Los trabajadores sociales deberían tomar en consideración todos los valores, principios y normas de este *Código* que son relevantes para cualquier situación en la cual el juicio ético se encuentre justificado. Las decisiones y acciones de los trabajadores sociales deberían ser consistentes con el espíritu y la letra de este *Código*.

Los trabajadores sociales deberían considerar que sumado a este *Código*, existen otras fuentes de información acerca de pensamiento ético que pueden llegar a ser útiles. Los trabajadores sociales deberán considerar la teoría ética y los principios generales, la teoría del trabajo social y la investigación, las leyes, las regulaciones, las políticas de la agencia, y otros códigos relevantes de ética, reconociendo que entre los códigos de ética los trabajadores sociales deberían considerar el *Código de Ética de la NASW* como su fuente principal. Los trabajadores sociales deberán ser conscientes del impacto en la toma de decisiones éticas de sus clientes y de sus propios valores personales y culturales; además de las creencias y prácticas religiosas. Deberían ser conscientes de cualquier conflicto entre valores personales y profesionales y manejarlos responsablemente. Para orientación adicional los trabajadores sociales deberían consultar la literatura relevante sobre ética profesional y toma de decisiones éticas y buscar una fuente de consulta apropiada cuando se vean enfrentados a dilemas éticos. Esto podría implicar la consulta con un comité de ética basado en una agencia o en una organización de trabajo social, un cuerpo regulatorio, colegas con conocimientos, supervisores, o consejo legal.

Pueden surgir instancias en las que las obligaciones éticas de los trabajadores sociales entren en conflicto con las políticas de las agencias o leyes relevantes o regulaciones. Cuando ocurran tales conflictos, los trabajadores sociales deberán realizar un esfuerzo responsable para resolver el conflicto de forma tal que sea consistente con los valores, principios y normas expresados en este *Código*. Si no se vislumbra una solución razonable al conflicto, los trabajadores sociales deberán buscar consejo adecuado antes de tomar una decisión.

El *Código de Ética de la NASW* debe ser utilizado por NASW y por individuos, agencias, organizaciones, y cuerpos (tales como oficinas de licencias y reguladoras, proveedores de seguros de responsabilidad profesional, tribunales de justicia, junta de directores de agencias, agencias gubernamentales y otros grupos profesionales) que eligieron adoptarlo o utilizarlo como marco de referencia. La violación de las normas de este *Código* no implica automáticamente una responsabilidad legal o una violación de la ley. Tal determinación sólo puede ser efectuada en el contexto de procedimientos legales y judiciales. Las presuntas violaciones al *Código* estarían sujetas a un procedimiento de revisión de los pares. Tales procesos son generalmente separados de procedimientos legales o administrativos y aislados de revisiones o procedimientos legales para permitir que la profesión aconseje y discipline a sus propios miembros.

Un código de ética no puede garantizar el comportamiento ético. Más aún, un código de ética no puede resolver todos los asuntos éticos o disputas o capturar la riqueza y complejidad involucrada en la puja por lograr elecciones responsables dentro de una comunidad moral. Más

bien, un código de ética establece valores, principios éticos, y normas éticas a los que los profesionales aspiran y por los cuales sus acciones pueden ser juzgadas. El comportamiento ético de los trabajadores sociales debería surgir como consecuencia de su compromiso personal en involucrarse en el ejercicio profesional ético. El *Código de Ética de la NASW* refleja el compromiso de todos los trabajadores sociales de sostener los valores de la profesión y actuar éticamente. Los principios y las normas deben ser aplicados por los individuos de buen carácter que discernen sobre cuestiones morales, de buena fe, a la búsqueda de juicios éticos confiables.

3. Principios Éticos

Los siguientes amplios principios éticos se basan en los valores esenciales del trabajo social de servicio, justicia social, dignidad y valor de la persona, la importancia de las relaciones humanas, integridad y competencia. Estos principios establecen los ideales a los que todos los trabajadores sociales deberían aspirar.

Valor: *Servicio*

Principio Ético: *El objetivo principal del trabajador social es ayudar a las personas necesitadas y solucionar los problemas sociales.*

Los trabajadores sociales elevan el servicio a otros por encima de su interés personal. Los trabajadores sociales recurren a sus conocimientos, valores y habilidades para ayudar a las personas necesitadas y solucionan los problemas sociales. Se alienta a los trabajadores sociales para que ofrezcan alguna parte de sus habilidades profesionales sin expectativa de una retribución financiera significativa (servicio pro bono).

Valor: *Justicia Social*

Principio Ético: *Los trabajadores sociales desafían la injusticia social.*

Los trabajadores sociales persiguen el cambio social, particularmente con y por cuenta de los individuos vulnerables y oprimidos y grupos de personas. Los esfuerzos de cambio de los trabajadores sociales se centran primariamente en temas de pobreza, desempleo, discriminación, y otras formas de injusticia social. Estas actividades buscan promover la sensibilidad hacia y el conocimiento de la opresión y la diversidad étnica y cultural. Los trabajadores sociales se esfuerzan para asegurar el acceso a la información necesaria, servicios y recursos; igualdad de oportunidades; y una participación significativa en la toma de decisiones para todas las personas.

Valor: *Dignidad y Valor de la Persona*

Principio Ético: *Los trabajadores sociales respetan la dignidad inherente y el valor de la persona.*

Los trabajadores sociales tratan a cada persona en una forma comprensiva y respetuosa, atentos a las diferencias individuales y a la diversidad étnica y cultural. Los trabajadores sociales promueven la propia determinación social de los clientes. Los trabajadores sociales buscan mejorar la capacidad y la oportunidad de sus clientes para el cambio y para que enfrenten sus propias necesidades. Los trabajadores sociales conocen de su responsabilidad dual hacia los clientes y hacia la sociedad. Ellos buscan resolver conflictos entre los intereses de los clientes y los intereses de la sociedad en una forma socialmente responsable consistente con los valores, principios éticos y normas éticas de la profesión.

Valor: *Importancia de las Relaciones Humanas*

Principio Ético: *Los trabajadores sociales reconocen la importancia central de las relaciones humanas.*

Los trabajadores sociales comprenden que las relaciones entre personas son un vehículo importante para el cambio. Los trabajadores sociales comprometen a las personas como socios en el proceso de ayuda. Los trabajadores sociales buscan fortalecer las relaciones entre personas en un decidido esfuerzo para promover, restaurar, mantener y realzar el bienestar de individuos, familias, grupos sociales, organizaciones, y comunidades.

Valor: *Integridad*

Principio Ético: *Los trabajadores sociales se comportan en una forma digna de confianza.*

Los trabajadores sociales están continuamente conscientes de la misión de su profesión, los valores, los principios éticos y las normas éticas y la práctica consistente de ellos. Los trabajadores sociales actúan honesta y responsablemente y decididos a promover prácticas éticas de parte de las organizaciones a las cuales se encuentran afiliados.

Valor: *Competencia*

Principio Ético: *Los trabajadores sociales ejercen su profesión en su área de competencia y desarrollan y mejoran su experiencia profesional.*

Los trabajadores sociales se esfuerzan continuamente para incrementar sus conocimientos profesionales y aplicarlos en el ejercicio de su profesión. Los trabajadores sociales deben aspirar a contribuir a la base del conocimiento de su profesión.

4. Normas Éticas

Las siguientes normas éticas son relevantes para la actividad profesional de todos los trabajadores sociales. Estas normas conciernen (1) las responsabilidades éticas de los trabajadores sociales hacia los clientes, (2) las responsabilidades éticas de los trabajadores sociales hacia sus colegas, (3) las responsabilidades éticas de los trabajadores sociales en el marco del ejercicio de su profesión, (4) las responsabilidades éticas de los trabajadores sociales como profesionales, (5) las responsabilidades éticas de los trabajadores sociales hacia la profesión del trabajo social, y (6) las responsabilidades éticas de los trabajadores sociales hacia la totalidad de la sociedad.

Algunas de las normas que siguen son lineamientos que se deben cumplir para la conducta profesional, y otros son aspiracionales. La medida en la que cada norma es ejecutable es una cuestión de juicio profesional a ser ejercido por aquellos responsables de analizar las violaciones presuntas de las normas de ética.

1. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA LOS CLIENTES

1.01 Compromiso con los Clientes

La responsabilidad principal de los trabajadores sociales es la de promover el bienestar de los clientes. En general, los intereses de los clientes son la principal responsabilidad. De todas

formas, la responsabilidad de los trabajadores sociales a una mayor parte de la sociedad u específicas obligaciones legales pueden en limitadas ocasiones suplantar la lealtad debida a los clientes, y los clientes deben ser notificados en consecuencia. (Los ejemplos incluyen aquellas ocasiones cuando se le requiere por ley a un trabajador social denunciar que un cliente ha abusado de un niño o ha amenazado realizar daño a sí mismo o a terceros).

1.02 Auto Determinación

Los trabajadores sociales respetan y promueven el derecho de los clientes a la auto-determinación y en asistir a los clientes en sus esfuerzos para identificar y clarificar sus objetivos. Los trabajadores sociales pueden limitar el derecho a la auto-determinación de los clientes, si a juicio profesional del trabajador social, el accionar de los clientes o su accionar potencial plantea un riesgo serio, previsible e inminente para sí mismos u otros.

1.03 Consentimiento Informado

(a) Los trabajadores sociales deberían suministrar servicios a los clientes sólo en el contexto de una relación profesional basada, cuando sea apropiado, en un consentimiento válido informado. Los trabajadores sociales deberían utilizar un lenguaje comprensible para informar a los clientes el propósito de sus servicios, los riesgos relacionados con sus servicios, los límites de sus servicios debido a los requerimientos de una tercera parte pagadora, los costos relevantes, las alternativas razonables, el derecho de los clientes a rechazar los servicios o a retirar el consentimiento, y el período de tiempo cubierto por el consentimiento. Los trabajadores sociales deben otorgar a los clientes una oportunidad para realizar preguntas.

(b) En aquellas instancias en las que los clientes no sepan leer y escribir o tengan dificultades para entender el lenguaje utilizado en el marco del ejercicio de la profesión, los trabajadores sociales deben seguir los pasos necesarios para asegurar la comprensión por parte de los clientes. Esto podría incluir suministrar a los clientes una detallada explicación verbal o realizar los arreglos para tener un intérprete calificado o traductor siempre que sea posible.

(c) En aquellas instancias donde los clientes carezcan de la capacidad de suministrar consentimiento informado, los trabajadores sociales deberían proteger los intereses de los clientes mediante la búsqueda del permiso de una tercera parte apropiada, informando a los clientes en el nivel de comprensión de los clientes. En tales instancias los trabajadores sociales deberían buscar asegurarse que esta tercera parte actúa en forma consistente con los deseos e intereses de los clientes. Los trabajadores sociales deberían tomar las medidas razonables para aumentar la habilidad de los clientes en brindar consentimiento informado.

(d) En aquellas instancias en las que los clientes se encuentran recibiendo servicios en forma involuntaria, los trabajadores sociales deberían suministrar información acerca de la naturaleza y el alcance de los servicios y acerca del derecho de los clientes a rechazar el servicio.

(e) Los trabajadores sociales que suministran servicios a través de medios electrónicos (tales como computadoras, teléfono, radio y televisión) deberían informar a los receptores de las limitaciones y riesgos asociados con este tipo de servicios.

(f) Los trabajadores sociales deberían obtener el consentimiento informado de los clientes antes de grabar o filmar a los clientes o permitir la observación de los servicios a los clientes por una tercera parte.

1.04 Competencia

(a) Los trabajadores sociales deberían suministrar servicios y representarse a sí mismos como competentes sólo dentro de los límites de su educación, entrenamiento, licencia, certificación, consultas recibidas, experiencia supervisada, u otras relevantes experiencias profesionales.

(b) Los trabajadores sociales deberían suministrar servicios en áreas sustantivas o utilizar técnicas de intervención o enfoques que son novedosos para ellos sólo después de involucrarse en el apropiado estudio, entrenamiento, consulta y supervisión de personas que son competentes en ese tipo de intervenciones o técnicas.

(c) Cuando no existan normas generalmente reconocidas en un área emergente del ejercicio profesional, los trabajadores sociales deberán ejercitar un juicio cuidadoso y tomar los pasos responsables (incluyendo la educación, investigación, entrenamiento, consultas y supervisión apropiadas) para asegurar la competencia de su trabajo y proteger a sus clientes del daño posible.

1.05 Competencia Cultural y Diversidad Social

(a) Los trabajadores sociales deberían entender la cultura y su función en el comportamiento humano y de la sociedad, reconociendo las fortalezas que existen en todas las culturas.

(b) Los trabajadores sociales deberían tener el conocimiento basado en la cultura de sus clientes y ser capaces de demostrar su competencia en la provisión de servicios que son sensibles a la cultura de sus clientes y las diferencias entre las personas y grupos culturales.

(c) Los trabajadores sociales deberían obtener educación acerca de y comprensión de la naturaleza de la diversidad social y opresión respecto de la raza, etnia, origen nacional, color, condición migratoria, sexo, orientación sexual, identidad de género, edad, status marital, creencia política, religión, y discapacidad mental o física.

1.06 Conflicto de Intereses

(a) Los trabajadores sociales deberían estar alertas a y evitar conflictos de intereses que interfieran con el ejercicio de la discreción profesional y el juicio imparcial. Los trabajadores sociales deberían informar a los clientes cuando surjan conflictos de intereses reales o potenciales y tomar las medidas razonables para resolver la cuestión de forma de priorizar los intereses de los clientes y proteger los intereses de los clientes en la mayor medida posible. En algunos casos, la protección de los intereses de los clientes podría llegar a requerir la finalización de la relación profesional con la adecuada derivación del cliente.

(b) Los trabajadores sociales no deberían sacar ningún tipo de ventaja injusta basada en una relación profesional o explotar a otros en favor de sus intereses personales, religiosos, políticos o de negocios.

(c) Los trabajadores sociales no deberían involucrarse en relaciones duales o múltiples con clientes o clientes pasados en donde exista riesgo de explotación o daño potencial al cliente. En las instancias en que las relaciones duales o múltiples sean inevitables, los trabajadores sociales deberán tomar las medidas para proteger a los clientes y son responsables por establecer límites claros, apropiados y culturalmente sensibles. (Las relaciones duales o múltiples ocurren cuando los trabajadores sociales se relacionan con los clientes en más de una forma de relación, sea profesional, social o de negocios. Las relaciones duales o múltiples pueden ocurrir en forma simultánea o consecutiva.)

(d) Cuando los trabajadores sociales suministran servicios a dos o más clientes que tienen relaciones entre ellos (por ejemplo, parejas, familiares), los trabajadores sociales deberán aclarar a todas las partes que individuos serán considerados clientes y la naturaleza de las obligaciones con los individuos que se encuentran recibiendo los servicios. Los trabajadores sociales que anticipan un conflicto de intereses entre los individuos que se encuentran recibiendo los servicios o que anticipan que deberán desempeñarse en roles conflictivos (por ejemplo, cuando se le solicita a un trabajador social que testifique en la disputa por la custodia de un niño, o en un proceso de divorcio que involucra a los clientes) deberán aclarar su función con las partes involucradas y tomar las acciones necesarias para minimizar cualquier conflicto de intereses.

1.07 Privacidad y Confidencialidad

(a) Los trabajadores sociales deberán respetar el derecho de los clientes a la privacidad. Los trabajadores sociales no deberían solicitar información privada a los clientes salvo que sea esencial para suministrar servicios o conducir la evaluación o investigación en materia de trabajo social. Una vez que la información privada es compartida, se aplican las normas de confidencialidad.

(b) Los trabajadores sociales podrán revelar información confidencial cuando sea apropiado con el consentimiento válido por parte del cliente o una persona legalmente autorizada por parte del cliente.

(c) Los trabajadores sociales deberían proteger la confidencialidad de toda la información obtenida en el curso de un servicio profesional, a excepción que existan razones profesionales de peso. La expectativa general de que los trabajadores sociales mantendrán el carácter confidencial de la información no es aplicable cuando revelar la información es necesario para prevenir un daño serio, previsible e inminente a un cliente o a otra persona identificable. En todas las instancias, los trabajadores sociales deberían revelar la menor cantidad de información confidencial posible necesaria para lograr el propósito deseado; sólo la información que es directamente relevante al propósito deseado; sólo la información directamente relevante al propósito para la que es revelada debe ser dada a conocer.

(d) Los trabajadores sociales deberían informar a los clientes, en la medida de lo posible, acerca de la revelación de la información confidencial y las potenciales consecuencias, cuando sea posible antes de que la información sea revelada. Esto se aplica tanto cuando los trabajadores sociales revelan información confidencial debido a un requerimiento legal o por el consentimiento del cliente.

(e) Los trabajadores sociales deberían discutir con sus clientes y otras partes interesadas la naturaleza de la confidencialidad y las limitaciones de sus clientes al derecho de la confidencialidad. Los trabajadores sociales deberían revisar con los clientes las circunstancias en las cuales puede llegar a solicitarse información confidencial y la revelación de la información confidencial puede ser legalmente requerida. La discusión debe ser realizada tan pronto como sea posible en la relación trabajador social-cliente y cuando sea necesario en el curso de la relación.

(f) Cuando los trabajadores sociales suministren servicios de asesoramiento a familias, parejas, o grupos, los trabajadores sociales deberían buscar el acuerdo entre las partes involucradas en relación al derecho de cada individuo a la confidencialidad y la obligación de preservar la confidencialidad de la información compartida por otros. Los trabajadores sociales deberían informar a los participantes en familias, parejas, o grupos aconsejados que los trabajadores sociales no podrán garantizar que todos los participantes honren tal tipo de acuerdos.

(g) Los trabajadores sociales deberían informar a los clientes involucrados en una familia, pareja, matrimonio, o grupo de asesoramiento del trabajador social, del empleador y de la agencia la política concerniente a la revelación de información confidencial entre las partes involucradas en el asesoramiento.

(h) Los trabajadores sociales no deberán revelar información a terceras partes pagadoras a menos que los clientes los hubieran autorizado a revelar tal información.

(i) Los trabajadores sociales no deberían discutir sobre información confidencial en ningún entorno a menos que la privacidad se encuentre garantizada. Los trabajadores sociales no deberían discutir la información en áreas públicas o semipúblicas tales como vestíbulos, salas de espera, ascensores y restaurantes.

(j) Los trabajadores sociales deberían proteger la confidencialidad de los clientes durante los procedimientos legales hasta el límite permitido por la ley. Cuando un tribunal de justicia u otro cuerpo legalmente autorizado ordena a un trabajador social revelar información confidencial o privilegiada sin el consentimiento del cliente y esta revelación podría causar daño al cliente, el trabajador social podría solicitar a la corte que retire o limite la orden tanto como le sea posible o mantenga los registros bajo sello, no disponible para la inspección pública.

(k) Los trabajadores sociales deberían proteger la confidencialidad de los clientes cuando respondan interrogantes por parte de miembros de la prensa.

(l) Los trabajadores sociales deberían proteger la confidencialidad de los registros escritos y electrónicos y toda otra información sensible de los clientes. Los trabajadores sociales deberán tomar medidas razonables para asegurarse que los registros de los clientes queden almacenados en un lugar seguro y de que dichos registros no queden al alcance de aquellos que no poseen autorización para tener acceso a ellos.

(m) Los trabajadores sociales deberían tomar las precauciones para asegurarse y mantener la confidencialidad de la información transmitida a terceras partes a través del uso de computadoras, correo electrónico, faxes, teléfonos y contestadores automáticos, y otros medios de tecnología informática o electrónica. La revelación de información identificatoria deberá ser evitada siempre que sea posible.

(n) Los trabajadores sociales deberán transferir o disponer de los registros de los clientes en una forma que proteja la confidencialidad de los clientes y que sea consistente con lo expresado por la regulación estatal y la licencia de trabajador social.

(o) Los trabajadores sociales deberán tomar precauciones razonables para proteger la confidencialidad de los clientes en el evento de finalización del ejercicio profesional por parte del trabajador social, su incapacidad o muerte.

(p) Los trabajadores sociales no deberían revelar información identificatoria mientras discuten acerca de sus clientes con propósitos de enseñanza o entrenamiento a menos que el cliente hubiera consentido revelar información confidencial.

1.08 Acceso a los Registros

(a) Los trabajadores sociales deben suministrar a los clientes con acceso razonable a los registros sobre ellos. Los trabajadores sociales que están preocupados de que el acceso de sus clientes a los registros cause serios malentendidos o daño al cliente deberían suministrar asistencia al cliente en la interpretación de los registros y asesoramiento al cliente en relación a los registros. Los trabajadores sociales deberían limitar el acceso a los registros, o porciones de los registros de los clientes cuando exista fuerte evidencia de que dicho acceso podría causar serios daños a sus clientes. Tanto las solicitudes de acceso de los clientes como la racionalidad de la retención de partes del registro o el registro completo deberían encontrarse documentadas en los archivos del cliente.

(b) Cuando se le suministre acceso a los registros, los trabajadores sociales deberían tomar las medidas para proteger la confidencialidad de otros individuos identificados o mencionados en dichos registros.

1.09 Relaciones Sexuales

(a) Los trabajadores sociales no deberían bajo ninguna circunstancia involucrarse en actividades sexuales o contactos sexuales con sus clientes actuales, ya sea que dicho contacto sea consentido o forzado.

(b) Los trabajadores sociales no deberían involucrarse en actividades sexuales o contactos sexuales con familiares de sus clientes u otros individuos con los cuáles los clientes mantengan una relación personal cercana donde exista el riesgo de explotación o daño potencial al cliente. La actividad sexual o el contacto sexual con los familiares del cliente u otros individuos con los cuales el cliente mantiene una relación personal, tiene el potencial de ser dañino para el cliente y tornaría difícil al trabajador social y al cliente mantener los límites profesionales apropiados. Los trabajadores sociales – no sus clientes, ni los familiares de sus clientes, u otros individuos con los cuales el cliente mantenga una relación personal – asumen la carga total por establecer límites claros, apropiados y culturalmente sensibles.

(c) Los trabajadores sociales no deberían involucrarse en actividades sexuales o contactos sexuales con clientes pasados debido al potencial de causar daño al cliente. Si el trabajador social se involucra en una conducta contraria a esta prohibición o declara que una excepción a esta prohibición se encuentra garantizada por circunstancias extraordinarias, son los trabajadores

sociales—no sus clientes—los que asumen la carga total de demostrar que el cliente pasado no ha sido explotado, obligado o manipulado, en forma intencional o sin intención.

(d) Los trabajadores sociales no deberían suministrar servicios clínicos a individuos con los cuales hayan mantenido previamente relaciones sexuales. Suministrar servicios clínicos a un compañero sexual anterior tiene el potencial de ser dañino para el individuo y es probable que haga difícil para el trabajador social y el individuo mantener límites profesionales apropiados.

1.10 Contacto Físico

Los trabajadores sociales no deberían involucrarse en contacto físico con sus clientes cuando existe la posibilidad de daño psicológico al cliente como resultado del contacto (tales como acunar o acariciar clientes). Los trabajadores sociales que se involucran en un apropiado contacto físico con los clientes son responsables de establecer límites claros, apropiados y culturalmente sensibles que rijan tales contactos físicos.

1.11 Acoso Sexual

Los trabajadores sociales no deberían acosar sexualmente a los clientes. El acoso sexual incluye avances sexuales, pedido sexual, solicitud de favores sexuales, y otra conducta verbal o física de naturaleza sexual.

1.12 Lenguaje Despectivo

Los trabajadores sociales no deberían utilizar lenguaje despectivo en sus comunicaciones escritas o verbales hacia o acerca de los clientes. Los trabajadores sociales deberían utilizar un lenguaje exacto y respetuoso en todas las comunicaciones hacia y de los clientes.

1.13 Pago por los Servicios

(a) Al establecer honorarios, los trabajadores sociales deberían asegurarse que los honorarios son justos, razonables, y proporcionados a los servicios prestados. También debe prestarse consideración a la capacidad de los clientes para pagar.

(b) Los trabajadores sociales deberían evitar aceptar bienes o servicios de los clientes como pago por los servicios profesionales prestados. Los arreglos de trueque, particularmente aquellos que involucran servicios, crean el potencial para conflicto de intereses, explotación, y límites inapropiados para la relación del trabajador social con sus clientes. Los trabajadores sociales deberían explorar y participar en operaciones trueque en muy limitadas circunstancias en las que puede ser demostrado que tales arreglos son un procedimiento aceptado entre los profesionales de la comunidad local, considerada esencial para el suministro de servicios, negociado sin coacción, y a la cual se llega por iniciativa del cliente y con el consentimiento informado del cliente. Los trabajadores sociales que aceptan bienes o servicios de los clientes como pago por sus servicios profesionales asumen la carga total de demostrar que este arreglo no fue realizado en detrimento del cliente o de la relación profesional.

(c) Los trabajadores sociales no deberían solicitar un honorario privado u otro tipo de remuneración por suministrar servicios a los clientes que disponen de esos servicios a través del empleador del trabajador social o agencia.

1.14 Clientes que Carecen de la Capacidad para Tomar Decisiones

Cuando los trabajadores sociales actúan por cuenta de clientes que carecen de la capacidad para tomar decisiones informadas, los trabajadores sociales deberán tomar las medidas razonables para salvaguardar los intereses y derechos de esos clientes.

1.15 Interrupción de Servicios

Los trabajadores sociales deberían realizar esfuerzos razonables para asegurar la continuidad de servicios en el evento de que los servicios sean interrumpidos por factores tales como indisponibilidad, mudanza, enfermedad, discapacidad o muerte.

1.16 Finalización de los Servicios

(a) Los trabajadores sociales deberían concluir los servicios y las relaciones profesionales con sus clientes cuando esos servicios y relaciones ya no sean requeridas o no sirvan más a las necesidades o intereses de los clientes.

(b) Los trabajadores sociales deberían tomar las medidas necesarias para evitar abandonar a los clientes que todavía requieran de sus servicios. Los trabajadores sociales deberían retirar precipitadamente sus servicios sólo ante circunstancias inusuales, prestándole cuidadosa atención a todos los factores de la situación y cuidando de minimizar los posibles efectos adversos. Los trabajadores sociales deberían contribuir a realizar los arreglos apropiados para la continuidad de los servicios cuando fuere necesario.

(c) Los trabajadores sociales que se encuentren percibiendo honorarios por servicios a clientes que no se encuentren pagando los servicios ya prestados podrían terminar sus servicios si el acuerdo financiero contractual lo hubiera establecido al cliente claramente, si el cliente no representa un peligro inminente para sí mismo o para terceros, y si las consecuencias clínicas y de otro tipo del no cumplimiento del pago hubieran sido conversadas y discutidas con el cliente.

(d) Los trabajadores sociales no deberían finalizar los servicios para lograr una relación social, financiera o sexual con un cliente.

(e) Los trabajadores sociales que esperan finalizar o interrumpir los servicios a los clientes deberían notificarlos sin demora y buscar la transferencia, derivación o continuación de los servicios en relación a las necesidades y preferencias de los clientes.

(f) Los trabajadores sociales que se encuentran dejando un entorno de trabajo deberían informar a los clientes sobre las opciones adecuadas para la continuación de los servicios y los beneficios y los riesgos asociados a ellas.

2. LAS RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA SUS COLEGAS

2.01 Respeto

(a) Los trabajadores sociales deberían tratar a sus colegas con respeto y representar en forma precisa y justa las calificaciones, opiniones y obligaciones de sus colegas.

(b) Los trabajadores sociales deberían evitar críticas negativas sin fundamento a sus colegas en comunicaciones a sus clientes o con otros profesionales. Las críticas sin fundamento podrían incluir comentarios humillantes que hacen referencia al nivel de competencia de sus colegas o a atributos de los individuos tales como raza, etnia, nacionalidad, color, condición migratoria, sexo, orientación sexual, identidad o expresión de género, edad, estado civil, creencia política, religión y discapacidad física o mental.

(c) Los trabajadores sociales deberían cooperar con colegas del trabajo social y colegas de otras profesiones cuando dicha cooperación sirva al bienestar de los clientes.

2.02 Confidencialidad

Los trabajadores sociales deberían respetar la información confidencial compartida con colegas en el curso de las relaciones y transacciones profesionales. Los trabajadores sociales deberían asegurarse que sus colegas comprenden las obligaciones del trabajador social en relación a la confidencialidad y todas las excepciones relativas a ella.

2.03 Colaboración Interdisciplinaria

(a) Los trabajadores sociales que son miembros de un equipo interdisciplinario deberían participar y contribuir en las decisiones que afecten el bienestar de los clientes precisando las perspectivas, valores y experiencias de la profesión del trabajo social. Las obligaciones profesionales y éticas del equipo interdisciplinario como un todo y de cada uno de sus miembros deberían estar claramente establecidas.

(b) Los trabajadores sociales para quienes la decisión de un equipo les generen preocupaciones éticas deberían intentar resolver los desacuerdos a través de los canales apropiados. Si el desacuerdo no puede ser resuelto, los trabajadores sociales deberían buscar otras vías para dirigir sus preocupaciones consistentes con el bienestar de sus clientes.

2.04 Disputas que Involucran a Colegas

(a) Los trabajadores sociales no deberían tomar ventaja de las disputas entre un colega y un empleador para obtener una posición u otro tipo de avance en el interés propio del trabajador social.

(b) Los trabajadores sociales no deberían explotar a sus clientes en disputas con colegas o involucrar a los clientes en ninguna discusión inapropiada de conflictos entre los trabajadores sociales y sus colegas.

2.05 Consultas

(a) Los trabajadores sociales deberían buscar el asesoramiento y consejo de sus colegas siempre que tales consultas sirva a los mejores intereses de sus clientes.

(b) Los trabajadores sociales deberían mantenerse informados sobre las áreas de experiencia y competencia de sus colegas. Los trabajadores sociales deberían buscar consultar sólo a aquellos colegas que han demostrado conocimiento, experiencia y competencia en áreas relativas a la consulta.

(c) Al consultar a los colegas acerca de sus clientes, los trabajadores sociales deberían tratar de exponer la menor cantidad de información necesaria para los propósitos de la consulta.

2.06 Derivación de Servicios

(a) Los trabajadores sociales deberían derivar clientes a otros profesionales cuando el conocimiento especializado de esos profesionales o su experiencia sea necesario para servir a sus clientes plenamente o cuando los trabajadores sociales crean que no se encuentran siendo efectivos o haciendo progresos razonables con sus clientes y que ese servicio adicional es requerido.

(b) Los trabajadores sociales que derivan clientes a otros profesionales deberían seguir los pasos necesarios para facilitar una transferencia ordenada de responsabilidad. Los trabajadores sociales que derivan clientes a otros profesionales deberían revelar, con el consentimiento del cliente, toda la información pertinente al nuevo proveedor del servicio.

(c) Se prohíbe a los trabajadores sociales dar o recibir pagos por la derivación de un cliente cuando ningún servicio es prestado por el trabajador social que efectúa la derivación.

2.07 Relaciones Sexuales

(a) Los trabajadores sociales que funcionan como supervisores o educadores no deberían involucrarse en actividades o contactos sexuales con supervisados, estudiantes, pasantes u otros colegas sobre los cuales ejercen autoridad profesional.

(b) Los trabajadores sociales deberían evitar involucrarse en relaciones sexuales con colegas cuando exista la posibilidad de conflicto de intereses. Los trabajadores sociales que se involucran en, o esperan involucrarse en relaciones sexuales con un colega tienen el deber de transferir las responsabilidades profesionales, cuando sea necesario, para evitar conflicto de intereses.

2.08 Acoso Sexual

Los trabajadores sociales no deberían acosar sexualmente a los supervisados, estudiantes, pasantes o colegas. El acoso sexual incluye avances sexuales, pedidos de naturaleza sexual, solicitud de favores sexuales, y otras conductas físicas o verbales de naturaleza sexual.

2.09 Impedimento de Colegas

(a) Los trabajadores sociales que tengan un conocimiento directo del impedimento de un colega debido a problemas personales, estrés psicológico, abuso de sustancias, o dificultades de salud mental y que interfiere con la efectividad del ejercicio profesional del colega debería consultar con ese colega y asistir al colega a buscar acciones que remedien dicha situación.

(b) Los trabajadores sociales que creen que el impedimento de un colega de trabajo social se encuentra interfiriendo con la práctica efectiva y que el colega no ha tomado los pasos necesarios para solucionar el impedimento, debería accionar a través de los canales apropiados establecidos por los empleadores, agencias, NASW, organismos de licencias y reguladores y otras organizaciones profesionales.

2.10 Incompetencia de Colegas

(a) Los trabajadores sociales que tengan conocimiento directo de la incompetencia de un colega en el campo del trabajo social deberían realizar consultas con ese colega y asistirlo para que tome acciones que remedien dicha situación.

(b) Los trabajadores sociales que creen que un colega en el campo del trabajo social es incompetente y que no ha tomado los pasos necesarios para subsanar dicha incompetencia deberá accionar a través de los canales apropiados establecidos por los empleadores, agencias, NASW, oficinas de licencias y reguladores y otras organizaciones profesionales.

2.11 Conducta No Ética de Colegas

(a) Los trabajadores sociales deberían tomar las medidas adecuadas para desalentar, prevenir, exponer y corregir la conducta no ética de sus colegas.

(b) Los trabajadores sociales deberían conocer las políticas y procedimientos establecidos para el manejo de cuestiones acerca del comportamiento no ético de los colegas. Los trabajadores sociales deberían estar familiarizados con las políticas y procedimientos nacionales, estatales y locales para el manejo de los comportamientos no éticos de los colegas. Estos incluyen las políticas y procedimientos creados por la NASW, los cuerpos de licencias y reguladores, empleadores, agencias y organizaciones profesionales.

(c) Los trabajadores sociales que creen que un colega ha actuado de una forma no ética deberían buscar la resolución mediante la discusión de su preocupación con el colega cuando sea posible y siempre que esa discusión fuese probablemente productiva.

(d) Cuando fuera necesario, los trabajadores sociales que consideren que un colega ha actuado de una manera no ética deberían seguir cursos de acción a través de los canales formales apropiados (tales como contactar a las juntas de licencias o reguladoras, un comité o jurado de la NASW, u otros comités profesionales de ética).

(e) Los trabajadores sociales deberían defender y asistir a los colegas que se encuentran injustamente acusados de conducta no ética.

3. LAS RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES EN EL ENTORNO DE SU EJERCICIO PROFESIONAL

3.01 Supervisión y Consulta

(a) Los trabajadores sociales que suministren supervisión o consultoría deberían tener el conocimiento necesario y las habilidades de supervisar y asesorar apropiadamente y hacerlo sólo en aquellas que son sus áreas de conocimiento y especialidad.

(b) Los trabajadores sociales que suministran supervisión y asesoramiento son responsables de establecer límites claros, apropiados y culturalmente sensibles.

(c) Los trabajadores sociales no deberían involucrarse en ningún tipo de relaciones duales o múltiples con los supervisados donde exista el riesgo de explotación o de daño potencial al supervisado.

(d) Los trabajadores sociales que suministran supervisión deberían evaluar el comportamiento de los supervisados de forma que fuera justa y respetuosa.

3.02 Educación y Entrenamiento

(a) Los trabajadores sociales que funcionan como educadores, instructores de campo para estudiantes, o entrenadores sólo deberían suministrar instrucción dentro de sus áreas de conocimiento y competencia y deberían suministrar instrucción basada en la más reciente información y conocimiento disponible en la profesión.

(b) Los trabajadores sociales que funcionan como educadores o instructores de campo para estudiantes deberían evaluar el comportamiento de los estudiantes de una forma que fuera justa y respetuosa.

(c) Los trabajadores sociales que funcionan como educadores o instructores de campo para estudiantes deberían tomar las medidas apropiadas para asegurarse que sus clientes son rutinariamente informados cuando los servicios están siendo prestados por estudiantes.

(d) Los trabajadores sociales que se desempeñan como educadores o instructores de campo para estudiantes no deberían involucrarse en relaciones duales o múltiples con los estudiantes en las que hubiera riesgo de explotación o daño potencial para el estudiante. Los educadores del trabajo social y los instructores de campo son responsables por el establecimiento de límites claros, apropiados y culturalmente sensibles.

3.03 Evaluación del Comportamiento

Los trabajadores sociales que tienen la responsabilidad de evaluar el comportamiento de otros deben cumplir esa responsabilidad de una manera justa y considerada y sobre la base de criterios claramente establecidos.

3.04 Registros de los Clientes

(a) Los trabajadores sociales deberían tomar las medidas necesarias para asegurarse que la documentación de los registros es exacta y refleja los servicios suministrados.

(b) Los trabajadores sociales deberían incluir documentación suficiente y oportuna para facilitar la entrega de los servicios y asegurar la continuidad de los servicios suministrados al cliente en el futuro.

(c) La documentación de los trabajadores sociales debería proteger la privacidad de los clientes hasta el punto que sea posible y apropiado y debería incluir sólo la información que es directamente relevante para la transferencia de los servicios.

(d) Los trabajadores sociales deberían almacenar los registros luego de la finalización de los servicios para asegurar un razonable acceso futuro. Los registros deberían ser mantenidos el número de años establecido por las leyes del estado o los contratos relevantes.

3.05 Facturación

Los trabajadores sociales deberían establecer y mantener procesos de facturación que reflejen exactamente la naturaleza y la extensión de los servicios suministrados y que identifican a aquellos que suministraron los servicios en el entorno del ejercicio profesional.

3.06 Transferencia de Clientes

(a) Cuando un individuo que se encuentra recibiendo servicios de otra agencia o colega contrata a un trabajador social por sus servicios, el trabajador social debería considerar cuidadosamente las necesidades del cliente antes de acordar suministrar los servicios. Para minimizar la posible confusión y conflicto, el trabajador social debería discutir con los potenciales clientes la naturaleza de la relación actual de los clientes con otros proveedores de servicios y las implicaciones, incluyendo posibles beneficios y riesgos, de ingresar en una nueva relación con un nuevo proveedor de servicios.

(b) Si un nuevo cliente ha sido servido por otra agencia o colega, los trabajadores sociales deberían discutir con el cliente si la consulta con el anterior proveedor del servicio ha sido en el mejor interés del cliente.

3.07 Administración

(a) Los administradores de trabajo social deberían defender dentro y fuera de sus agencias los recursos adecuados para hacer frente a las necesidades de sus clientes.

(b) Los trabajadores sociales deberían defender los procedimientos de asignación de recursos que son abiertos y justos. Cuando no todas las necesidades de los clientes pueden ser satisfechas, debería ser desarrollado un procedimiento de asignación de recursos que no fuera discriminatorio y que se basara en principios apropiados y consistentes.

(c) Los trabajadores sociales que son administradores deberían tomar las medidas necesarias para asegurar que se cuentan con los recursos de agencia y organizacionales adecuados o que están disponibles para suministrar una adecuada supervisión del personal.

(d) Los administradores del trabajo social deberían tomar las medidas razonables para asegurarse de que el entorno de trabajo del cual son responsables es consistente con y fomenta el cumplimiento del *Código de Ética de la NASW*. Los trabajadores sociales deberían tomar las medidas razonables para eliminar cualquier condición en su organización que viola, interfiere con, o desalienta el cumplimiento del *Código*.

3.08 Educación Continua y Desarrollo del Personal

Los administradores y supervisores del trabajo social deberían tomar las medidas razonables para suministrar o realizar los arreglos para educación continua y el desarrollo del personal del cual son responsables. La educación continua y el desarrollo del personal deberán tratar el conocimiento actual y los desarrollos emergentes relacionados con el trabajo social y la ética.

3.09 Compromisos con los Empleadores

- (a) Los trabajadores sociales deberían generalmente adherir a los compromisos hechos a los empleadores y organizaciones que los emplean.
- (b) Los trabajadores sociales deberían trabajar para mejorar las políticas de las agencias que los emplean y los procedimientos y la eficiencia y efectividad de sus servicios.
- (c) Los trabajadores sociales deberían tomar las medidas razonables para asegurarse que los empleadores conozcan las obligaciones éticas de los trabajadores sociales tal como lo establece el *Código de Ética de la NASW* y de las implicaciones de esas obligaciones para el ejercicio profesional del trabajo social.
- (d) Los trabajadores sociales no deberían permitir que la política de la organización empleadora, procedimientos, regulaciones, u órdenes administrativas interfieran con el ejercicio ético del trabajo social. Los trabajadores sociales deberían tomar las medidas razonables para asegurarse que los procedimientos de su organización empleadora son consistentes con el *Código de Ética de la NASW*.
- (e) Los trabajadores sociales deben actuar para evitar y eliminar la discriminación en la asignación de trabajos de las organizaciones empleadoras y en sus políticas y procedimientos de empleo.
- (f) Los trabajadores sociales deberían aceptar empleo o arreglar la colocación de estudiantes sólo en las agencias que ejercitan prácticas de personal justas.
- (g) Los trabajadores sociales deberían ser custodios diligentes de los recursos de sus agencias empleadoras, conservando sabiamente los fondos donde sea apropiado y nunca apropiándose de fondos o utilizarlos para propósitos no previstos.

3.10 Conflictos Trabajador-Gerencia

- (a) Los trabajadores sociales pueden involucrarse en acciones organizadas, incluyendo la formación y participación en sindicatos, para mejorar los servicios a los clientes y las condiciones de trabajo.
- (b) Las acciones de los trabajadores sociales que se encuentran involucrados en conflictos laborales con la gerencia, acciones de trabajo, o huelgas deberían estar guiados por los valores, principios éticos y normas éticas de la profesión. Existen diferencias razonables de opinión entre los trabajadores sociales en relación a su obligación principal como profesionales durante una huelga que está ocurriendo o amenaza de paro o acción en el trabajo. Los trabajadores sociales deberían examinar detenidamente el posible impacto sobre los clientes antes de adoptar un curso de acción.

4. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES COMO PROFESIONALES

4.01 Competencia

(a) Los trabajadores sociales deberían aceptar responsabilidades o empleo sólo en base a los conocimientos existentes o la intención de adquirir los conocimientos necesarios.

(b) Los trabajadores sociales deberían esforzarse para hacerse y permanecer competentes en la práctica profesional y en la ejecución de sus tareas profesionales. Los trabajadores sociales deberían examinar con sentido crítico y mantenerse al corriente con el conocimiento emergente relevante para el trabajo social. Los trabajadores sociales deberían revisar rutinariamente la literatura profesional y participar en educación continua relevante para la práctica del trabajo social y la ética del trabajo social.

(c) Los trabajadores sociales deberían basar la práctica de su profesión en el conocimiento reconocido, incluyendo el conocimiento empírico, relevante al trabajo social y a la ética del trabajo social.

4.02 Discriminación

Los trabajadores sociales no deberían practicar, perdonar, facilitar, o colaborar con ninguna forma de discriminación sobre la base de raza, etnia, nacionalidad, color, condición migratoria, sexo, orientación sexual, identidad de género, edad, estado civil, creencia política, religiosa, o discapacidad mental o física.

4.03 Conducta Privada

Los trabajadores sociales no deberían permitir que su conducta privada interfiriera con su capacidad para cumplir con sus responsabilidades profesionales.

4.04 Deshonestidad, Fraude, y Engaño

Los trabajadores sociales no deberían participar en, perdonar, o estar asociados a maniobras deshonestas, fraude o engaño.

4.05 Impedimento

(a) Los trabajadores sociales no deberían permitir que sus propios problemas personales, estrés psicológico, problemas legales, abuso de sustancias, o dificultades de salud mental interfieran en su juicio profesional y desempeño o amenazaran los mejores intereses de la persona por la cual tienen una responsabilidad profesional.

(b) Los trabajadores sociales cuyos problemas personales, estrés psicológico, problemas legales, abuso de sustancias, o dificultades de salud mental interfirieran con su juicio profesional y desempeño deberían buscar inmediatamente consejo y tomar medidas correctivas apropiadas mediante la búsqueda de ayuda profesional, haciendo ajustes en su carga de trabajo, finalizando el ejercicio profesional, o tomando aquellas medidas necesarias para proteger a sus clientes y a terceros.

4.06 Distorsión

(a) Los trabajadores sociales deberían efectuar una clara distinción entre las declaraciones y acciones que lo involucran como un individuo privado y como un representante de la profesión de trabajador social, una organización de trabajo social o la agencia que emplea a trabajadores sociales.

(b) Los trabajadores sociales que hablen en nombre de organizaciones profesionales de trabajadores sociales deberían representar en forma precisa la posición oficial y autorizada de las organizaciones.

(c) Los trabajadores sociales deberían asegurarse que sus representaciones a los clientes, agencias y el público de calificaciones profesionales, credenciales, educación, conocimientos, afiliaciones, servicios suministrados, o resultados a ser alcanzados son precisos. Los trabajadores sociales sólo deberían invocar aquellas credenciales relevantes que actualmente poseen y tomar los pasos necesarios para corregir cualquier inexactitud o distorsiones en sus credenciales cometidas por terceros.

4.07 Solicitudes de consentimiento

(a) Los trabajadores sociales no deberían involucrarse en solicitudes de consentimiento no requeridas de potenciales clientes, debido a que por sus circunstancias, son vulnerables a influencia indebida, manipulación y coacción.

(b) Los trabajadores sociales no deberían involucrarse en solicitudes de consentimiento de aval de testimonios (incluyendo solicitudes de consentimiento de utilizar una declaración anterior de un cliente como apoyo a un testimonio) de los actuales clientes o de otras personas que, debido a sus circunstancias particulares, son vulnerables a una influencia indebida.

4.08 Reconocimiento del Crédito

(a) Los trabajadores sociales deberían asumir la responsabilidad y el crédito, incluyendo el crédito por la autoría, sólo del trabajo que realmente han efectuado y al cual han contribuido.

(b) Los trabajadores sociales deberían reconocer honestamente el trabajo y las contribuciones realizadas por otros.

5. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES CON LA PROFESIÓN DEL TRABAJO SOCIAL

5.01 Integridad de la Profesión

(a) Los trabajadores sociales deberían trabajar para el mantenimiento y promoción de elevados estándares de ejercicio profesional.

(b) Los trabajadores sociales deberían mantener y avanzar en los valores, la ética, el conocimiento y la misión de la profesión. Los trabajadores sociales deberían proteger, elevar y mejorar la integridad de la profesión a través del estudio y la investigación, la discusión activa, y la crítica responsable de la profesión.

(c) Los trabajadores sociales deberían contribuir con tiempo y experiencia profesional a las actividades que promueven el respeto por los valores, la integridad y la competencia de la profesión de trabajo social. Estas actividades podrían incluir la enseñanza, la investigación, el asesoramiento, el servicio, el testimonio legislativo, presentaciones a la comunidad, y participación en sus organizaciones profesionales.

(d) Los trabajadores sociales deberían contribuir a la base de conocimiento del trabajo social y compartir con los colegas su conocimiento relativo al ejercicio de la profesión, investigación, y ética. Los trabajadores sociales deberían buscar contribuir a la literatura de la profesión y compartir su conocimiento en reuniones profesionales y conferencias.

(e) Los trabajadores sociales deberían actuar para evitar el trabajo social no autorizado y no calificado.

5.02 Evaluación e Investigación

(a) Los trabajadores sociales deberían observar y evaluar políticas, implementación de programas y procedimientos intervención.

(b) Los trabajadores sociales deberían promover y facilitar la evaluación e investigación para promover el desarrollo del conocimiento.

(c) Los trabajadores sociales deberían examinar en forma crítica y mantenerse al tanto del conocimiento corriente relevante al trabajo social y utilizar totalmente la evaluación y la evidencia de la investigación en su ejercicio profesional.

(d) Los trabajadores sociales involucrados en evaluación o investigación deberían considerar cuidadosamente las posibles consecuencias y seguir lineamientos desarrollados para la protección de la evaluación y de los participantes de la investigación. Deberían consultarse a las juntas de revisión institucional apropiadas.

(e) Los trabajadores sociales involucrados en evaluación o investigación deberían obtener el consentimiento voluntario, informado y escrito, cuando fuera apropiado, de los participantes en la investigación, sin ningún castigo o penalidades caso de que se rehusaran a participar; sin inducirlos indebidamente a participar; y con el debido cuidado por el bienestar, la privacidad y la dignidad de los participantes. El consentimiento informado debería incluir la información acerca de la naturaleza, extensión, y duración de la participación solicitada y la información de los riesgos y beneficios de la participación en la investigación.

(f) Cuando los participantes en la evaluación o en la investigación sean incapaces de brindar consentimiento informado, los trabajadores sociales deberán suministrar una explicación apropiada a los participantes, obtener la aprobación de los participantes en la medida de que sean capaces y obtener consentimiento escrito de un apoderado apropiado.

(g) Los trabajadores sociales jamás deberían diseñar o conducir una evaluación o investigación que no utilice procedimientos consentidos, tales como ciertas formas de observación naturalista e investigación de registros, a menos que una revisión rigurosa y responsable haya encontrado que es justificable debido a su valor científico prospectivo, educacional o valor aplicado y a menos

que procedimientos alternativos igualmente efectivos que no implican renuncia de consentimiento no sean posibles.

(h) Los trabajadores sociales deberían informar a los participantes de su derecho a retirarse de una evaluación e investigación en cualquier momento sin ninguna penalidad.

(i) Los trabajadores sociales deberían tomar las medidas necesarias para asegurarse que los participantes en una evaluación e investigación tienen acceso a los apropiados servicios de apoyo.

(j) Los trabajadores sociales involucrados en una evaluación o investigación deberían proteger a los participantes de dolor físico o mental, daño, peligro o privaciones de carácter injustificado.

(k) Los trabajadores sociales involucrados en la evaluación de servicios deberían discutir la información recolectada sólo con propósitos profesionales y con personas involucradas profesionalmente con esta información.

(l) Los trabajadores sociales involucrados en una evaluación o investigación deberían asegurar el anonimato o confidencialidad de los participantes y de los datos obtenidos de ellos. Los trabajadores sociales deberían informar a los participantes de cualquier límite a la confidencialidad, las medidas que se van a tomar para asegurar la confidencialidad y cuando los registros que contienen los datos van a ser destruidos.

(m) Los trabajadores sociales que reporten los resultados de una evaluación e investigación deberían proteger la confidencialidad de los participantes mediante la omisión de información identificatoria a menos que hayan obtenido un consentimiento apropiado autorizando la revelación.

(n) Los trabajadores sociales deberían reportar los hallazgos de la evaluación e investigación en forma precisa. Ellos no deberían fabricar o falsificar resultados y deberían tomar todas las medidas para corregir cualquier error hallado posteriormente en la publicación de los datos utilizando métodos estándares de publicación.

(o) Los trabajadores sociales involucrados en la evaluación o investigación deberían estar alertas a y evitar conflictos de intereses y relaciones duales con los participantes, deberían informar a los participantes cuando un conflicto real o potencial surge, y deberían tomar las medidas para resolver la cuestión de forma de priorizar los intereses de los participantes.

(p) Los trabajadores sociales deberían educarse a sí mismos, a sus estudiantes, y a sus colegas acerca de procedimientos responsables de investigación.

6. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA EL RESTO DE LA SOCIEDAD

6.01 Bienestar Social

Los trabajadores sociales deberían promover el bienestar general de la sociedad, del nivel local al global, y el desarrollo de las personas, sus comunidades y sus entornos. Los trabajadores sociales deberían defender las condiciones de vida conducentes a la satisfacción de las necesidades

humanas básicas y deberían promover los valores sociales, económicos, políticos y culturales y las instituciones que son compatibles con la realización de la justicia social.

6.02 Participación Pública

Los trabajadores sociales deberían facilitar la participación informado del público en la elaboración de las políticas sociales e instituciones.

6.03 Emergencias Públicas

Los trabajadores sociales deberían suministrar apropiados servicios profesionales durante emergencias públicas en la mayor medida posible.

6.04 Acción Política y Social

(a) Los trabajadores sociales deberían involucrarse en acciones sociales y políticas que busquen asegurar que la persona tenga un acceso equitativo a los recursos, empleos, servicios y oportunidades que requieran para satisfacer sus necesidades humanas básicas y para desarrollarse plenamente. Los trabajadores sociales deberían estar al tanto del impacto de las cuestiones políticas en la práctica y defender los cambios de política y en la legislación para mejorar las condiciones sociales en orden de satisfacer las necesidades humanas básicas y promover la justicia social.

(b) Los trabajadores sociales deberían actuar para expandir las elecciones y las oportunidades para todas las personas, con especial atención en los vulnerables, los que se encuentran en desventaja, los oprimidos y las personas y grupos explotados.

(c) Los trabajadores sociales deberían promover las condiciones que alientan el respeto por la diversidad social y cultural dentro de los Estados Unidos y globalmente. Los trabajadores sociales deberían promover políticas y procedimientos que demuestren respeto por las diferencias, alientan la expansión del conocimiento cultural y los recursos, defender los programas e instituciones que demuestren competencia cultural y promover políticas que salvaguarden los derechos de y confirmen la equidad y la justicia social para las personas.

(d) Los trabajadores sociales deberían actuar para evitar y eliminar la dominación de, la explotación de, y la discriminación contra cualquier persona, grupo, o clase sobre la base de raza, etnia, nacionalidad, color, condición migratoria, sexo, orientación sexual, identidad de género, edad, estado civil, creencia política, religión, o discapacidad mental o física.

*Para información sobre los procedimientos de resolución de quejas de la NASW, ver los Procedimientos de resolución de quejas de la NASW.

**International Federation of Social Workers (IFSW) International
Association of Schools of Social Work (IASSW)**

Ethics in Social Work, Statement of Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services.

The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

The fact that the loyalty of social workers is often in the middle of conflicting interests.

The fact that social workers function as both helpers and controllers.

The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.

The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

[Universal Declaration of Human Rights](#)

[The International Covenant on Civil and Political Rights](#)

[The International Covenant on Economic Social and Cultural Rights](#)

[The Convention on the Elimination of all Forms of Racial Discrimination](#)

[The Convention on the Elimination of All Forms of Discrimination against Women](#)

[The Convention on the Rights of the Child](#)

[Indigenous and Tribal Peoples Convention \(ILO convention 169\)](#)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination¹ - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

¹ *In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines.

Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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Social Work

Competencies and Practice Behaviors

*From the
Educational Policy and Accreditation Standards
Council on Social Work Education
2008*



Warner Pacific College
Social Work Program

THE 10-41: Social Work Program Competencies and Practice Behaviors

1. PROFESSIONAL ID

EP 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

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

2. ETHICS

EP 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

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

3. CRITICAL THINKING

EP 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

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. DIVERSITY

EP 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

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

5. HUMAN RIGHTS/JUSTICE

EP 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

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

6. RESEARCH

EP 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

21. use practice experience to inform scientific inquiry and
22. use research evidence to inform practice.

7. HBSE

EP 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

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

8. POLICY

EP 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

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

9. PRACTICE CONTEXTS

EP 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

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

10. PLANNED CHANGE

EP 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.

EP 2.1.10(a)—Engagement

Social workers

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

EP 2.1.10(b)—Assessment

Social workers

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

EP 2.1.10(c)—Intervention

Social workers

36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.

EP 2.1.10(d)—Evaluation

41. Social workers critically analyze, monitor, and evaluate interventions.