



WARNER PACIFIC
UNIVERSITY

**Social Work Student
Handbook
&
Field Education Manual**



WARNER PACIFIC UNIVERSITY

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Social Work Program Student Handbook

**Academic Year
2021-2022**



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Part I: Social Work Program Introduction and Overview

The Mission: Why Social Work?

The mission of the Social Work Program 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.”

Welcome to the Social Work Program at Warner Pacific University! We are excited about our mission and thrilled that you are considering joining us. 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 university 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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (Educational Policy and Accreditation Standards, Council on Social Work Education, 2015)

What is your purpose? We are happy to explore with you whether or not the profession of Social work can help you accomplish it!

The Four Program Goals

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

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.

Acquisition of the knowledge, theory, and historical context of the social work profession is built upon a liberal arts base. With the rigor of a broad-based liberal arts foundation, students are equipped to fully understand and engage in the demands of a rapidly changing context. We believe this base is further strengthened through the use of interdisciplinary means, further

expanding opportunities for research and exploration based on scientific inquiry. With a solid liberal arts education that often requires a paradoxical perspective in keeping with global complexities, students can be equipped and grounded for entry-level generalist practice.

2. Integrate this interdisciplinary knowledge with the values and ethics of social work to focus on promoting justice and common good.

When infused with the foundational and long-standing values and ethics of the profession, social workers are motivated to competently advocate for justice and the common good. While students are not required to attest to a Christian persuasion, Warner Pacific's values and promotion of positive character development are drawn from a distinctly Christian tradition. The urban and diverse context often facilitates dynamic opportunities in which to formulate and actualize these values and behaviors in community with both student and faculty learners.

3. Consistently show strengths-based practice behaviors and skills that are congruent with ethical, competent and creative practice.

The development of professional skills is an important goal as students learn to become competent generalist practitioners, directing their knowledge and values toward change through a professional use of self. Through a variety of practice classes, learners who have been admitted into the program will have the opportunity to learn, reflect and practice these skills in a supportive environment as they continue to grow in professional identity and development.

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.

Throughout the acquisition of professional knowledge, values, and skills, students are encouraged to apply their education in a variety of settings afforded by the dynamic urban context. Both on and off campus and at different levels of growing competence, an abundance of opportunities exist for further equipping students to synthesize their learning. This can be directed toward multi-level target systems with the aim of ultimately demonstrating practice behaviors that point to competent entry-level generalist practitioners.

Social Work Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

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

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

Competency 5: Engaged in Policy Practice

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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



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Part II: The Social Work Curriculum

Degree Requirements

In addition to completing the General Education Core requirements, baccalaureate degree requirements stipulate that students must complete a total of 120 semester credits with at least 40 upper division credits, complete a major, and satisfy residency requirements. Additionally, all fulltime students must accrue at least 25 Faith and Service credits per semester.

The Liberal Arts Core Curriculum

In order to gain a foundation that will encourage them to address General Education Core expectations, students at Warner Pacific University will take required courses which will give them the opportunity to demonstrate the following Core Theme Areas. General education core consists of four themes and twelve clusters. A minimum of one course (2 credits) from each cluster is required.

Cultivating a Christ-Centered Learning Community

- Exploration of Spiritual Journey
- Holistic World View
- Ethics

Investing in the Formation and Success of Students from Diverse Backgrounds

- Appreciation of Diversity

Collaborating With and For Our Urban Environment

- Urban Life

Fostering a Liberal Arts Education

- Interdisciplinary Thinking
- Written Communication
- Information Technology
- Historical and Cultural Knowledge and Practice
- Critical Thinking and Strategic Action
- Scientific Reasoning
- Quantitative Reasoning

The Professional Foundation: Social Work Program Requirements

In addition to Warner Pacific's liberal arts General Education Core requirements, the Social Work major requires 48 specific credits. Twelve courses plus the 2-semester senior-level concurrent Field Practicum I and II comprise these credits and are required of all Social Work majors, providing a strong framework to prepare graduates for generalist practice through the core competencies and evidenced by the corresponding practice behaviors. Because the curriculum is intentionally designed to build on the liberal arts core and multi-disciplinary foundational courses, coursework should be completed in sequence for optimal learning.

The Field Practicum

Field Education is the bridge by which Warner Pacific University's Social Work Program connects the theoretical and conceptual experience of the classroom with the practice setting.

The 450- hour Field Practicum I and II (SW 491 and SW 492) takes place in the senior year during the final two semesters and is paired with the Field Practicum Seminars I and II (SW 495 and SW 496). An approved Application for Field Practicum is required. Please refer to the Social Work Field Education Manual for complete information.

Students work under a professional social worker in a social service agency, community program or institution within the urban context of the metropolitan Portland area. The application and integration of professional social work knowledge, skills, and values demonstrated by the practice behaviors are expected educational outcomes. The Field Practicum gives the student the opportunity to observe, participate and develop generalist skills necessary for competent entry- level social work.

The Social Work Curriculum

The Social Work curriculum builds upon the foundation of the general education core and is comprised of 14 courses (48 credits) in the major plus four prerequisites (12 credits) for a total of 60 credits. There are also many recommended electives for students to explore that pair well with the field of social work. The following table displays the BSW required courses.

Prerequisites: BIO 121: Introduction to Anatomy and Physiology (4 credits); BUS 195: Internship Preparation (2 credits); PSY 140: General Psychology (3 credits); and SOC 140: Principles of Sociology (3 credits).

SW 200	Exploring Social Work	3 credits
SW 330	Life Span Human Development	3 credits
SOC 340	Race and Ethnic Relations	3 credits
SOC 345	Social Problems and Public Policy	3 credits
SW 380	Practice I: Individuals	4 credits
SW 385	Practice II: Families and Groups	4 credits
SW 390	Practice III: Organization and Communities	4 credits
SS 393	Research Methods and Applied Statistics	4 credits
SW 420	Addictions, Mental Health, and Trauma	3 credits
SW 485	Human Trafficking and Human Rights	3 credits
SW 491	Field Practicum I	5 credits
SW 492	Field Practicum II	5 credits
SW 495	Field Practicum Seminar I	2 credits
SW 496	Field Practicum Seminar II	2 credits

The Social Work Program Four-Year Curriculum Plan

FIRST YEAR—Fall Semester (15 credits)	Spring Semester (15 credits)
ENG 111 (3); Prerequisite PSY 140 (3); Prerequisite SOC 140 (3); Prerequisite Historical & Cultural Knowledge Core (3) Elective (3)	ENG 112 (3); Written Communication Core BUS 223 (3); Information Technology Core MA 104 (3); Quantitative Reasoning Core Urban Life Core (3) Elective (3)
SECOND YEAR—Fall Semester (15 credits)	Spring Semester (15 credits)
*SW 200 Exploring Social Work (3) Appreciation of Diversity Core (3) Holistic World View Core (3) REL 220 or 320 (3); Spiritual Journey Core SS 250 (3); Elective	BIO 121 (4); Prerequisite/Scientific Reasoning Core BUS 195 (2); Prerequisite Ethics Core (3) ILR 300 (3); Information Literacy and Research Core SS 335 (3); Elective
THIRD YEAR—Fall Semester (15 credits)	Spring Semester (16 Credits)
Critical Thinking & Strategic Action Core (3) *SOC 345 Social Problems & Public Policy (3) *SOC 340 Race and Ethnic Relations (3) *SW 420 Addictions, Mental Health & Trauma (3) SS 312 (3); Elective or SW 200 for transfer students	HUM 310 or 410 (3); Interdisciplinary Thinking Core *SW 380 Practice I: Individuals (4) *SW 330 Life Span Human Development (3) *SS 393 Research Methods & Applied Statistics (4) SW 481; Elective (2)
FOURTH YEAR—Fall Semester (15 credits)	Spring Semester (14 credits)
*SW 385 Practice II: Families and Groups (4) *SW 491 Field Practicum I (5) *SW 495 Field Practicum Seminar I (2) SW Electives (4)	*SW 390 Practice III: Organizations & Communities (4) *SW 492 Field Practicum II (5) *SW 496 Field Practicum Seminar II (2) *SW 485 Human Trafficking & Human Rights (3)
RECOMMENDED ELECTIVES	SEE CORE REQUIREMENTS IN CATALOG
SS 250 Criminology SS 312 Policing Reform in the Context of Social Justice Movements SS 335: Restorative Justice SS 344 Juvenile Delinquency and Juvenile Justice SS 353: Cultural Diversity SS 395 Data Analysis: Criminal Justice and Criminology SS 403: Grant Writing and Fundraising SOC 390: Poverty in the Urban Context SOC 340: Intro to Peace Studies SOC 350: Social Psychology HE 340: Current Health Issues SS 380 Conflict: From Theory to Action SW 441 Stress, Crisis, Trauma, & Self-Care SW 481 Family Violence Across the Lifespan SW 482 Child Welfare PSY 314 Abnormal Psychology PSY 340: Emotional First Aid PSY 402: Personality Theory PSY 430: Counseling	<ol style="list-style-type: none"> 1. Exploration of Spiritual Journey 2. Holistic World View 3. Ethics 4. Appreciation of Diversity 5. Urban Life 6. Written Communication 7. Information Literacy and Research 8. Interdisciplinary Thinking 9. Information Technology 10. Scientific Reasoning 11. Quantitative Reasoning 12. Historical and Cultural Knowledge and Practice 13. Critical Thinking and Strategic Action <p>Please Note: 120 total credits are required for graduation eligibility. Students are directed to catalog for additional University requirements.</p>

Prerequisite Course Descriptions

BIO 121 Introduction to Anatomy and Physiology (4 credits) An introductory survey of the structure and function of the human organism, where students will learn about the important systems of the human body. Those systems include the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

BUS 195 Internship Preparation (2 credits) This course will provide support for students as they prepare for entering an internship in any major. Students will investigate potential internship prospects and professional associations within their field, create job descriptions and electronic portfolios, update resumes, practice interviewing skills, practice presentation skills, practice networking, and practice working in a “cube” environment, by completing activities in the workplace lab. By the completion of the course, students will have determined an internship placement as well as developed an understanding of skills needed for a successful internship experience.

PSY 140 General Psychology (3 credits) An introductory course in psychology involving the study of human behavior, psychological issues, and experimental concepts with implications for the general conduct of life. Specific areas of focus will include the following: critical thinking, learning, memory, cognition, language, intelligence, personality, motivation, emotions, social psychology, stress and health. Prerequisite: Placement in EN 101.

SOC 140 Principles of Sociology (3 credits) A systematic study of the social aspects of people, giving special attention to the effects of human interaction, social organization, cultural patterns, and social institutions. This course is designed to help university students clarify their understanding of themselves and the society in which they live. Prerequisite: EN 90.

Required Course Descriptions

SW 200 Exploring Social Work (3 credits) This is the first course in the social work sequence and is an introduction to the profession of social work as well as an overview of the various fields of social welfare and social work. This course is intended to assist students to explore a career in social work by presenting a comprehensive overview of the field and to help individual students define various areas for future study. The course integrates knowledge from liberal arts and social science courses into a beginning foundation for the ten social work competencies and accompanying practice behaviors as well as an understanding of needs and issues for the welfare of society.

SW 330 Life Span Human Development (3 credits) A course for Social Work and non-majors in Human Development, Psychology and Human Development and Family Studies. This course analyzes theories of human behavior in the social environment from a lifespan developmental approach. The study of the mental, physical, emotional, interpersonal, and spiritual development of an individual from birth to death is explored through the life stages and transitions of infancy; childhood; adolescence; early, middle, and late adulthood; and death and dying. This course examines the complexities of human development and behavior of individuals, families, communities, groups, and organizations, as well as the interaction of the biological,

psychological, and social factors that shape experiences. The course provides a broad understanding of how humans develop within the family system and within the social context.

SOC 340 Race and Ethnic Relations (3 credits) A study of racial and ethnic minorities, group conflicts, and problems of human and cultural interaction. The emphasis is on seeing ethnic relations in their historical context and noting techniques that have brought progress and cooperation. Prerequisite: SOC 140.

SOC 345 Social Problems and Public Policy (3 credits) This course acquaints students with current social problems such as poverty, crime and violence, drug abuse, health care, family break-up, and the public policies devised by the federal government, state governments and local communities to reduce, remedy or ameliorate the problems. Unique solutions utilized by state and local communities will also be emphasized. The social justice and equity of these policies as they affect individuals and groups, especially racial, gender, cultural and ethnic minorities, will be explored particularly within the context of urban environments. Prerequisite: SOC 140

SW 380, 385, 390 Practice Series: 12 credits

This 12-credit practice series continues to build on the interdisciplinary construct of the program's design but focuses specifically on differential skills necessary to be effective and competent entry-level generalist practitioners. The three four-credit classes are designed to be taken in sequence, thus intensively and proactively integrating and reinforcing foundational knowledge and critical thinking skills learned in the liberal arts core and the social and behavioral science courses. In addition to a wide variety of experiences inherent in the implicit curriculum, the social work practice series builds on human behavior in the social environment, research, human rights and justice, multi-level policy practice, and ethical behavior to build a strong social work identity and subsequent conduct. Each practice course further applies specific values, principles and standards of the various sections of the NASW Code of Ethics, with analysis and demonstration of growing professional judgment. Practice within our campus' urban, multi-ethnic, and diverse context that includes gender and sexual orientation, age, race/ethnicity, class and culture, is the intentional focus of content and practice activities.

SW 380 Practice I: Individuals (4 credits) An introduction to generalist social work interventions targeted to individuals within a variety of systemic contexts. Beginning with lab-format acquisition of social work interviewing skills, the class integrates liberal arts as well as previously acquired theory and knowledge with the planned change process. This experiential practice class walks through engagement, assessment, intervention and evaluation to form strategic and purposeful and ethical prevention and intervention techniques. Prerequisite: SW 200

SW 385 Practice II: Families and Groups (4 credits) The second of three practice classes and deals with prevention and intervention within families and small groups. The concepts of families and groups will be discussed, and the variety of dynamics will be explored through lenses of construct and diversity. Focus will include understanding and assessing family and small group functioning, planning strategic interventions, and effectively terminating and evaluating services with these client groups. Special practice emphasis will be placed on

integrating generalist social work theory, knowledge and skills with common family and group issues to which the planned change model can be applied. Prerequisites: SW 200, SW 380

SW 390 Practice III: Organizations and Communities (4 credits) The third in the series of practice classes and builds on components developed in the previous practice experiences. Focused on the analysis and effective functioning of large systems for the purpose of advocacy, prevention, and intervention targeted toward vulnerable populations, this course applies the planned change process and other competencies to communities and organizations. It addresses specific needs of macro-systems including funding and grant-writing and prepares students to positively contribute to the field practicum setting and beyond. Prerequisites: SW 200, SW 380, SW 385

SS 393 Research Methods and Applied Statistics (4 credits) The fundamentals of research methods and applied statistics, including qualitative and quantitative approaches. The course will emphasize the use of descriptive and inferential statistics using Excel statistical software package. Prerequisite: MA 104 or MA 342 or other college-level math equivalent.

SW 420 Addictions Mental Health, and Trauma (3 credits) This course examines how substance abuse, addiction, trauma, and mental health issues are contributing factors in criminal activity and victimology. Students will gain understanding of substance abuse, incorporating developmental approaches, treatment models, relapse prevention, issues of diversity, and impact on significant others. Students will also acquire knowledge of mental health problems, and learn a common language for diagnosis and treatment interventions. Students will learn about trauma, its impact on the brain, trauma across the lifespan (emphasis on developmental trauma), as well as, pathways for healing. Culturally competent, strength-based, and family systems approaches will be featured. Prerequisites: PSY 140/141, SOC 140.

SW 485 Human Trafficking and Human Rights (3 credits) This course is designed to help students gain a better understanding of contemporary human trafficking and human rights. Students will examine human trafficking through a human rights approach and investigate violations of human rights as causes and consequences of human trafficking. Students will learn about various human rights abuses at different stages in the trafficking cycle. Students will also learn about the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. Key terminology, types of human trafficking, and an understanding of the scope of the problem, both domestically and globally will be addressed. The roles that entities such as government, NGOs, media, faith-based agencies, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored. A focus on the local community is at the heart of this course and the format integrates guest speakers invested in human rights and anti-trafficking work. Prerequisite: Junior class standing or consent of instructor.

SW 491 Field Practicum I (5 credits; fall semester) The first 225-hour internship over the fall semester (5 credits) in which students are placed in a variety of agencies and organizations under professional supervision within the urban context of the metropolitan Portland area. The Field Practicum, along with the concurrent SW 495, Field Practicum Seminar I, provides the means to

integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service, which will provide the focus for the assessment components of the seminar. Prerequisite: Admission to the Social Work Program. Co-requisite: SW 495.

SW 492 Field Practicum II (5 credits; spring semester) The Field Practicum II, along with the concurrent Field Practicum Seminar II (SW 496), continues to provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will continue their placement in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Students will continue to demonstrate the practice behaviors associated with entry-level competencies necessary for entry-level generalist social work professionals. The application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Prerequisite: Admission to the Social Work Program. Co-requisite: SW 496.

SW 495 Field Practicum Seminar I (2 credits; fall semester) A weekly seminar course that is held in conjunction with Field Practicum I. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Prerequisite: Admission to the Social Work Program. Co-requisite: SW 491.

SW 496 Field Practicum Seminar II (2 credits; spring semester) A weekly seminar course that is held in conjunction with Field Practicum II. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. During the spring semester the application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Prerequisite: Admission to the Social Work Program. Co-requisite: SW 492.

Assessment: Evaluating Student Competence

“Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.” Educational Policy and Accreditation Standards CSWE, 2015

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?***

This is a question the Social Work Program considers seriously in mission fulfillment through the intentional and reflective Assessment Plan. The Program uses two main measures to assess each of the nine competencies: Course-embedded Assignments and Final Field Practicum Results. Data are collected and analyzed to determine student learning outcomes based on Program benchmarks. This information is used for program renewal; based on outcome evidence, necessary changes to both the implicit and explicit curriculum are recommended and implemented at least once per year. Assessment results for the 2020-2021 academic year are shown below and we are very pleased that our students met 100% of the acceptable competency levels. This assessment data is also posted on the WPU Social Work Website under “Assessment,” and is updated annually. Please visit www.warnerpacific.edu/academics/social-work/ to learn more.

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)
WARNER PACIFIC UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standard below:

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education’s Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that

competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the web link to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: Field Practicum II Final Evaluation (Competencies 1-9)	
Dimension(s) assessed:	K, V, S, C/A
When/where students are assessed:	End of spring semester of senior year/Final field evaluation SW 496
Who assessed student competence:	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4/5
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: Course-embedded assignments	
Dimension(s) assessed:	K, V, S, C/A
When/where students are assessed:	End of fall or spring semester in the following courses: SW 393; SW 380; SW 385; SW 420; SW 485; SW 495; SW 496; SOC 340; SOC 345
Who assessed student competence:	BSW faculty teaching course with embedded measure
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Form AS 4(B)

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Aggregate of Students from All Program Options n = (14)	Program Option #1 (Portland, Oregon/In-person) n = (14)	Program Option #2 (identify location/delivery method) n = (Number of students)	Program Option #3 (identify location/delivery method) n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence inclusive of 2 measures	93.7%	93.7%	NA	NA
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence inclusive of 2 measures	84.9%	84.9%	NA	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence inclusive of 2 measures	94.8%	94.8%	NA	NA

Competency 4: Engage in Practice- informed Research and Research-informed Practice	80% of students will demonstrate competence inclusive of 2 measures	94.2%	94.2%	NA	NA
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence inclusive of 2 measures	87.2%	87.2%	NA	NA
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	96.5%	96.5%	NA	NA
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	91.3%	91.3%	NA	NA
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	98.6%	98.6%	NA	NA

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	99.2%	99.2%	NA	NA
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Part III: Social Work Program Policies and Procedures

Admission Process and Requirements

The Social Work Program has established the criteria for admission to the Program 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 criteria include a completed Application Packet and Interview.

The Social Work Program Application Packet is available electronically (on the website) and hardcopy in the Social Work Department and the Interview is scheduled after receipt of the Application Packet. A direct link to the Application Packet & Student Handbook is also embedded in the syllabus for SW 200: Exploring Social Work. The application process is discussed in full during SW 200 and planned Social Work Informational Meetings.

The Application Packet details the timeframe and process, academic and other requirements, references, personal narrative, and expectations for admission. The Application Packet contains all necessary forms and instructions as well as a link to the Social Work Student Handbook. Prior to formal application, students are encouraged to discuss any concerns with their advisor and/or Dean of Social Work/BSW Program Director.

Application Process to BSW Program

Social Work applications are due every year by October 1 and students are notified of their admittance status to the Program by November 1. Students are to submit the [Social Work Application](#) to the Social Work Program Assistant at socialwork@warnerpacific.edu

Steps in the application process:

1. Submit Social Work Application: By October 1
2. Social Work Department reviews applications and transcripts and schedules interview with Social Work Dean and SW faculty: October 1 – November 1
3. Decision made and communicated to student: By November 1

Requirements:

- Minimum of 30 credits completed (sophomore class standing);
- Overall GPA of 2.0 or higher; and
- Completion of the following courses with a C or higher: BIO 121, BUS 195, EN 112, PSY 140, SOC 140 (or transfer equivalencies), and SW 200 (or current enrollment/planned registration).

Program Application

Students complete and sign a formal Social Work Program Application. The application provides necessary personal information, lists references, identifies completed prerequisite courses, indicates compliance with the NASW Code of Ethics, and acknowledges receipt of the WPU Social Work Student Handbook.

Grade Point Average

Students applying for admission to the Social Work Program must have a minimum cumulative grade point average (GPA) of 2.0 and 2.5 in Social Work major courses.

Criminal History and Verification

Criminal charges and/or convictions do not automatically disqualify a student from being admitted to the Social Work Program. Students should be aware that 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. Students with a criminal history or pending charges must discuss this with the Social Work Program Director prior to applying to the program.

References

Two references are required for admission to the Program. One reference should be from a non-social work WPU faculty or staff person and one from non-relative sources who have personal knowledge of, among other things, the student's character, suitability for the social work profession, and experience. Required reference forms and instructions for the referral party are included in the Application Packet.

Personal Narrative

A personal narrative of 750-1000 words in APA style that demonstrates acceptable writing and communication skills is required of all applicants and will be discussed during the Applicant Interview. It should include:

1. A summary of life experiences, perspectives, and motivation that brought the student to the point of application;
2. A discussion of personal values and ethics and degree of congruency with the NASW Code of Ethics and the overall purpose of the social work profession;
3. A personal assessment of strengths and challenges that may impact the student's future career;
4. A summary of knowledge and experience with diversity, human rights, and justice; and
5. How the student intends to use the Social Work degree.

Applicant Interview

The applicant will be notified after all application materials are received to participate in a personal interview with two Social Work faculty members. The faculty will use the time to assess, with the student, the potential for success as a generalist social work practitioner and the significance of the NASW Code of Ethics. The interview also serves as an opportunity to discuss application materials, Q&A, and to learn more about the student, their strengths, and their goals for their career in social work. A decision is not formally made during the interview; however, it is communicated in writing by the Dean of Social Work/BSW Program Director prior to November 1 and sent via email.

Students must report any situational changes to the Dean of Social Work/BSW Program Director from the time of application submission and admission to the Program. 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.

Notification of the Admission Decision

After the interview, the interview team debriefs the session, including a discussion of the application materials and student suitability for the Social Work Program. A decision is made to:

1. Accept the student for full admission to the Social Work Program.
2. Offer conditional admission to the Social Work Program with all contingencies (including timeframes) articulated.
3. Deny admission to the Social Work Program based on failure to meet the program's admission criteria (reason(s)/rationale clearly stated).

The decision is communicated in writing to the student's WPU email address by November 1. The Dean of Social Work/BSW Program Director sends the decision letter and notifies each student of the admission decision:

1. Accept for full admission;
2. Conditional admission (and any contingencies associated with admission explained); or
3. Deny admission (and the reason/s for denial) based on the Program's admission criteria.

When possible, the student will have the opportunity to correct deficiencies and/or appeal an adverse decision; however, students are not eligible to apply to the Field Education Program without full admission to the Social Work Program.

Status Changes and Grievance Procedures: Academic Reasons

Policies and procedures regarding academic performance, appeals, and petitions are detailed in the [Catalog](#) (pp. 35-36) and *The Squire*.

Probationary Status is used by WPU when a student's semester GPA falls below a 2.0. The Social Work Program follows WPU policies and procedures for probationary status and termination as stated in the [Catalog](#) (p. 35):

Students will be placed on Academic Probation at the close of any semester in which their GPA for that semester falls below a 2.0. If the GPA earned the subsequent semester is not a minimum of 2.0, a student may be dismissed. Students are required to earn a cumulative career GPA of 2.0 to be eligible for graduation.

Conditional Status is used in the Social Work Program. The Program's GPA policy parallels WPU's and requires a minimum cumulative GPA of 2.0, **and** a 2.5 grade point average in Social Work major courses, with no single Social Work course grade lower than a C-. *A student placed on Academic Probation will automatically be placed on Conditional Admission status by the Social Work Program.*

The student's status in the Social Work Program may change from Full Admission to Conditional Status at the close of any semester in which the Program's cumulative or major GPA requirements have not been met. The student will be notified of conditional status in writing through an official letter from the Dean of Social Work/BSW Program Director via email to the student's WPU email address within one week after final grades are submitted.

Students placed on Conditional Status must meet with the Dean of Social Work/BSW Program Director and/or Advisor to assess the situation and develop a proactive course of action for the subsequent semester. When the GPA increases to the required minimum level (2.0 overall and 2.5 in the Social Work major), the student will be notified in writing that the conditional status has been rectified and their status in the Program has returned to Full Admission, with the student in good academic standing.

Students placed on academic probation at the conclusion of any one semester MUST adhere to the following requirements:

1. Report to the Director of Academic Success during the first week of the semester to develop a plan that identifies and provides a remedy for the current academic difficulties.
2. Meet with the advisor no later than the first week of the semester to review the student's class schedule and make any necessary adjustments. Students are limited to 13 credits during the semester of academic probation.
3. Enroll in Critical Thinking and Study Skills (CLS 110). If credit has already been earned for CLS 110, the student must enroll in Critical Thinking: Designing Your Life (CLS 111). If credit for both CLS 110 and CLS 111 has already been earned, the student must participate in an individualized academic success plan.
4. Meet with an assigned faculty or staff mentor on a weekly basis throughout the entire semester.
5. Refrain from participation in Student Leadership or other co-curricular activities unless the student has completed a plan of action in conjunction with the Director of Academic Success and the Director of Student Leadership. Participation in the co-curricular activity throughout the duration of the term is contingent upon the student's continued and regular participation in all elements outlined in the plan of action.
6. Refrain from participation in Varsity Athletics unless the student has completed a plan of action in conjunction with the Director of Academic Success and the Athletics Director. Participation in Varsity Athletics throughout the duration of the term is contingent upon the student's continued and regular participation in all elements outlined in the plan of action. Other limitations may be required by the Athletics Department.

Academic Performance Grievance: Students may appeal their academic probation status in writing to the Registrar for a review with the Academic Policies Committee (APC). The APC meets monthly, and as needed for urgent academic concerns. The student may ask the advisor to be present during the Committee's review of the petition. A student wishing to appeal their status or request an exception to any of the above policies must complete an APC petition no later than the end of the first week of the semester. Students placed on probation must successfully complete all of the credits in which they are enrolled, including CLS 110. Students who complete fewer than 12 credits with a GPA of 2.0 or higher will remain on probation for the subsequent semester. Students who complete the academic probation semester with a semester

GPA lower than 2.0 are subject to academic dismissal. Students placed on academic dismissal are no longer eligible to enroll at WPU. Students may appeal their dismissal status in writing to the Registrar for a review with the APC. If a student wishes to return to WPU after previously departing the university on academic dismissal status, the student must submit an application for readmission to the Office of Admissions. If the student wishes to return to the Social Work Program, they must reapply to the Program as well.

Students who, for academic reasons, are placed on Conditional Status through the Social Work Program, but are not on WPU Academic Probation, may appeal the decision through the Social Work Department. This appeal must be in writing to the Dean of Social Work/BSW Program Director after the decision is formally communicated to the student, but before the end of the first week of the subsequent semester. After meeting with the student, the Dean of Social Work/BSW Program Director will convene a meeting with applicable parties, including the Director of Field Education, to review the appeal and respond in writing. If the concern is not resolved, the student may appeal the Dean of Social Work/BSW Program Director's decision with the Vice President for Academic Affairs, and that decision is final.

Status Changes and Grievance Procedures: Professional Reasons

In addition to status changes due to academic reasons, student status may change from Full Admission to Conditional Status or Termination due to professional reasons. Warner Pacific University's Community Life expectations are described in the [Catalog](#) (pp. 22-26) and in greater detail in *The Squire*. As noted in the Catalog, WPU offers a Christ-centered, academically rigorous, leadership focused learning community in which faculty, staff, and students come together to share, explore, and solidify each individual's ideas, values and beliefs. Abiding by the Community Agreement and other policies in *The Squire* is a condition of students' continued enrollment at WPU.

WPU strives to develop and support students characterized by a strong personal faith, integrity, transformation, a sense of mutual responsibility, and a pursuit of personal excellence. As part of the [Community Agreement](#), students agree to conduct themselves as responsible citizens and actively contribute to the quality of social, spiritual, and intellectual life. Violation of these policies subject students to disciplinary action that could include warning, probation, or dismissal from the University. Violations regarding the Community Agreement are handled by the Vice President for Student Success and Engagement through the Judicial Affairs process and may be appealed through the process indicated in *The Squire*. Since areas of concern may overlap with professional and/or ethical standards in the Social Work Program, **all violations of the Community Agreement must be reported to the Dean of Social Work/BSW Program Director and will be assessed in light of the Program's professional standards.** Conditional Status of a student's enrollment in the Social Work major due to negative professional and/or Field Practicum performance is a program administrative matter handled by the Dean of Social Work/BSW Program Director, the Director of Field Education, the Field Instructor, if applicable, and academic advisor, if applicable. If the student is at risk of Field Practicum termination for attendance, behavioral, or other reasons of negative professional conduct, the student must notify the Director of Field Education immediately. The Director of Field Education will work with all parties to navigate unresolved issues and determine if a status change is required.

A change of student status from Full Admission to Conditional Status in the Social Work Program due to professional reasons will be formally communicated in writing, with reason(s)/rationale, to the student by the Dean of Social Work/BSW Program Director. In most cases of Conditional Status, a collaborative, corrective action plan will be created and the student will have the opportunity to correct deficiencies and return to Full Admission in the Program.

Professional Performance Grievance: If a student's Social Work Program status changes from Full Admission to Conditional Status, a written appeal may be submitted in writing to the Dean of Social Work/BSW Program Director after the decision is formally communicated to the student, but before the end of the first week of the subsequent semester. After a personal meeting with the Dean of Social Work/BSW Program Director, the Dean of Social Work/BSW Program Director will convene a meeting with the student and appropriate faculty, which may include the Director of Field Education and the Field Instructor, to review the appeal and render a decision. If desired, a further appeal may be made to the Vice President of Academic Affairs, who may consult with other appropriate personnel, and that decision is final.

Termination from the Social Work Program

Termination from Warner Pacific University for academic or professional performance reasons will automatically terminate the student's admission to the Social Work Program. Termination from the Social Work Program for reasons of academic and professional performance will not be taken lightly, and every attempt will be made through the admission process, advising, and guidance, to avoid this situation. Whenever possible, the Social Work Program will place the student on Conditional Status prior to termination; however, this may not always be possible depending on the nature of the violation. Generally, the Social Work Program follows the WPU policies and procedures as stated in the WPU Catalog. Beyond this, the Social Work Program may ask a student to withdraw from the program for reasons of academic performance, including insufficient minimum cumulative grade point average of 2.0 with a 2.5 grade point average in Social Work courses.

Termination for reasons of negative professional performance is a program administrative matter handled by the Dean of Social Work/BSW Program Director and appropriate faculty, the Director of Field Education, and the Field Instructor, if applicable.

If the student has been on Conditional Status and has not made sufficient progress in either academic or professional areas, termination may result. Reasons may include violation/s of Program admission requirements including criminality, unsuitability for the profession evidenced by failure to demonstrate capacity to achieve required competencies and behaviors, insufficient progress in the field practicum, or lack of compliance with the NASW Code of Ethics. If the student is not on conditional status but clearly demonstrates unsuitability for the profession through egregious ethical violation/s, the student may be terminated without prior notice.

A termination decision may be appealed after a decision is communicated to the student in writing by the Dean of Social Work/BSW Program Director. The Dean of Social Work/BSW Program Director will convene a meeting with the student and appropriate faculty that may include the Director of Field Education and the Field Instructor to review the appeal and make a decision. The Dean of Social Work/BSW Program Director's decision may be appealed to the Vice President of Academic Affairs, whose decision is final.

Academic Advising

An academic advisor is officially assigned to every student enrolled in six or more credits. Social Work majors are assigned to one of the fulltime Social Work faculty members. When a student switches majors and declares the Social Work major, a Social Work faculty member is assigned as the advisor. The Social Work Program is immediately notified and granted access to the student's academic file. Students in the BSW Program receive academic and professional advising from Social Work faculty. While the student is ultimately responsible for meeting educational goals, the respective roles of the Advisor and the Student are described in the Catalog:

The advisor's responsibility is to assist the student to set, plan and reach his/her own personal education goals. In order for a good advising relationship to function, each person involved needs to know what is expected. The final responsibility for meeting all academic and graduation requirements rests with the individual student.

To achieve educational goals, the student must take the initial responsibility for setting advising appointments, creating an Educational Plan in MyWP before meeting with the advisor, and undertaking some long-range planning for the completion of studies. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar.

It is the responsibility of the advisor to meet with the student for the purpose of reviewing long-range plans, completing registration for the coming semester, review the graduation application and, in general, advising the student with respect to the chosen major and vocational plans.

Formal advisement takes place every spring, during the preregistration period, Students contact their advisor to plan and receive approval for the next academic year's course of study. Students have continuous access to their academic record via MyWP's electronic registration program and degree audit tool, *Program Evaluation*, providing students and faculty a complete overview of progress toward credit accrual, GPA, graduation requirements, and degree attainment.

Transfer Students

Warner Pacific University's Registrar's Office is responsible for the documentation and assessment of credits requested to be transferred from other appropriately accredited colleges and/or universities in accordance with WPU policy. The Registrar completes all transfer equivalencies for courses related to the General Education Core and electives. The Dean of Social Work/BSW Program Director reviews and evaluates any credits related to the Social Work major and decides if the credits are transferable for the BSW degree. For required Social Work credits to be transferred into the WPU Social Work Program, only coursework taken from a CSWE-accredited program will be considered for possible equivalency. The Dean of Social Work/BSW Program Director will collaborate with the WPU Registrar to process these transfer equivalencies, if deemed appropriate substitutions. Typically, course syllabi are requested in

order to make this determination. No Social Work course credit is granted for prior work or life experience nor is Social Work coursework from unaccredited institutions accepted.

Prior Work and Life Experience

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards (2015), the *Warner Pacific University Social Work Program does not grant social work course credit for life experience or previous work experience.*

Accommodation for Disability

Students with a disability, or who may have a disability, are encouraged to initiate a conversation with the Student Success and Engagement - Disabilities Resource Center (DRC): DisabResource@warnerpacific.edu. It is the student's responsibility to self-identify to DRC to provide documentation that meets documentation guidelines, and request accommodation services. The Disabilities Resource Center works in partnership with WPU students with an identified disability and faculty members to identify reasonable accommodations. It is the policy and practice of WPU to create inclusive and accessible learning environments consistent with federal and state law. Please visit the DRC webpage for more information: <https://www.warnerpacific.edu/academics/academicresources/disability-resources/>

Equal Opportunity and Non-Discrimination Policies

The Social Work Program at Warner Pacific University 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 University and the Social Work Program follow all national and state laws regarding non-discrimination, equal opportunity, and sexual harassment. 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 University 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.

Non-Discrimination Policy: Warner Pacific University does not discriminate on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The University takes affirmative action to increase ethnic, cultural and gender diversity, to employ qualified individuals with disabilities, and to provide equal opportunity to all students and employees. The official statement declares:

*Warner Pacific University provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act along with Title II of the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments of 2008. *[Disability Resources \(warnerpacific.edu\)](https://www.warnerpacific.edu/disability-resources/)*

Discriminatory Harassment and Misconduct Process (DHM): Warner Pacific University seeks to provide students with an environment free from the negative effects of prohibited discrimination and harassment against any person because of age, sex, sexual orientation, gender identity, disability, race, color, national or ethnic origin, or any other status protected by applicable nondiscrimination law. This includes prohibiting sexual assault, and other forms of sexual violence such as dating and domestic violence and stalking. In recognition of this commitment, the University has established these procedures to implement the student conduct process as it relates to allegations of Discriminatory Harassment and Misconduct (DHM) consistent with the Campus Life Standards and Community Agreement. In cases where allegations are related to both Discriminatory Harassment and Misconduct and other forms of Prohibited Conduct under the University's policies, these procedures may be utilized to resolve all potential violations associated with the alleged misconduct.

WPU and the Social Work Program are committed to maintaining a campus environment that is free from discrimination based on sex, and it maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. In compliance with Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. Sec. 1681, et seq., and the [Violence Against Women Reauthorization Act](#) of 2013, Warner Pacific University does not discriminate on the basis of sex in its education programs and activities.



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Part IV: Appendix



WARNER PACIFIC
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Appendix A: Social Work Program Forms



Student Application for Admission to Major

Date of Application _____

Name _____ WPU ID # _____

Date of Birth _____ Prior Major (if any) _____ Minor (if any) _____

Current Address _____

Permanent Address (if different) _____

Mobile Phone (_____) _____

Secondary/Work Phone (_____) _____

☐ The WPU Social Work Department
has permission to communicate with
this mobile number via text message.

WPU Email: _____

Alternate Email: _____

Total credit hours completed as date of application: _____

Cumulative grade point average as of date of application: _____

Cumulative grade point average of courses in the Social Work Major: _____

Social Work Major Courses Completed or In-Process:

Course	Completed (Yes/No)	Planned (Semester/Year)
BIO 121 Introduction to Anatomy and Physiology		
SOC 140 Principles of Sociology		
SW 200 Exploring Social Work		
HD/SW 330 Life Span Human Development		
SOC/HIS 340 Race and Ethnic Relations		
SOC/PS 345 Social Problems and Public Policy		
SW 380 Practice I: Individuals*		
SW 385 Practice II: Families and Groups*		
SW 390 Practice III: Organizations and Communities*		
SS 393 Research Methods and Applied Statistics		
SW 420 Addictions, Mental Health, and Trauma		
SW 485 Human Trafficking and Human Rights*		
SW 491 Field Practicum I*		
SW 492 Field Practicum II*		
SW 495 Field Practicum Seminar I*		
SW 496 Field Practicum Seminar II*		

*Denotes that these courses must be completed at WPU.

CRIMINAL RECORD

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 a field practicum is required for this major. Therefore, students need to know that having a criminal background or history of criminal charge(s) may adversely impact the student's ability to be in a social work internship and/or to find employment in the field upon graduation.

Do you have a criminal history or have charges pending? Yes ____ No ____ If yes, please explain, giving final disposition(s) and date(s). Verification may be required.

RESUME

Please attach a one-page resume to include volunteer and/or work experience, beginning with the most current position. Include job title, employer, dates, and responsibilities. *Please note: Warner Pacific University does not grant social work course credit for life experience or previous work experience (AS 3.1.5).*

PROFESSIONAL REFERENCE LIST

Please list the names and contact information of two people you will ask to complete reference forms. All professional references should have personal knowledge of your character and suitability for the social work profession. Give a copy of attached reference forms to each person and request return to: Warner Pacific University Social Work Program, 2219 SE 68th Ave. Portland, OR 97215. References may be emailed directly to socialwork@warnerpacific.edu with verification of signature by sender.

Reference #1/Relationship to Applicant	Reference #2/Relationship to Applicant

PERSONAL NARRATIVE

Please attach a personal narrative of 750-1000 words in APA style that demonstrates strong intellectual, writing, and communication skills. Include the following:

1. A summary of life experiences, perspectives, and motivation that contributed to your application to the WPU Social Work Program;
2. A discussion of personal values and ethics. This is to include the degree of congruency with the National Association of Social Workers (NASW) Code of Ethics and the overall purpose of the social work profession (link to online version found below);
3. A personal assessment of strengths and challenges that may impact the your future career, including self-care;
4. A summary of your knowledge and experience with diversity, human rights, and justice; and
5. How you intend to use your social work degree.

SIGNATURE

I am applying for Admission into the Social Work Program at Warner Pacific University. By doing so I acknowledge that I have read and understood the WPU Social Work Student Handbook and the NASW Code of Ethics (www.socialworkers.org/About/Ethics/Code-of-Ethics).

I acknowledge that all of the information on this application is complete and true.

Signature _____ *Date* _____

Please send the signed Student Application, Resume, and Narrative to:

Warner Pacific University
Attn: Social Work Program
2219 SE 68th Avenue
Portland, Oregon 97215
socialwork@warnerpacific.edu

Professional Reference #1

To be completed by Student Applicant: You have the right to retain or waive access to this recommendation. Waiving access is not required. Indicate below whether or not you waive or retain your right of access to this recommendation.

_____ *I retain my right of access*

_____ *I waive my right of access*

Student Signature _____ *Date* _____

Professional Reference for _____ (Student Applicant)

The above student applicant is making application to the Social Work Program at Warner Pacific University, Portland, Oregon. Thank you for assisting us in ensuring that each of our students is appropriate for working in this important field.

1. How long and in what capacity have you known the applicant? _____

2. Social Workers often work with a variety of marginalized and vulnerable people in difficult situations. Please provide specific information about the student's fit for a career in social work:

3. Please provide any other information that should be considered by the social work faculty for this student applicant.

4. The personal strengths and abilities of the individual provide valuable supplementary information for the Social Work Program admission process. Your evaluation of the applicant is therefore very important. Please use the following scale to evaluate the student.

Student Strengths	Excellent	Above Average	Average	Below Average	Needs Improvement	Not Applicable or Not Observed
Ability to follow through with specific tasks/projects						
Quality of interactions with others						
Maturity and emotional stability						
Ethical behavior						
Ability to engage with diverse clients and needs						
Effectiveness in verbal communication						
Ability to work cooperatively with others						
Ability to engage in problem-solving						
Demonstration of Empathy						
Ability to engage in problem-solving						
Effective use of supervision						
Ability to receive feedback or redirection						
Reliability and responsibility						

Please feel free to add comments related to above graph on student's strengths:

5. On the basis of my contact with this student applicant, I would recommend:

_____ Admission to the WPU Social Work Program.

_____ Admission with reservations to the WPU Social Work Program
(please explain).

_____ Not be admitted to the WPU Social Work Program
(please explain).

Name (Print) _____ *Position* _____

Signature _____ *Date* _____

Please send the signed Professional Reference #1 to:

Warner Pacific University
Attn: Social Work Program
2219 SE 68th Avenue
Portland, Oregon 97215
socialwork@warnerpacific.edu

Professional Reference #2

To be completed by Student Applicant: You have the right to retain or waive access to this recommendation. Waiving access is not required. Indicate below whether or not you waive or retain your right of access to this recommendation.

_____ *I retain my right of access*

_____ *I waive my right of access*

Student Signature _____ *Date* _____

Professional Reference for _____ (Student Applicant)

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Name (Print) _____ *Position* _____

Signature _____ *Date* _____

Please send the signed Professional Reference #2 to:

Warner Pacific University
Attn: Social Work Program
2219 SE 68th Avenue
Portland, Oregon 97215
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WARNER PACIFIC
UNIVERSITY

Appendix B

NASW Code of Ethics English Version 2021

NASW Code of Ethics English Version 2021

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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. *For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate

consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers

maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and

responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests.
- Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

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

1.05 Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

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

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social

workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment

for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the

professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>



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Appendix C

El Código de Ética de la NASW Spanish Version 2021

El Código de Ética de la NASW Spanish Version 2021

Revisado por la Asamblea de Delegados de NASW

1. Responsabilidades Éticas de los Trabajadores Sociales Hacia los Clientes

1.1 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 primarios. De todas formas, la responsabilidad de los trabajadores sociales a una mayor parte de la sociedad o específicas obligaciones legales pueden en limitadas ocasiones suplantar la responsabilidad 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.

1.2 Autodeterminación

Los trabajadores sociales respetan y promueven el derecho de los clientes a la autodeterminación y en asistir a los clientes en sus esfuerzos para identificar y clarificar sus objetivos. Los trabajadores sociales pueden limitar el derecho a la autodeterminación 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.

1.3 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 claro y 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 de 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 deberían conversar con los clientes sobre las políticas de los trabajadores sociales relativas al uso de la tecnología en la prestación de servicios profesionales.

(f) Los trabajadores sociales que hacen uso de la tecnología para proporcionar servicios de trabajo social deberían obtener el consentimiento informado de las personas que utilizan estos servicios durante la evaluación o entrevista inicial y antes de iniciar los servicios. Los trabajadores sociales deberían evaluar la capacidad de los clientes para dar su consentimiento informado y, cuando utilicen la tecnología para comunicarse, verificar la identidad y ubicación de los clientes.

(g) Los trabajadores sociales que hacen uso de la tecnología para proporcionar servicios de trabajo social deberían evaluar la idoneidad y capacidad de los clientes para recibir servicios electrónicos y a distancia. Los trabajadores sociales deberían considerar la capacidad intelectual, emocional y física de los clientes para usar la tecnología para recibir servicios y la capacidad de entender los beneficios, riesgos y limitaciones potenciales de dichos servicios. Si los clientes no desean utilizar los servicios proporcionados a través de la tecnología, los trabajadores sociales deberían ayudarles a identificar métodos alternativos de servicio.

(h) Los trabajadores sociales deberían obtener el consentimiento informado de los clientes antes de hacer grabaciones de audio o video de los clientes o permitir la observación del suministro de servicios por un tercero.

(i) Los trabajadores sociales deberían obtener el consentimiento del cliente antes de realizar una búsqueda electrónica sobre el cliente. Pueden surgir excepciones cuando la búsqueda tiene por objeto proteger al cliente o a otros de un daño grave, previsible e inminente, o por otras razones profesionales.

1.4 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.

(d) Los trabajadores sociales que hacen uso de la tecnología en la prestación de servicios de trabajo social deberían asegurarse de que tienen los conocimientos y habilidades necesarios para prestar dichos servicios de manera competente. Esto incluye la comprensión de los retos especiales de comunicación cuando se utiliza la tecnología y la capacidad de implementar estrategias para abordar estos retos.

(e) Los trabajadores sociales que hacen uso de la tecnología en la prestación de servicios de trabajo social deberían cumplir con las leyes que rigen la tecnología y la práctica del trabajo social en la jurisdicción en la que están regulados y ubicados y, según corresponda, en la jurisdicción en la que se encuentra el cliente.

1.5 Competencia Cultural y Diversidad Social

(a) Los trabajadores sociales deben demostrar comprensión de 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 deben demostrar conocimiento que guía su práctica con clientes de diversas culturas y ser capaces de demostrar habilidades en la provisión de servicios culturalmente que empoderen a las personas y los grupos marginalizados. Los trabajadores sociales deben actuar contra la opresión, el racismo, la discriminación y las inequidades, y reconocer el privilegio personal.

(c) Los trabajadores sociales deben demostrar conciencia y humildad cultural haciendo una autorreflexión crítica (conocimiento de sus propios prejuicios y haciendo una autocorrección), reconociendo a los clientes como expertos de su propia cultura, comprometiéndose con el aprendizaje para toda la vida and haciendo que las instituciones sean responsables del avance en la humildad cultural.

(d) Los trabajadores sociales deberían obtener educación y demostrar entendimiento sobre naturaleza de la diversidad social y la opresión con respecto a la raza, etnia, origen nacional, color, sexo, orientación sexual, identidad o expresión de género, edad, estado civil, creencia política, religión, estado migratorio y capacidad mental o física.

(e) Los trabajadores sociales que brindan servicios de trabajo social electrónico deberían estar conscientes de las diferencias culturales y socioeconómicas en el uso y el acceso a la tecnología de los clientes, y de intentar prevenir esas potenciales barreras, cómo puede que usen la tecnología electrónica. Los trabajadores sociales deberían evaluar la capacidad cultural, ambiental, económica, mental o física, lingüística y otros asuntos que puedan afectar la prestación o el uso de estos servicios.

1.6 Conflicto de Intereses

(a) Los trabajadores sociales deberían estar alertas 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 11 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.

(e) Los trabajadores sociales deberían evitar la comunicación con los clientes que usan tecnología (tales como sitios de redes sociales, chat en línea, correo electrónico, mensajes de texto, teléfono y video) para propósitos personales o no relacionados con el trabajo.

(f) Los trabajadores sociales deberían estar conscientes de que publicar información personal en sitios web profesionales u otros medios podría causar confusión de límites, relaciones duales inapropiadas, o daño a los clientes.

(g) Los trabajadores sociales deberían estar conscientes de que las afiliaciones personales pueden aumentar la probabilidad de que los clientes descubran la presencia del trabajador social en los sitios web, redes sociales y otras formas de tecnología. Los trabajadores sociales deberían ser conscientes de que la 12 participación en comunicación electrónica con grupos basada en la raza, etnia, idioma, orientación sexual, identidad o expresión de género, capacidad mental o física,

religión, estatus migratorio y otras afiliaciones personales puede afectar su capacidad para trabajar eficazmente con ciertos clientes.

(h) Los trabajadores sociales deberían evitar aceptar solicitudes de clientes o participar en relaciones personales con clientes en sitios de redes sociales u otros medios electrónicos para prevenir confusión de límites, relaciones duales inapropiadas, o daños a los clientes.

1.7 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 de o sobre los clientes, excepto por razones profesionales. 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 u otros. 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 proporcionan servicios de asesoramiento a familia, parejas o grupos, los trabajadores sociales deberían buscar un acuerdo entre las partes involucradas sobre el derecho de cada individuo a la confidencialidad y la obligación de preservar la confidencialidad de la información compartida por otros. Este acuerdo debe incluir la consideración de si la información confidencial puede ser intercambiada en persona o

electrónicamente, entre clientes o con otras personas fuera de las sesiones formales de asesoramiento. Los trabajadores sociales deberían informar a los participantes en terapia familiar, de pareja o de grupo que los trabajadores sociales no pueden garantizar que todos los participantes respeten dichos 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, de forma electrónica o en persona, 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 14 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 medidas razonables para mantener y proteger la confidencialidad de las comunicaciones electrónicas, incluida la información transmitida a clientes o terceras partes. Los trabajadores sociales deberían utilizar las medidas de seguridad aplicables (tales como encriptación, firewalls y contraseñas) cuando utilicen comunicaciones electrónicas como el correo electrónico, los mensajes en línea, las sesiones de chat en línea, las comunicaciones móviles y los mensajes de texto.

(n) Los trabajadores sociales deberían desarrollar y divulgar políticas y procedimientos para notificar a los clientes de cualquier violación de información confidencial de manera oportuna.

(o) En caso de acceso no autorizado a los registros o información del cliente, incluyendo cualquier acceso no autorizado a los sistemas de comunicación electrónica o de almacenamiento

del trabajador social, los trabajadores sociales deberían informar a los clientes de dichas divulgaciones, de acuerdo con las leyes aplicables y los estándares profesionales.

(p) Los trabajadores sociales deberían desarrollar e informar a los clientes sobre sus políticas, consistentes con los estándares éticos prevalecientes del trabajo social, sobre el uso de tecnología electrónica, incluyendo los motores de búsqueda basados en Internet, para reunir información sobre los clientes.

(q) Los trabajadores sociales deberían evitar buscar o recopilar información del cliente electrónicamente a menos que existan razones profesionales convincentes, y cuando sea apropiado, con el consentimiento informado del cliente.

(r) Los trabajadores sociales deberían evitar publicar cualquier información confidencial o de identificación sobre los clientes en sitios web profesionales u otras formas de redes sociales.

(s) 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.

(t) 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.

(u) 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.

(v) Los trabajadores sociales no deberían revelar información identificatoria mientras discuten sobre los clientes con consultores salvo que el cliente lo hubiera consentido o a menos que exista una necesidad de peso para tal revelación.

(w) Los trabajadores sociales deberían proteger la confidencialidad de los clientes fallecidos de acuerdo con las normas precedentes.

1.8 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 con 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) Los trabajadores sociales deberían desarrollar e informar a los clientes sobre sus políticas, consistentes con los estándares éticos prevalecientes del trabajo social, sobre el uso de la tecnología para proporcionar a los clientes acceso a sus registros.

(c) Al proporcionar a los clientes acceso a sus registros, los trabajadores sociales deberían tomar medidas para proteger la confidencialidad de otras personas identificadas o discutidas en dichos registros.

1.9 Relaciones Sexuales

(a) Los trabajadores sociales en ninguna circunstancia deberían involucrarse en actividades sexuales, comunicaciones sexuales inapropiadas en persona o mediante medios tecnológicos, 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 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 o el contacto sexuales 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 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 otro contacto verbal, escrito, electrónico o físico 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 preciso 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 de 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 caso de que los servicios sean interrumpidos por factores como indisponibilidad, problemas con comunicación electrónica, mudanza, enfermedad, discapacidad o muerte.

1.16 Derivación de Servicios

- (a) Los trabajadores sociales deberían derivar a los clientes a otros profesionales cuando el conocimiento especializado o la experiencia de los otros profesionales sea necesario para servir plenamente a los clientes o cuando los trabajadores sociales creen que no están siendo eficaces o que no están haciendo progresos razonables con los clientes y los otros servicios que se requieren.
- (b) Los trabajadores sociales que derivan clientes a otros profesionales deberían tomar las medidas apropiadas para facilitar una transferencia ordenada de responsabilidad. Los trabajadores sociales que derivan a los clientes a otros profesionales deberían revelar, con el consentimiento de los clientes, toda la información pertinente a los nuevos proveedores de servicios.
- (c) Se prohíbe a los trabajadores sociales dar o recibir pago por una derivación cuando el trabajador social que la refiere no proporciona ningún servicio profesional

1.17 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 recibiendo 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 con 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

2.1 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 sobre colegas en comunicaciones verbales, escritas y electrónicas 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, sexo, orientación sexual, 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.

2.2 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 de que sus colegas comprenden las obligaciones del trabajador social en relación con la confidencialidad y todas las excepciones relativas a ella

2.3 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 genere 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.

2.4 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.

2.5 Consultas

- (a) Los trabajadores sociales deberían buscar el asesoramiento y consejo de sus colegas siempre que tales consultas sirvan 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

2.6 Relaciones Sexuales

- (a) Los trabajadores sociales que funcionan como supervisores o educadores no deberían involucrarse en actividades o contactos sexuales (incluidos los verbales, escritos, electrónicos o físicos) 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.

2.7 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, escritas, electrónicas o verbales de naturaleza sexual

2.8 Impedimento de Colegas

- (a) Los trabajadores sociales que tengan un conocimiento directo del impedimento de un colega debido a problemas personales, estrés psicológico, 21abuso 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.

2.9 Incompetencia de Colegas

- (a) Los trabajadores sociales que tengan conocimiento directo de la incompetencia de un colega debido a problemas personales, estrés psicológico, abuso de sustancias o dificultades de salud

mental y que interfiera con la efectividad de la práctica 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.

2.10 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, incluido el uso no ético de la tecnología.

(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, el Comité Nacional de Ética de 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

3.1 Supervisión y Consulta

(a) Los trabajadores sociales que suministren supervisión o consultoría (en persona o remotamente) 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, incluso relaciones duales que pueden surgir de redes sociales u otros medios electrónicos.

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

3.2 Educación y Capacitación

(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, incluidas relaciones duales que pueden surgir al usar sitios de redes sociales u otros medios electrónicos. Los educadores del trabajo social y los instructores de campo son responsables por el establecimiento de límites claros, apropiados y culturalmente sensibles

3.3 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.

3.4 Registros de los Clientes

(a) Los trabajadores sociales deberían tomar las medidas necesarias para asegurarse que la documentación escrita y electrónica de los registros sea 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 de 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 relevantes, políticas de la agencia o los contratos.

3.5 Facturación

Los trabajadores sociales deberían establecer y mantener prácticas 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

3.6 Transferencia de Clientes

(a) Cuando un individuo que se encuentra recibiendo servicios de otra agencia o un 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.

3.7 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 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

3.8 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

3.9 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 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 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, que incluyen 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 con 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

4.1 Competencia

(a) Los trabajadores sociales deberían aceptar responsabilidades o empleo sólo en base a la competencia existente o la intención de adquirir la competencia necesaria

(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

4.2 Discriminación

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

4.3 Conducta Privada

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

4.4 Deshonestidad, Fraude y Engaño

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

4.5 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 amenacen 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 interfieran 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.

4.6 Engaño

- (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, competencia, 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

4.7 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.

4.8 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

5.1 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.

5.2 Evaluación e Investigación

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

(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 ninguna privación o sanción implícita o real por negarse 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 utilicen tecnología electrónica para facilitar la evaluación o investigación, los trabajadores sociales deberían asegurarse de que los participantes den su consentimiento informado para el uso de dicha tecnología. Los trabajadores sociales deberían evaluar si los participantes son capaces de usar la tecnología y, cuando sea apropiado, ofrecer alternativas razonables para participar en la evaluación o investigación.

- (g) Cuando los participantes en una evaluación o 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.
- (h) 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.
- (i) Los trabajadores sociales deberían informar a los participantes de su derecho a retirarse de una evaluación e investigación en cualquier momento sin ninguna penalidad.
- (j) 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.
- (k) 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.
- (l) 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.
- (m) 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.
- (n) 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.
- (o) 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.
- (p) Los trabajadores sociales involucrados en una 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.

(q) 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

6.1 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.

6.2 Participación Pública

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

6.3 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, alentar 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, sexo, orientación sexual, edad, estado civil, creencia política, religión o discapacidad mental o física.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>



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Appendix D

Ethics in Social Work, Statement of Principles (ISFW, IASSW)

Ethics in Social Work, Statement of Principles (ISFW, IASSW)

Global Social Work Statement of Ethical Principles:

This Statement of Ethical Principles (hereafter referred to as the Statement) serves as an overarching framework for social workers to work towards the highest possible standards of professional integrity.

Implicit in our acceptance of this Statement as social work practitioners, educators, students, and researchers is our commitment to uphold the core values and principles of the social work profession as set out in this Statement.

An array of values and ethical principles inform us as social workers; this reality was recognized in 2014 by the International Federation of Social Workers and The International Association of Schools of Social Work in the global definition of social work, which is layered and encourages regional and national amplifications.

All IFSW policies including the definition of social work stem from these ethical principles.

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

Principles:

Recognition of the Inherent Dignity of Humanity

Social workers recognize and respect the inherent dignity and worth of all human beings in attitude, word, and deed. We respect all persons, but we challenge beliefs and actions of those persons who devalue or stigmatize themselves or other persons.

Promoting Human Rights

Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social /civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights.

Promoting Social Justice

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

1. Challenging Discrimination and Institutional Oppression- Social workers promote social justice in relation to society generally and to the people with whom they work. Social workers challenge discrimination, which includes but is not limited to age, capacity, civil status, class, culture, ethnicity, gender, gender identity, language, nationality (or lack thereof), opinions, other physical characteristics, physical or mental abilities, political beliefs, poverty, race, relationship

status, religion, sex, sexual orientation, socioeconomic status, spiritual beliefs, or family structure.

2. Respect for Diversity- Social workers work toward strengthening inclusive communities that respect the ethnic and cultural diversity of societies, taking account of individual, family, group, and community differences.

3. Access to Equitable Resources- Social workers advocate and work toward access and the equitable distribution of resources and wealth.

4. Challenging Unjust Policies and Practices- Social workers work to bring to the attention of their employers, policymakers, politicians, and the public situations in which policies and resources are inadequate or in which policies and practices are oppressive, unfair, or harmful. In doing so, social workers must not be penalized. Social workers must be aware of situations that might threaten their own safety and security, and they must make judicious choices in such circumstances. Social workers are not compelled to act when it would put themselves at risk.

5. Building Solidarity- Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work toward transformational change and inclusive and responsible societies.

Promoting the Right to Self-Determination

Social workers respect and promote people's rights to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others.

Promoting the Right to Participation

Social workers work toward building the self-esteem and capabilities of people, promoting their full involvement and participation in all aspects of decisions and actions that affect their lives.

Respect for Confidentiality and Privacy

1. Social workers respect and work in accordance with people's rights to confidentiality and privacy unless there is risk of harm to the self or to others or other statutory restrictions.

2. Social workers inform the people with whom they engage about such limits to confidentiality and privacy.

Treating People as Whole Persons

Social workers recognize the biological, psychological, social, and spiritual dimensions of people's lives and understand and treat all people as whole persons. Such recognition is used to formulate holistic assessments and interventions with the full participation of people, organizations, and communities with whom social workers engage.

Ethical Use of Technology and Social Media

1. The ethical principles in this Statement apply to all contexts of social work practice, education, and research, whether it involves direct face-to-face contact or through use of digital technology and social media.

2. Social workers must recognize that the use of digital technology and social media may pose threats to the practice of many ethical standards including but not limited to privacy and confidentiality, conflicts of interest, competence, and documentation and must obtain the necessary knowledge and skills to guard against unethical practice when using technology.

Professional Integrity

1. It is the responsibility of national associations and organizations to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with this Statement, considering local situations. It is also the responsibility of national organizations to inform social workers and schools of social work about this Statement of Ethical Principles and their own ethical guidelines. Social workers should act in accordance with the current ethical code or guidelines in their country.
2. Social workers must hold the required qualifications and develop and maintain the required skills and competencies to do their job.
3. Social workers support peace and nonviolence. Social workers may work alongside military personnel for humanitarian purposes and work toward peacebuilding and reconstruction.
4. Social workers operating within a military or peacekeeping context must always support the dignity and agency of people as their primary focus.
5. Social workers must not allow their knowledge and skills to be used for inhumane purposes, such as torture, military surveillance, terrorism, or conversion therapy, and they should not use weapons in their professional or personal capacities against people.
6. Social workers must act with integrity. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life and do not abuse their positions for personal material benefit or gain.
7. Social workers recognize that the giving and receiving of small gifts is a part of the social work and cultural experience in some cultures and countries. In such situations, this should be referenced in the country's code of ethics.
8. Social workers have a duty to take the necessary steps to care for themselves professionally and personally in the workplace, in their private lives and in society.
9. Social workers acknowledge that they are accountable for their actions to the people they work with; their colleagues; their employers; their professional associations; and local, national, and international laws and conventions and that these accountabilities may conflict, which must be negotiated to minimize harm to all persons. Decisions should always be informed by empirical evidence; practice wisdom; and ethical, legal, and cultural considerations.
10. Social workers must be prepared to be transparent about the reasons for their decisions.
11. Social workers and their employing bodies work to create conditions in their workplace environments and in their countries, where the principles of this Statement and those of their own national codes are discussed, evaluated, and upheld. Social workers and their employing bodies foster and engage in debate to facilitate ethically informed decisions.

The Global Statement of Ethical Principles was approved at the General Meetings of the International Federation of Social Workers and the General Assembly of the International Association of Schools of Social Work (IASSW) in Dublin, Ireland, in July 2018. IASSW additionally endorsed a longer version: [Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1](#)

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WARNER PACIFIC
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Field Education Manual

**Academic Year
2021-2022**



WARNER PACIFIC UNIVERSITY

WELCOME, Social Work Students and Field Instructors!

The Warner Pacific University Field Education Program is what we refer to as our signature pedagogy where our senior students actualize opportunities to apply knowledge, values, and skills they have learned in the social work program, under the supervision and guidance of our field partners and field instructors. The social work field practicum is an invaluable part of the social work program that significantly impacts the development of social work identity, professionalization of skills, application of knowledge and values, and demonstration of social work practice competencies and behaviors.

Our **Social Work Field Manual** will orient you to the Social Work Program at Warner Pacific University (WPU), and introduce you to related requirements, procedures, and policies of the this signature pedagogy, the Social Work Field Practicum. You will find additional material on our WPU Social Work website: <http://www.warnerpacific.edu/social-work-program/>.

We greatly appreciate the valuable contributions of field agencies and field instructors to the Social Work Program, and we hope to be a ready resource to you when you have questions and need support from our program.

We look forward to a productive and positive 2021-2022 Academic Year!

Warmly,

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Part I: Social Work Field Education Program

Warner Pacific University 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 social work mission statement emanates from the program's greater university context and the profession's purpose and values and is deeply aligned with both. The foundation of the program is embedded in a rich liberal arts program. 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, in our community, and beyond. An open Christ-centered perspective serves to solidify the quest for justice, advocacy, and reconciliation, concurrently using critical thinking skills, 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, locally and globally. (Educational Policy and Accreditation Standards, Council on Social Work Education, 2015)

Warner Pacific University Four Social Work Program Goals

Goals of the WPU Social Work Program are intended to provide graduates that are leaders in 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 WPU Program are taken from the Council on Social Work Education's Educational Policy and Accreditation Standards (2015) as delineated below. They provide a genuine reflection of the proficiencies, aptitudes, and capabilities desired by faculty to equip ethical and competent generalist social work professionals. Below is a list of each competency, accompanied by related behaviors. These nine competencies and corresponding behaviors guide the WPU social work curriculum and related outcomes.

WPU Competence #1: Demonstrate ethical and professional behavior

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

Professional Behaviors
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
Use technology ethically and appropriately to facilitate practice outcomes
Use supervision and consultation to guide professional judgement and behavior

WPU Competence #2: Engage diversity and difference in practice

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

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

WPU Competence #3: Advance human rights and social, economic, and environmental justice

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

Professional Behaviors
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Engage in practices that advance social, economic, and environmental justice

WPU Competence #4: Engage in practice-informed research and research-informed practice

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

Professional Behaviors
Use practice experience and theory to inform scientific inquiry and research
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
Use and translate research evidence to inform and improve practice, policy, and service delivery

WPU Competence #5: Engage in policy practice

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

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

WPU Competence #6: Engage with individuals, families, groups, organizations, and communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

WPU Competence #7: Assess individuals, families, groups, organizations, and communities

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

Professional Behaviors
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

WPU Competence #8: Intervene with individuals, families, groups, organizations, and communities

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

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

WPU Competence #9: Evaluate Practice with individuals, families, groups, organizations, and communities

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

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

Field Education: Bridge from Classroom to Professional Practice

Field Education is the bridge by which Warner Pacific University'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 field setting, students practice and demonstrate the degree to which the nine core competencies and related professional behaviors have been developed and achieved.

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

SW 495 and SW 496 Field Practicum Seminar I and II, run concurrently with SW 491 and SW492 Field Practicum I and II. This is designed to bring learning in the field practicum 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 and class assignments.

This practicum is built upon a curriculum emphasis in the following: the strengths perspective, systems/ecological theory, person-in-environment frameworks (eco-systems, family systems and ecological theories, culturally competent approaches and advocacy strategies), attention to the centrality of human rights and social justice, and a generalist practice model of planned change (Prochaska and DiClemente). This generalist approach is interwoven throughout the social work curriculum and is considered in the selection of texts and literature, assignments, interactive class activities and discussions.

Strengths Perspective

- a) Built upon the foundations created by Dennis Saleebey, a strengths perspective is highlighted in the study of social work at WPU. 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.
- b) Incorporation of biological, social, cultural, psychological, spiritual dimensions in generalist social work practice is emphasized at micro, mezzo, and macro levels.

Systems/Ecological Theory

- a) Understanding of various-size systems is essential in social work practice as they are interrelated in change processes and impact of change.
- b) 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 (2018) text that is required for SW 200:

The inextricable links among poverty, environmental degradation, and risk to human well-being cannot be denied...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 (p.122).

Person-In-Environment Focus (Ecosystems View)

- a) This view highlights the reality of a person living within an environment where interactions are continually occurring, and each is affecting the other.
- b) Therapeutic intervention rests on the assumption that people have the capacity to understand their problems and have the resources within to resolve them.
- c) This approach emphasizes fully experiencing the present moment, acceptance of self, and determining ways to change.
- d) 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.
- e) 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

- a) 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.
- b) The following ethics, constructs, and/or guidelines are incorporated in class discussions, lectures, assignments, and activities in various social work classes:
 - i. The United Nations Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child Guiding Principles
 - ii. The National Association of Social Workers (NASW) Code of Ethics (revised 2021), NASW Standards and Indicators for Cultural Competence in Social Work Practice (2008) and the NASW Center for Workforce Studies & Social Work Practice (2016)
 - iii. The International Federation of Social Workers (IFSW), International Association of Schools of Social Work (ASSW) Ethics in Social Work, Statement of Principles
 - iv. The Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS):
 - a. EPAS 3.0: Engaging diversity and difference in practice (WPU Social Work Competency #2)
 - b. EPAS 3.0: Advancing human rights and social, economic and environmental justice (WPU Social Work Competency #3)

Generalist Practice Model of Planned Change

- a) All social work courses, especially the social work practice courses, apply a generalist practice model and attention is given to multi-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.
- b) Generalist social work practice is foundational in baccalaureate social work programs and is defined in CSWE Educational Policy 2.0:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social

work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

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

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 social work and evidence-informed practice methods that are appropriate for their field settings and service populations. 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 such authors as Chang, Scott, and Decker; Johnson and Yanca; Suppes and Wells; Lum), eco-systems theories (general, ecological, social and family systems theories), 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:

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

workers, and the delivery of social services.

- k) 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. {Students are to read and follow the expectations of the NASW Code of Ethics: <https://nasworsocialworkers.org/Membership/Resources/Code-of-Ethics>}.

The required 450-hour Social Work Field Practicum, typically facilitated during the student's senior year, is the signature pedagogy of the social work program, as previously stated, and it serves as the vehicle for the development and demonstration of the social work core competencies and related behaviors. As such, the policy of the Social Work Program is that Warner Pacific University does not grant Social Work course credit for previous life or work experience. This is noted in a policy whereby the WPU Social Work Program communicates that it does not accept academic credits for field education, as stipulated by the Council on Social Work Education.

The Warner Pacific University 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 practicum. 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 this model was recommended by field agency partners and 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, educational workshops/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 WPU students to make tangible contributions to client and agency systems. This value of service is a vital part of the field program and Warner Pacific University at-large.

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 other faculty 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 and discussion of safety and health in the field, confidentiality, ethical dilemmas, etc.

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 outlines the pathways for competency attainment and development of

each of the behaviors to be demonstrated on various levels of knowledge, skills, and ethics based on professional social work values.

Social Work Field Practicum Requirements

As the culmination of WPU'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 WPU Academic Calendar and requires approximately 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 field practicum, completed over two semesters (5 credits each semester), takes place under professional supervision in a field agency within the urban context of the metropolitan Portland area. Students may be placed in a field setting in an area bordering Multnomah County and/or in Vancouver, Washington, a border state urban area but the Social Work Program recognizes the University emphasis in serving the metropolitan Portland area. Considerations include but are not limited to student access to transportation resources/routes, field agency setting and offering of learning opportunities at various co-locations, nature of services, etc.

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 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 are: Admission to the Social Work Program, SW 385 or consent of instructor. Prerequisites for SW 492 are: 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 catalyst and confirmation for growth in all competency areas. They must be taken concurrently with the field practicum. Prerequisites for SW 495 are: 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 are: 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 WPU 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, field agency; 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 WPU 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>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 WPU Social Work Program when a qualified BSSW/BSW or MSW Field Instructor is not available at the agency. When the student is assigned a Task Supervisor, a Field Instructor must provide at least one-hour of 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 Field Faculty Member.
<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.



WARNER PACIFIC
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Part II: Field Practicum Processes, Policies, and Procedures

Social Work Field Practicum Quick Facts

Emphasis

As noted previously, the Social Work Field Practicum is the signature pedagogy of the WPU 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 the field practicum, students begin their formal professional training under supervision by applying the knowledge, skills, and values imparted by the social work curriculum. Further they develop skills in affective areas such as self-reflection, greater self-understanding, expression of empathy, self-reporting, and processes emotional responses to working with clients. Additionally, they develop skills in decision-making, critical thinking, how to apply research to social work practice, how to effectively utilize supervision and consultation, and how to make reasoned practice judgements. 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 they enter into the social work field practicum. Once admitted to the field program, students spend approximately 16 hours a week over two 15-week semesters at their field site. Students take a winter break while the University is closed, resuming their weekly field hours in the new year. At Warner Pacific University, students are required to complete a minimum of 450 hours in the field to be equipped for entering into 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 both public and private organizations for social work field practicums. Examples include but are not limited to the Department of Human Services Child Welfare and Self - Sufficiency offices, school settings K-12, family and children service centers, immigration 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, residential programs, and other advocacy organizations.

Schedule

Students are encouraged by their academic advisors to clear class schedules as much as possible 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 optimal learning opportunities during their field practicum. 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. Faculty academic advisors work diligently with students to support their progress in the curriculum, understanding and respecting the necessity of working, caring for loved ones, etc. during this time of learning.

Supervision

Students are to be supervised by a social worker in the field practicum. This person is identified as the Field Instructor and they must have a BSW or MSW degree and 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, a Task Supervisor may provide one hour of weekly supervision with interns. Social work supervision of the social work intern, however, must be established through another agency staff member or an agency volunteer that meet the minimum criteria for Field Instructor as described above. When this resource is unavailable at the field agency, the Social Work Program provides a social work field instructor to provide group supervision for interns. 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 WPU social work competencies and related practice behaviors.

Criteria and Process for Social Work (BSW) 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 University Social Work Program, students may not arrange their own field placements. If possible, when a student recommends a field placement agency, the Director of Field Education will explore the possibility and viability of this new field site. However, students will not be guaranteed placement at this new location. All agencies must meet WPU Social Work Program criteria to be utilized as a location of practicum learning. Potential new Field Instructors are also welcome to contact the Director of Field Education or the Dean of Social Work/BSW Program Director to explore partnering with the social work program.

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

The Social Work Program has established the criteria for admission into the major 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. Application to the social work major is a necessary step that students must engage in prior to any consideration of participation in a social work field practicum. Students must be officially accepted for full admission to the Social Work Program prior to applying for the field practicum program.

The Social Work Program Application Packet is available to students electronically and in print from the Dean of Social Work/BSW 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 Dean of Social Work/BSW Program Director. Social Work applications are due every year by October 1 and students are notified of their admittance status to the Program by November 1. Students must submit the Social Work Application to the Social Work Program Assistant at: socialwork@warnerpacific.edu. Students are directed to the WPU Social Work Student Handbook for further details in the process of applying to the social work major although general policies are described herein.

Applications to Social Work Program are open to students who meet these parameters:

- a) Are in good standing at WPU as per The Squire and WPU Academic Catalogue
- b) Have achieved successfully completed 30 credits (sophomore class standing).
- c) Must have and maintain a minimum cumulative grade point average (GPA) of 2.0 or higher.
- d) Must have completed the following courses with a C or higher: BIO 121, BUS 195, EN 112, PSY 140, SOC 140 (or transfer equivalencies), and SW 200 (or current enrollment/planned registration).

Applications to the Social Work Program are to be submitted each semester in the month of October as noted in the Social Work Student Manual. To ensure clarification, only those 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).

Students must complete a separate Social Work Field Practicum Application which must be submitted in January of the junior year along with their resume. Students submit this application to the Director of Field Education who then sets up an individual meeting with each prospective social work field intern to review comments on the application and to explore an optimal fit with a field agency. Should students report any information (as outlined in following sections) that prohibits their ability and/or availability to complete the required field practicum, these matters are discussed in these individual meetings. Advisement is provided by the Director of Field Education on following steps in the field practicum process. The student's voice and decisions about their educational goals and journey are vitally important in this collaboration. Students must be willing to engage in the field practicum process. This process is described in the following section entitled, Social Work Program Admission Criteria for Field Education.

Criminal Background and the Social Work (BSW) Field Practicum

Criminal history or pending charges must be reported at the time of Admission to the Social Work Program and formal criminal background verification may be required by the Social Work Program and/or the Field Practicum site.

Criminal charges and/or convictions do not automatically disqualify a student from being admitted to the Warner Pacific University Social Work Program. However, it is important that students know that government and private organizations have complete authority over their own requirements regarding internships and all their hiring practices. Having a criminal background may adversely impact the ability to be in a field practicum and/or to find employment upon graduation from the University.

Should students have concerns about the impact of their specific criminal background/history, they are encouraged to explore alternate areas of study that may not have such impediments to successful completion of the major and to gainful employment upon degree completion. Social Work faculty are available to provide academic advising to assist students concerned about this bearing on their educational goals to support their exploration of an alternate course of study.

Criminal background history could also impede a graduate's ability to become a licensed social worker. Licensure statutes are determined by states and there are variances from state to state. Licensure is usually available to persons that have completed a Master of Social Work degree that is accredited by the Council on Social Work Education (CSWE) and an applicant needs to meet a minimum number of work hours under supervision of a licensed social worker as stipulated by each state. Again, all licensure requirements are determined by state authorities. National licensures are available by the National Association of Social Workers (NASW) and any interested person must consult that website for those potential options. Students are also encouraged to explore specific recommendations in their state of residency, at the NASW website and/or at the CSWE website for further information pertaining to their future educational and/or licensure pursuits.

Students must report to the Dean of Social Work any situational changes from the time of application and admission to the Social Work Program related to criminal background or any other history that may impede graduation from the Social Work Program. 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 Warner Pacific University Community Agreement (see *Squire* for this information) must also be reported to the Dean of Social Work.

During the field practicum, students are required to additionally report any of the above changes to the Director of Field Education. Client rights, safety, health, and care are primary in field learning environments so any behavior that is contradictory to assuring this standard of practice may remove a student from a field site and may lead to termination from the field practicum. All students are to follow policies and guidelines in the NASW Code of Ethics in their field practicum.

Additional Potential Requirements for Social Work (BSW) Field Practicum

Students may be required to provide one or more of the following for specific field practicum sites: personal photo identification, a volunteer or internship application, a criminal background check, and/or submittal of fingerprints.

The field agency may also request appropriate medical or health information (such as history of or requirement of certain vaccinations, a Hepatitis test, etc.) for participation in their internship program based on the field context (such as medical, residential locations, etc.) and the clients they serve. During the Covid-19 pandemic, for example, while the University did not mandate vaccination of students, many field agencies developed policies that required Covid-19 vaccinations for all of their interns and volunteers.

The field agency has sole authority to determine what is required for their interns and volunteers. The University and/or Social Work Program have no authority in these matters, but the Social Work Program will communicate information that it is aware of to all students so that they can exercise their own self-determination.

In the advent of a global, national, state, regional, or local health or safety concern, the Social Work Program will work with the Council on Social Work Education (CSWE) to stay current regarding safety, health, and ethical considerations for placing new social work interns in the

field.

Should students be asked by a potential field site to submit information that they are uncomfortable with, they are advised to immediately contact the Director of Field Education to discuss prior to taking further action to explore options available to them.

Suspension of Field Practicum Due to National or Regional Events

An event or a series of events, refers to unexpected, unforeseen, and/or unanticipated widespread environmental conditions (such as widespread disruption of basic services and/or utilities), natural disasters (such as a flood, forest fire, earthquake, tornado, volcanic eruption, etc.), health-related emergencies (such as communicable disease, quarantines related to disease spread), and/or civil unrest (such as in causing lack of safety), etc.

Practicum suspension refers solely to a rare occurrence when the University is prohibited from facilitating internships as advised by national/state government officials, national accreditation authorities, and/or Warner Pacific University officials due to specific safety and/or health concerns for a period of no longer than 45 days.

If such mandates or directives are implemented by such appropriate authorities, the Social Work Field Program will communicate this policy to students potentially impacted thus to enable students to have access to academic advisement so they can continue in their educational goals.

Social Work Field Placement Criteria and Required Tasks

All students applying for the Field Practicum must have been previously and formally admitted to the WPU 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 WPU Social Work Student Handbook, available from the Director of Field Education, Dean of Social Work /BSW Program Director, or any other faculty or staff in the Social Work Department.

As noted on previous pages, social work students must 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 BSW 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 previously explained.

2. Students must have completed and submitted the Application for Social Work Field Practicum early in the spring semester of the junior year, signifying the student's desire and interest to progress into the two-semester senior Field Practicum.
3. The field application must include 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 this may be 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 the field practicum.
4. Students must agree to be in compliance with minimum Field practicum requirements, completing a total of 450 field hours in concurrent semesters.
5. Students must understand the expectation of adherence to standards and principles outlined in National Association of Social Workers Code of Ethics.
6. Students recognize and accept responsibility in reading and understanding field requirements and policies outlined in the WPU Social Work Field Manual, as well as, in all academic and field practicum requirements and policies pertaining to the University and Social Work Program.
7. Students must commit to attending a required Pre-Field Placement Orientation held in Spring semester prior to the senior year.
8. Students recognize achievement of senior status is required by the time one enters Field.
9. Students understand that certain placements may require criminal background checks, fingerprints, drug screens, and/or immunizations, or other requirements of which WPU has no authority. Students are encouraged to communicate with Director of Field Education if they have any concern about the above or any other requirements of field agencies.
10. 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.
11. Students understand professional liability insurance provisions provided for Social Work interns by Warner Pacific University.
12. 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.
13. Students accept responsibility to complete Required Steps for Social Work Field Practicum.
14. Students understand relevance of Criminal Background Related to Field Education previously described in this manual.

The social work student is responsible for getting the Social Work 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.

Process of Registering and Communicating Intent to Complete Field Practicum

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 Social Work Field Practicum Application.
2. Attend a required Field Education Review and Planning Meeting held in **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 Social Work Field Practicum Application. 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 with agencies in partnership with the University and program.
 - 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 (if applicable), and the student to facilitate appropriate boundaries, to clarify roles, to identify specific and separate learning tasks and work tasks, and to facilitate appropriate field supervision.
 - b. Social work students are notified of WPU Professional liability insurance procured for interns. A copy of this policy will be maintained in the Office of Academic Affairs. Should students want additional information about this policy, it will be provided by the University.
 - c. Students will gain understanding that certain placements may require criminal history checks, drug screens, fingerprinting, 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 practicum.
3. Submit a completed Social Work Field Practicum Application 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 BSW 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 here.

4. Set up a meeting with the Director of Field Education in the **second 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 BSW field practicum sites must meet specific criteria described herein.
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 initial 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, directs the social work student to contact the Field Instructor for a formal interview. The student is expected to provide a cover letter and current resume to the Field Instructor at the introduction. The Field Instructor assures a fit between student expectations and interests and learning opportunities offered at the field site.
6. Student sets up field agency interview and participates in interview at the field agency by **second 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.
9. Student understands that if he/she/they is not accepted at a field site for their field practicum after two separate agency interviews and/or the student declines two viable field practicum sites post-interview based on personal preferences alone, the student's ability to proceed into the field practicum program may be compromised. In this situation, the student will be asked to meet with the Director of Field Education and Dean of Social Work/BSW Program Director to review next steps. Should non-negotiable obstacles for participating in the field program be determined, the Director of Field Education and Dean of Social Work/BSW Program Director will advise the student of academic options that are available to enable pursuit of another baccalaureate degree.

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 Social Work Field Practicum Application.
2. Second Week of January	Attend a required Field Education Orientation held in spring semester of junior year.
3. By first week of February	Submit completed Social Work Field Practicum Application to Director of Field Education.
4. By second week of February	Set up a meeting with the Director of Field Education in to discuss Application for Field Practicum, including specific placement interests and opportunities.
5. By last week of February or first week of March	Director of Field Education confirms location of field interview for each eligible student and directs student to make contact with their potential Field Instructor and/or Agency Contact person.
6. By second week of March	Set up field agency interview and participate in interview at field agency.
7. By third week of March	Report to Director of Field Education the outcome of interview at field agency. Then, Director of Field Education officially informs student of 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 first agency, student meets with Director of Field Education within a week of notice to determine site for a second field interview.
8. By second 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 gets 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 starting that first week of classes)
11. By mid-July	Student confirms start date at agency and completes any outstanding application and/or orientation requirements so they can begin their field practicum the first week of school.
12. By late 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 to follow the process outlined in previous pages in order to engage in a field practicum. If students do not choose to complete the process and required forms, the student will not be able to proceed in the social work field practicum.

Once students submit their Social Work Field Practicum Application, the Director of Field Education meets with them individually 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. 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 another 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 hires Faculty Field Liaisons that are an integral part of this monitoring process. All Faculty Field Liaisons report to the Director of Field Education. Prior to the field placement the University 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 WPU social work competencies and demonstration of related practice behaviors. The Learning Plan serves both the student and the Field Instructor with concrete guidelines that are then reviewed and/or discussed on a weekly basis in supervision meetings. The Learning Plan is 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 a 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 SW 491, discussion about deepening and increasing learning in the Learning 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 field 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 Time Sheet and Social Work Field Supervision Documentation Form. On Social Work Field Practicum Time Sheet and Supervision Documentation form, there is a prompt provided for Field Instructors and Students to communicate any unresolved discrepancies through comments on the form. Field Instructors can also request consultation from the WPU Director of Field Education and/or Faculty Field Liaison at any time during the course of the field practicum. The weekly field seminar provides continuous oversight and monitoring of field placements as well. A collaborative relationship model is the foundation of the WPU 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 University 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 WPU 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 faculty, 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 (face to face or virtual), 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:

- a) 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 WPU Social Work Program
- b) 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
- c) Willingness to expose the student intern to a variety of organizational activities such as staff meetings, board meetings, and staff training, etc.
- d) Commitment of time, resources, and ability to support a qualified Field Instructor and/or a 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
- e) Capacity to provide physical space, equipment, and resources to meet the learning needs of a student
- f) Sufficient agency resources to meet needs of clients without dependence on work of student
- g) Employment of and respect for professional social workers
- h) 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
- i) 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/virtual calls
- j) Agree to allow and support attendance of field personnel at annual WPU Field Orientation and Field Instructor Training and have Field Instructors that agree to read the

- WPU Social Work Field Manual prior to supervising a social work student
- k) Follow all WPU Social Work Field Education Manual policies and procedures
 - l) Sign the Memorandum of Agreement between Warner Pacific University and Field Agency that defines the University's and Field Agency's roles and responsibilities for the field practicum

Evaluating Field Settings

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

- a) 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 direct 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 for the following academic year.
- b) As part of the overall Program assessment, the Program evaluates each practicum setting through end-of-academic-year evaluation by the student to consider and/or enhance future use of the Field Practicum Site and Field Instructor.
- c) 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.

Continuity and Partnership with Field Agencies

The field education program works diligently to be relational and engaged with field agency partners. Intentional efforts are made to have relationships with organizations that extend from year to year. The Director of Field Education communicates with organizations to ensure their capacity and interest in hosting social work interns annually. Field instructors are also invited to participate on the Social Work Community Advisory Committee which provides feedback, ideas, and experience pertaining to field program. This involvement is invaluable to the Social Work Program.

Should field agencies experience a change in resources, staffing, etc. that inhibit their ability to host an intern, the Director of Field Education informs the Dean of Social Work the specific circumstances in the organizations and their status (active, inactive, or terminated) to ensure clarity about which organizations meet field agency criteria or do not at this time.

Criteria for Selecting Field Instructors

The program selects Field Instructors based on the following criteria:

- a) 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
- b) 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 University Social Work Program and the practicum site organization that outlines the non-employee Field Instructor's role
- c) demonstrates willingness, ethics, and skills needed to provide the time and knowledge required to take on the role of Field Instructor
- d) documents educational and knowledge levels needed for successful field instruction
- e) has an interest in assisting student interns in learning objectives and in structuring learning experience to meet identified objectives
- f) has the time and resources to support a student learner throughout the academic year
- g) follows and abides by the NASW Code of Ethics
- h) can serve as a professional role model for social work students and can provide regular supervision of the student intern
- i) has interest in and demonstrates ability to maintain positive working relationship with the WPU 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 WPU field practicum policies
- j) Field Instructors that are retained meet the above standards, and have demonstrated their ability to work with WPU students, and they have intent to continue employment at the field agency for the next academic year; Field Instructors may become temporarily or permanently inactive upon their request and/or the Field Director and Field Instructor may decide to suspend the placement under this field instructor due to challenges in the organization, etc. In any such decisions, the student's best interest is considered as the field practicum is the signature pedagogy in the program and must adhere to high standards.

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:

1. The Social Work Program works with the agency to identify an appropriate Field Instructor within the organization to provide field instruction to the student.
2. The Field Education Program utilizes a Task Supervisor in conjunction with an external Field Instructor who holds the appropriate CSWE-accredited social work degree and years of experience. The 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 Task Supervisor must provide regular supervision hours to the student, with a minimum of one hour each week from the 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.

The WPU Field Program provides annual orientation and training opportunities for new and continuing Field Instructors and Task Supervisors. An annual orientation and training is facilitated in a collaborative model with three other Oregon universities and colleges. Past trainings have included values and ethics in field supervision, inclusion and equity in field practicum programs, and diversity and meeting student learner needs. In 2020-2021, the Oregon Consortium of Social Work Field Programs provided monthly peer consultation meetings for field instructors and task supervisors throughout the academic year.

In addition to collaborative training opportunities developed by field programs in Oregon, WPU provides orientation and training for all Field Instructors and Task Supervisors annually through virtual and/or face-to-face workshops or meetings on-site at field agency locations. Training includes topics such as: the structure and content in the social work field program, sample supervision formats for weekly social work supervision meetings, trauma and impact on student learning in the field, inclusive field practices, secondary trauma and overwhelm, etc. Individualized consultation is available to all new Field Instructors and Task Supervisors and that is incorporated in the first field visit of every academic year. Topics for new Field Instructors and Task Supervisors include: brief overview of the social work curriculum, the role of field supervision and related expectations, developing the learning plan, evaluating student learning and progress, processes for handling concerns regarding student learning or questions of and/or about the field program, field education policies and procedures.

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 University 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.

Exceptions to this policy will be made when national, regional, and/or local mandates impact the nature of how services are provided. The most recent example has been the field practicum during the Covid-19 pandemic. The Council on Social Work Education allowed students to earn relevant virtual hours toward their field practicum. The Social Work Program will follow CSWE guidelines for any such exceptions and the time period by which they are allotted. Students will be kept informed of any and all such exceptions. Such exceptions will be terminated if CSWE deems that they are no longer acceptable in meeting the requirements of learning in the field practicum.

Hours spent in the WPU field practicum seminar (held on campus) are not counted as field practicum hours. Students 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 University holidays, federal or state holidays that impact field agencies, and weather-related agency/school closures.

Transportation to and from Field Practicum

Students must plan for their transportation to and from their field placement. Commuting by car or bus is not counted as hours toward your field practicum. Numerous field sites require use of a vehicle for community-based tasks so students will be asked about their access to transportation as part of the field application process to explore options. Students in the field may be asked to transport clients to meetings or doctor appointments, for example, or may be part of conducting home visits, attending meetings, etc. Agencies determine their requirements for students in terms of transportation. It is the responsibility of the field agency to specify whether driving is part of field related learning opportunities.

Students who use their own vehicles on field agency business are responsible for liability in the transportation of clients in the event of an accident whether they are at fault or not. Students are responsible for inquiring about the field agency's insurance policy to find out if it covers volunteers and interns when the student is driving on agency errands. If students choose to use personal cars for field agency experiences, their personal auto liability insurance is considered primary. The University does not provide coverage for personal auto damages or losses.

No student is required to drive on field agency business. If students do not want to engage in these tasks, they have full right of refusal in doing so. Other learning opportunities will be founded. The Social Work Program has no expectation or requirement that interns transport clients or use personal vehicles for other agency errands.

Field Dress Code

Field students are expected to follow the dress code in place for Field Agency staff and volunteers. Field Agencies may have policies related to standards of professional dress, body or facial piercings, and/or tattoos, as examples.

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 or designated Faculty Field Liaison 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 and Faculty Field Liaisons monitor student achievement through accomplishments in the Learning Plan and additional assignments and group/individual discussion in Field Practicum Seminars. In SW 495, students complete Reflective 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 Reflective 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 mid- term each semester in SW 495 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 submitted to the Social Work Field Program.

A student will not pass any field seminar course without the completed and signed Midterm Field Evaluation Form and Final Field Evaluation each semester. Field Practicum faculty for Seminars (SW 495, 496- Field Practicum Seminars I & II) assign a final student grade in field

Seminar 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 ten 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. Students receive a letter grade for SW 495 and SW 496 and a pass/fail grade for SW 491 and SW 492.

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 by social work faculty.
Fall Semester	
Mid-May (preceding internship start in August during the first week of classes)	Students 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 and orientation steps are completed (application, etc.)
Early to mid- August	WPU Social Work Faculty/Program hosts Field Instructors and Task Supervisors for Orientation and Training
Week 1 (August)--First Week of WPU classes in fall semester	Fall Field Practicum begins! <ol style="list-style-type: none"> 1. Student establishes 16 hours/week at agency (225 hours each semester) 2. Student submits paperwork outlined in syllabus in weekly WPU Field Practicum Seminar, signed by Field Instructor
Weeks 1-2 of Fall Semester	<ol style="list-style-type: none"> 1. Agency Orientation for Student to be completed 2. Student and Field Instructor Develop Learning Plan 3. Supervision Meetings with Field Instructor (or Task Supervisor if applicable) are scheduled; weekly standing meeting encouraged

Week 3-4 of fall semester	Director of Field Education conducts first Site Visit to discuss: <ul 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: <ul style="list-style-type: none"> 1. Review Final Evaluation and 2. Discuss learning opportunities in Spring Semester with the Field Instructor and Student
Week 15	Student submits Final Field Evaluation for Fall Semester in WPU Field Seminar
Spring Semester	
Week 1	Spring Field Practicum begins! <ul style="list-style-type: none"> 1. Student establishes 16 hours/week at agency (225 hours each semester) 2. Student submits weekly paperwork in Field Practicum Seminar, signed by Field Instructor
Weeks 1-2	Student & Field Instructor develop revised Learning Plan that will: <ul 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/virtual meeting 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.
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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 *Social Work 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 WPU Academic Calendar and requires approximately 16 hours per week for 15 weeks each semester. As previously outlined, schedules must be arranged with the Field Instructor and meet the dual needs of both the Field Site and the student's class schedule at Warner Pacific University. 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 or in-progress grade must follow the appropriate University process outlined in the Warner Pacific University Academic Catalog.

The student's role in the field 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 core competencies and related behaviors necessary for graduation and becoming an entry-level generalist social worker. Students will not receive stipends or other financial payment for their practicum hours and service at the Field Agency 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. A number of Warner Pacific University graduates have also been hired at their respective field agencies post-graduation or have found a position through contacts made during the field practicum experience.

Field Practicum Students have right to:

- a) 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.
- b) Be treated with dignity and respect, fairly, and courteously by those affiliated with Practicum Site and WPU Field Program.
- c) Receive prompt communication in situations where performance concerns have been presented to the Director of Field Education from the Field Instructor or Task Supervisor. Are to be fully engaged in collaborative problem-solving and plans that result in such situations.
- d) Be included in a collaborative process involving the Field Instructor, Director of Field Education, and as appropriate, the Dean of Social Work/BSW 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 unless they have clearly violated the NASW Code of Ethics or a policy of the University and/or Social Work Program.
- e) Have prompt feedback related to Practicum assignments and requirements.
- f) Have access to all field forms they have submitted in Field Seminars-SW 495 and SW 496, throughout the academic year.
- g) Appeal a Practicum grade in accordance with WPU academic policies.
- h) 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 Dean of Social Work/BSW Program Director and Director of Field Education according to requirements outlined in WPU Academic Catalog, *The Squire*, the Social Work Student Handbook, and the Social Work Field Education Manual.

Student responsibilities are to:

- a) Maintain a regular weekly schedule, with on-time attendance at field practicum setting
- b) Request, read, and thoroughly understand the Field Agency's Policy Manual(s), asking for clarification and/or further information as needed
- c) Prepare for and be in attendance for a minimum of one hour field supervision each week. Maintain written record of field supervision that is submitted in field seminar class regularly
- d) Participate in midterm and final field evaluation meetings with Field Instructor and Director of Field Education or their designated field faculty representative
- e) Successfully complete expectations set by Learning Plan and Field Instructor
- f) Attend all scheduled classes at Warner Pacific University
- g) Participate fully and actively in the Field Practicum Seminar, bringing issues for class discussion and collective learning

- h) Consistently practice social work values and ethics with special attention to confidentiality as it relates to Field Agency and Field Practicum Seminar
- i) Maintain and submit regularly all required administrative paperwork on time, such as weekly time and field supervision forms, etc.
- j) Show standards of respect that reflect the Warner Pacific University Campus values (WP Academic Catalog), social work professionalism (as reflected in principles and values in NASW Code of Ethics and CSWE competency standards), and Field 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
- k) Make arrangements for their transportation to and from their field placements; commuting time cannot be counted toward field hours
- l) Understand grading of field practicum classes and the importance of successful placement experiences and learning
- m) 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 or in-progress grade must follow the appropriate University process outlined in the WPU Academic Catalog

Social Work Program Director Roles and Responsibilities

Warner Pacific University's Dean of Social Work also referred to as the BSW Program 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 Department.

Director of Field Education Roles and Responsibilities

Social Work faculty members at Warner Pacific University 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:

- a) 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
- b) Develop community relationship and resulting field practicum placements to meet the needs of students in developing generalist social work practice skills
- c) Provide orientation for new Field Instructors and for Field Instructors who have been inactive in instruction during the previous academic year
- d) 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

- e) Provide training, in consultation with the Social Work Program Dean, 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
- f) 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
- g) 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
- h) Provide an annual social work field orientation to social work students that have met the criteria for application to field practicum
- i) Arrange for placements for each student and coordinate placement agreements and the placement process
- j) Serve as the Faculty Field Liaison for each student placement and oversee hiring of additional Faculty Field Liaisons as social work program grows
- k) Supervise designated Faculty Field Liaisons in responsibilities outlined as follows
 - l) 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
 - m) 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
 - n) Initiate discussion of student difficulties early, involving the student, Field Instructor, the Social Work Program Dean, as appropriate, to review situations in which failing practicum appears to be a possible outcome
 - o) 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 small size of the social work program, Faculty Field Liaisons are not consistently utilized but as the program necessitates, Faculty Field Liaisons contribute to maintaining regular contact with social work field agencies. The Director of Field Education and/or Faculty Field Liaisons conduct a minimum of two field visits each semester to have face-to-face or a virtual meeting (using Zoom or like format) with the Agency Contact Person, Field Instructor, and/or Task Supervisor. Additionally, the Director of Field Education initiates email and/or phone contacts periodically throughout the academic year to communicate with and check-in with field personnel. The Director of Field Education and Faculty Field Liaisons ensure that agency field personnel know they can reach out at any time for support from the social work program through the annual field instructors' orientation and training, and other communications throughout the academic year.

Faculty Field Liaison Roles and Responsibilities

As needed, Faculty Field Liaisons are utilized, and these partners contribute to maintaining regular contact with social work field agencies. Faculty Field Liaisons make a minimum of two field visits each semester to have direct contact with the Student, Field Instructor, and/or Task Supervisor. Additionally, they initiate email and/or phone contacts periodically throughout the semester to check-in with field personnel. The Director of Field Education communicates with field personnel to inform them that they can reach out 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 Faculty Field Liaison are to:

- a) Provide any needed orientation, all necessary forms, and information for Field Instructors including new Field Instructors or those that have been inactive during the previous academic year and to provide support to Field Instructors throughout the field practicum
- b) Facilitate the student's learning specifically by reviewing the student's Learning Plan, making at least two agency visits each semester to the field agency to confer jointly with the Student and Field Instructor, and reviewing student evaluations; monitor student learning through completion of assignments, Midterm and Final Field Evaluations, etc.
- c) Complete timely field visit communication with the Director of Field Education
- d) Provide support to Field Instructors with questions and 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
- e) 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 the field practicum
- f) 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; document any problems and work to resolve the problem with the Student and Field Instructor. Take lead on formation of a corrective action plan for the student, if necessary.
- g) Maintain consistent contact with the Director of Field Education, especially when there are concerns related to Student learning progress in the field
- h) Serve as instructor for Field Seminar SW495 and/or SW496 that students take concurrently with SW491 and/or SW 492
- i) Submit all Student-related field documentation such as the Learning Plan, Midterm and Final Evaluations and documentation of field hours, etc. to the Field Education Office on a regular and consistent basis. If student is behind in field hours, inform the Director of Field Education of the hour shortage in a timely manner
- j) 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 University 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 Task Instructors in the lives of WPU 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 and consultation that agencies will provide to the student. Field Instructors have the role of structuring the weekly hours spent in the agency setting and it is expected that this time will provide an interactive and relevant learning environment as interns work toward fulfilling their Learning Plans. The WPU social work competencies and related 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 note in prior section, the Social Work Program selects Field Instructors based on the following criteria:

- a) 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
- b) 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 University Social Work Program and the practicum organization that outlines the non-employee Field Instructor's role
- c) demonstrates willingness, ethics, and skills needed to provide the time and knowledge required to take on the role of Field Instructor
- d) recognizes educational and knowledge levels needed for successful field instruction
- e) has an interest in assisting student interns in learning objectives and in structuring learning experiences to achieve such outcomes
- f) follows and abides by the NASW Code of Ethics
- g) can serve as a professional role model for social work students
- h) has interest in and demonstrates ability to maintain positive working relationship with the WPU 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 WPU field practicum policies

Specific responsibilities of the Field Instructor are to:

- a) Provide a Memorandum of Agreement (form provided in Appendix Section) for each academic year's Field Practicum
- b) 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.

- c) 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
- d) Review and integrate student learning goals and objectives, arranging student activities and schedules to meet these as completely as possible within field setting
- e) With the student, complete a Learning Plan in the first 2-3 weeks of each semester; revises, with student, the Learning Plan in the second semester of the field practicum
- f) Provide student orientation to the organizational setting including mission, scope of service, safety and health procedures for student intern and agency consumers/clients, confidentiality standards including social media exposure, and introduction to key staff members and stakeholders; oversees achievement of orientation items on the Social Work Field Agency Student Orientation Checklist at the beginning of the field practicum
- g) Assist the student in understanding and expressing to colleagues and clients their role as a Field Practicum student
- h) Evaluate Learning Plan achievement outcomes and submit mid-term and final evaluations and related recommendation for grade
- i) Communicate with Director of Field Education when challenges arise, including issues such as poor student performance, agency conflicts, and limits in one's availability to maintain close supervision of the student
- j) Discuss and give timely assistance with planned termination of the student role in the agency, especially but not limited to, concerning the welfare of client relationships and client needs

Task Supervisor Roles and Responsibilities

If an agency does not have a qualified Field Instructor with a BSW/BSW or MSW from a CSWE-accredited institution and at least two years post-graduate experience, the WPU Social Work Program utilizes a 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 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 for emerging social workers. Students benefit from direct supervision provided by the Task Supervisor, as well as, the social work perspective from the Field Instructor.

The selection of 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 Task Supervisor are to:

- a) Provide a Memorandum of Agreement (found in appendix) for each academic year's Field Practicum

- b) 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.
- c) 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
- d) Review and integrate student learning goals and objectives, arranging student activities and schedules to meet these as completely as possible within field agency setting
- e) With the student, complete a Learning Plan in the first 2-3 weeks of each semester, with review by the designated Field Instructor
- f) 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
- g) Assist the student in understanding and expressing to colleagues and clients their role as a Field Practicum student
- h) Evaluate Learning Plan achievement outcomes and submit mid-term and final evaluations and recommendation for grades
- i) Communicate with the Director of Field Education and/or Faculty Field Liaison, and designated Field Instructor when challenges arise, including poor student performance, agency conflicts, and limits in one's availability to maintain close and consistent supervision of the student
- j) Discuss, and give timely assistance with planned termination of the student role in the agency, especially concerning the welfare of client relationships

Professional Ethics and the Field Practicum

Students are expected to read the National Association of Social Workers (NASW) Code of Ethics thoroughly and they are also to personify the standards regarding social work professional values, ethical conduct, and ethical behaviors as social work interns. These areas are identified in this guiding document for the profession: <https://www.socialworkers.org/about/ethics/code-of-ethics>. Students are also expected to read 2021 Amendments to the NASW Code of Ethics pertaining to self-care and cultural competence: https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3d&portalid=0.

Worksite Field Practicum Placements

Student Request for Field Practicum at Place of Employment

There are two reasons whereby students may request that their place of employment be the location for their field practicum learning experience.

1. One is that students are offered employment during their field practicum due to their demonstration of social work competencies and related professional behaviors.
2. The other may be that the student has been employed at a social service agency prior to pursual of their baccalaureate social work field practicum.

“The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.”
Council on Social Work Education, Educational Policy and Accreditation Standards, 2015

Option #1: Offered employment by Field Agency during Field Practicum

Students are occasionally offered employment at their field locations. While this can be very beneficial to students, this dual role at a field setting can blur the role of a student and an employee. Students must notify the Faculty Field Liaison and/or the Director of Field Education prior to accepting employment at the field agency to ensure that employment will not compromise the students’ ability to complete the field practicum and thus, complete their degree.

The following is necessary to ensure successful completion of the student’s field practicum:

- a) Student must have completed at least one semester of the practicum completed at the agency and must have minimally received a rating of 3 or higher on the first semester Final Field Evaluation in all competencies and related professional behaviors.
- b) It is preferable if arrangements can be made for the student’s employment to begin post-graduation and after completion of required field hours (450 hours).
- c) If, however, employment must begin during the field placement timeframe, employment responsibilities and supervision *must be* different than learning responsibilities and supervision requirements. Additionally, the employment supervisor cannot also be the Field Instructor in such circumstances. A clear boundary must be maintained.
- d) Employment schedules and responsibilities must also be structured to preserve the integrity of learning in accordance with the established Learning Plan and preparing for social work practice.
- e) Performance issues related to a job offered and accepted must also not imperil student ability to complete the field practicum. Educational development is different than employment responsibilities and these boundaries must be acknowledged and maintained.

Requirements and Procedures

Please note that failure of the student to adhere to the following procedures may result in termination of the student’s field practicum upon review of the Director of Field Education and Dean of Social Work/BSW Program Director.

- a) The student submits the *WPU Request for Accepting Employment form* and the job description for the position that they are considering at the field agency.
- b) Student also provides a written outline regarding how practicum learning tasks on the Learning Plan will be set apart from the job if the student accepts the offer of employment.
- c) The agency manager or their staff designee provides a letter or email to the Director of Field Education to provide confirmation of the job offer and to communicate agency commitment to support the student in completing the BSW degree. The agency must agree that the student can complete the requirements of the internship even though the student has become an employee in this letter/email. This may necessitate adjustments in

workloads initially, a longer probationary period, and/or re-structuring of hours and/or additional hours beyond the normal work week to enable the student in completing their field practicum.

- d) The Field Instructor, the Student, and the Field Agency must recognize that the student's job must be in a different program or department than the program or department in which they are currently an intern.
- e) The student's assigned Faculty Field Liaison communicates agreement with this plan in an email to the Director of Field Education.
- f) The Director of Field Education reviews the *WPU Request for Accepting Employment form* and the job description for the position. Then the field director notifies the student within two weeks whether request is approved or denied. The Director of Field Education may request a meeting with the Student and/or Field Instructor/Employer as part of this review process.
 - i. In cases where request is approved, student is permitted to set up their employment start date and schedule with their job supervisor.
 - ii. In cases where request is denied, the Director of Field Education provides reasons for the denial to the student intern. The student will have two weeks from date of denial to address any areas of concern and to resubmit the request in writing to the Director of Field Education.
 - iii. If student has a grievance with a denial decision, he/she/they can request a meeting with the Dean of Social Work/BSW Program Director to discuss further. The Dean, in this circumstance, will make a final decision as to the request in writing.

Option #2: Student Pre-Employed by Field Agency

To be eligible for this option, students must:

- a) Not claim any field hours before initiation of the official WPU field practicum or during any period where the field practicum and employment overlapped
- b) Have a minimum of six months of employment at the agency/organization prior to the start of their field practicum
- c) Be in good standing with their employer (confirmed through communication with employer by Director of Field Education, with student permission)
- d) Develop and submit the *Employment-Based Field Placement Proposal* and any required documentation for facilitating learning goals, in collaboration with the employer and university which meet the requirements of the social work field practicum and has agency approval and support for the duration of the field practicum (approximately 30 weeks, 16 hours per week)
- e) Understand and ensure that employment responsibilities and work supervision *are* different than BSW learning responsibilities and field practicum supervision requirements
- f) Acknowledge and accept that the employment supervisor cannot also be the Field Instructor in such circumstances. A clear boundary must be maintained
- g) Structure employment schedules and responsibilities separate than learning tasks to preserve the integrity of learning in accordance with the established Learning Plan and preparation for social work practice

Requirements and Procedures

Failure of the student to adhere to the following procedures may result in termination of the student's field practicum upon review of the Director of Field Education and Dean of Social Work/BSW Program Director.

- a) The student submits the *WPU Request for Field Practicum at Place of Employment form* and the title and job description they have at the agency/organization.
- b) Student provides a written outline regarding how practicum learning tasks on the Learning Plan will be set apart from their current employment and role.
- c) The agency manager or their staff designee provides a letter or email to the Director of Field Education to provide confirmation of their commitment to support the student in completing the BSW degree. The agency must agree that the student can complete the requirements of the internship even though the student is an employee in this letter/email. This may necessitate adjustments in workloads initially, a longer probationary period, and/or re-structuring of hours and/or additional hours beyond the normal work week to enable the student in completing their field practicum.
- d) The agency employer must provide in writing that they agree that performance issues related to a job must not and will not imperil student's ability to complete the social work field practicum. Educational development is different than employment responsibilities and these boundaries must be acknowledged and maintained by employer
- e) Both the Field Instructor and the Student must recognize that the student's job must be in a different program or department than the program or department in which they are currently an intern.
- f) The Director of Field Education reviews the request and notifies the student within two weeks whether request is approved or denied. The Director of Field Education may request a meeting with the student and/or employer as part of this review process.
 - i. In cases where request is approved, student is permitted to set up their field practicum start date and schedule with their Field Instructor.
 - ii. In cases where request is denied, the Director of Field Education provides reasons for the denial to the student. The student will have two weeks from date of denial to address any areas of concern and to resubmit the request in writing to the Director of Field Education.
 - iii. If student has a grievance with a denial decision, he/she/they can request a meeting with the Dean of Social Work/BSW Program Director to discuss further. The Dean, in this circumstance, will make a final decision as to the request and will communicate this decision in writing.

The above policies, requirements, and procedures for any employment-based field practicum may change contingent on new national and/or state laws, and/or policies implemented by the Council on Social Work Education. Students will be kept informed of any and all changes that would impact this potential option.

Prior Work and Life Experience

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

Important Field Agency Requirements for Student Interns

Field Agencies may require criminal background checks, fingerprint checks, physical examinations, a TB test, immunization records, a current driver's license or other photo identification, a drug test at time of application and/or randomly or periodically throughout field practicum duration), etc. Often field agencies cover any related costs but if they do not cover costs, students are required to pay related fees.

In regard to required drug testing for volunteers/interns and/or random drug screening(s) at any time during the academic year, students at such field sites must be willing to participate in these additional screens/evaluations and to give permission for the results to be provided to the University when requested.

If a student fails a drug test as part of an intern application process, she/he/they will not be accepted at that specified agency. If a student fails a random drug test during the course of his/her/their practicum, she/he/they may be terminated from the field agency as per the policies of said field agency. In such an event, the Field Director, in consultation with the Dean of Social Work, will review any case individually to determine whether a student is eligible to continue in the field and, consequently, remain in the Social Work Program. The Social Work Program will abide by the guidelines provided in the National Association of Social Workers Code of Ethics in this decision-making process, along with policies of Warner Pacific University as they pertain to student interns.

Field Interruption Due to National/Regional Events

As explained under Suspension of Field practicum section of this manual, an *event or a series of events*, refers to unexpected, unforeseen, and/or unanticipated widespread environmental conditions (such as widespread disruption of basic services and/or utilities), natural disasters (such as a flood, forest fire, earthquake, tornado, volcanic eruption, etc.), health-related emergencies (such as communicable disease, quarantines related to disease spread), and/or civil unrest (such as in causing lack of safety), etc. *Practicum interruption* refers to a time when the intern is advised by their Field Instructor, Field Agency, national/state government officials, and/or Warner Pacific University officials not to go to the field agency based upon specific safety and/or health concerns for a period of no longer than 45 days.

Should a student be advised to cease attendance at their field agency for any period of time, they are to **immediately** communicate such advisement to both their WPU Faculty Field Liaison and/or also to their Agency Field Instructor. Both, the Field Instructor and the Faculty Field Liaison, will then consult with the student to determine how field learning will continue within the context of the specific event or series of events that have occurred to date.

This policy is specific for a period of time no more than one and a half months (45 days). If the field practicum cannot continue beyond this timeframe, the WPU Director of Field Education, in consultation with the Dean of Social Work, will review the situation and determine next steps in supporting the student in completion of field practicum learning goals and minimum requirements.

The WPU social work program is accredited by the Council on Social Work Education (CSWE). Therefore, all steps developed by social work program faculty will be in compliance with any official response from the Council on Social Work Education, and they will work in consultation with the Field Instructor and/or Task Supervisor.

Minimum Requirements for Field Practicum and Correlation to Grading Practices

Completion of the WPU field practicum requires that students submit a final field evaluation for each semester of field practicum, signed by both the Student and Field Instructor. This evaluative process is vital to demonstrate sufficient competency development for entry level social work practice. Should a student choose not to engage in and/or complete this evaluative process, the student will automatically receive a grade of 'F' for the companion field credit course entitled, SW 491 or 492, even if the student has completed the minimum number of field hours (225) for that semester. Completion of and signatures on the final field evaluation for both semesters are required for passing grades in the field practicum. This is to ensure ethical and competency standards of the profession.

Please take note that if a student makes a choice not to complete a total of 225 field hours for each of the two semesters in the field practicum, and/or not to submit signed time sheets to verify minimum hours required, students will receive an 'F' for SW 491 and/or SW 492. This is to maintain ethical standards.

It is possible, however, that the student, may be able to pass SW 495 or SW 496, the companion field practicum seminars due to completion of requirements outlined in each respective syllabus.

The minimum number of hours in the field are determined by the Council on Social Work Education (CSWE) and these hours are not negotiable in the social work major. CSWE determines all policies for which accredited social work programs must comply, to maintain standards for the profession. It is the decision of universities to require the total number of field hours that fits into their respective curriculum, and therefore, they may exceed minimum CSWE requirements. The Warner Pacific University Social Work Program requires a minimum of 450 field practicum hours.

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 will do their best to facilitate learning and to address any potential problems as they arise in order to work toward fair and equitable 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 or their Faculty Field Liaison, 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

This applies if the organization is experiencing issues such as:

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

The Field Instructor is asked to contact the Director of Field Education or designated Faculty Field Liaison about agency status if agency status is the cause of cessation of the field practicum for the student at no fault of the student. Once confirmed, the Director of Field Education and/or Faculty Field Liaison will come alongside student to arrange for a new Field Practicum site.

Student Conduct Concerns Reported by Field Agency

This applies in situations of negative or concerning student conduct, including the following:

- a) Student has serious violation related to WPU Student conduct expectations outlined in WPU Academic Catalog, *The Squire*, and WPU Social Work Student Manual
- b) Student does not practice in conformance with the NASW Code of Ethics
- c) Student violates field agency policies, procedures, methods related to but not limited to standards of professionalism, service provision, confidentiality, client rights, record keeping, etc.
- d) Student does not dress and act professionally in accordance with agency protocols
- e) Student does not demonstrate respect in interactions with agency clients, staff, stakeholders, etc. (examples may include inappropriate communication, patterned tardiness, etc.)
- f) Student has pattern of non-engagement in learning and has demonstrated a pattern of tardiness, absenteeism, lapses in communication, lapses in responding to communications and/or reasonable requests made by Field Instructor
- g) Student does not prepare for supervision meetings, and/or engage in supervisory process
- h) Student does not utilize feedback from Field Instructor for professional development and growth in areas such as in ethical practice, boundary setting, professional documentation, communication, accountability, etc.

The Field Instructor is asked to contact their Faculty Field Liaison or the Director of Field Education in such situations of negative or concerning student conduct. This contact then initiates the process of a submittal of a *Social Work Field Agency Concerns/Incident Report* by the Field Instructor. Upon receipt of the *Social Work Field Agency Concerns/Incident Report*, the Faculty Field Liaison and/or Director of Field Education will contact the Field Instructor and set up a meeting with the Field Instructor and the student intern, separately and/or as a group. At this meeting, all parties will explore components of a *Social Work Field Practicum Remediation Action Plan*, and this will be drafted to outline following steps.

Should the student demonstrate progress in learning and professional development, the *Social Work Practicum Remediation Plan* may be updated to document improvements. When parties determine that the concerns have been resolved, the process of updating the remediation plan can

be suspended and learning can be captured in the Midterm/Final Evaluation process unless concerns are renewed during the course of the field practicum.

Student-Driven Concerns

Health, Financial, or Other Personal Reason Reported by Student

- a) If students are experiencing a health problem, have a financial issue, and/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 their Faculty Field Liaison or the Director of Field Education to discuss placement status.
- b) The student and field faculty, including the 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.
- c) The Director of Field Education will consult and communicate with the Dean of Social Work in this process.
- d) The plan will be collaboratively developed, individualized to the specific student's circumstances, written, discussed, and then signed by the Student, Field Instructor, Faculty Field Liaison (if applies) and the Director of Field Education to facilitate appropriate following actions.

Difficulties in Field Reported by Student

Student challenges at field agencies may be contributed to but not limited to, lack of access to substantive learning opportunities, access to supervision, student and/or client safety, professional ethics, availability and/or functioning of the Field Instructor. Students may not terminate their field placement without approval of the Director of Field Education. Lack of compliance to this process may lead to permanent denial of a reassignment to a new field practicum site/agency. It could also potentially lead to dismissal from the Social Work Program based on specific information founded through communications with the student and field instructor. Each occurrence will be assessed individually based on information available, gathered, and reviewed by the Director of Field Education and Dean of Social Work/BSW Program Director.

- a) A student experiencing a difficulty in the field must bring such concern to the Agency Field Instructor. The student should also communicate their concerns to their Faculty Field Liaison or Director of Field Education in an expedient manner when having concerns in the practicum to elicit support or other intervention, as appropriate.
- b) Then the Student, Faculty Field Liaison and/or Director of Field Education will consult together to develop a plan for the student to follow-up with the Field Instructor and other relevant parties.
- c) The student then brings concerns to the Field Instructor. If the student expresses the need for more support, this step will be skipped and the following step will be taken instead. If the student proceeds to address this on their own with support but is then unable to achieve resolution with Field Instructor, then the Faculty Field Liaison, and/or Director of Field Education will be asked to meet with all parties to pursue resolution. This step is necessary prior to consideration of a change in a student field placement. {The WPU

Faculty Field Liaison or Director of Field Education will write summaries of all meetings held to document actions and process taken to resolve concerns.}

- d) The Faculty Field Liaison (and/or Director of Field Education) will set up a meeting with the Field Instructor to discuss reported difficulties.
- e) In the case where resolution does not seem achievable, the Director of Field Education, in consultation with the Dean of Social Work, 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 if the student has not violated any University, Social Work Program, or any policies in the NASW Code of Ethics.
- f) 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 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 Field Practicum Placement

Regardless of how a student may leave a field practicum setting, the process of termination should follow guidelines of ethical practice. The best way for the student to conclude his/her/their field placement will be determined by the Field Instructor, Task Supervisor, WPU Faculty Field Liaison, and/or Director of Field Education, to ensure professional, ethical departure.

Procedures

In consultation with the Dean of Social Work/BSW Program Director and depending on the specific circumstances founded in the process of reviewing any concerns in the field practicum, alternatives for the student may include one or more of the following pathways:

- a) Student is assigned to a new field agency after completing required steps; student must make up any missed field hours in this transition to successfully meet the minimum of 450 total field hours in the social work field program
- b) Student is assigned to a new field agency with a *Social Work Field Practicum Remediation Action Plan*
- c) Student receives a grade of F for the field education course (SW 495 or SW 496)
- d) Student meets with Director of Field Education and Dean of Social Work/BSW Program Director to explore alternatives for continuing their education and/or attaining their degree. This step is required when:
 - i. Student fails to make progress in their learning in relation to the WPU competencies required in the Social Work Program
 - ii. Student fails to meet and/or maintain academic requirements of the University and the Social Work Program
 - iii. Student has engaged in behavior that violates the NASW Code of Ethics {<https://naswor.socialworkers.org/Membership/Resources/Code-of-Ethics>}
 - iv. Student has violated University policies pertaining to student conduct
 - v. Student has been involved in a pattern of unethical and/or problematic behavior
 - vi. Student has been legally involved in criminal charges, convictions, arrests, etc.
 - vii. Student is unclear about their fit for the social work profession

Dean of Social Work/BSW Program Director makes the final decision in regard to student readiness and preparation for another field placement opportunity in the Social Work Program and this decision is communicated to the student via email. This decision may include:

- a) Temporary denial of reassignment to new field placement setting for a specified period
- b) Reassignment to a new field placement setting
- c) Assignment of an F grade for SW 495 or SW 496 based on findings from review conducted rendering student ineligible to continue in the BSW Program

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:

- a) Lack of minimum overall grade point average for social work major as specified in Social Work Student Handbook
- b) Consistent inadequate field performance as demonstrated in lack of completion of assigned field learning tasks and adequate progression in field competencies
- c) Lack of adequate written and/or verbal communication skills for social work practice
- d) Persistent lack of professional practice in keeping with NASW Code of Ethics
- e) Lying, cheating, and plagiarizing in academic, professional, and/or field activities
- f) Excessive tardiness or absenteeism in class or field practicum setting
- g) 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:

- a) Documentation of disrespect toward Field Instructor, Task Supervisor, and/or other agency staff/volunteers, stakeholders, clients, and/or colleagues
- b) 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
- c) Violations of confidentiality and/or other policies protecting the rights of clients
- d) Any sexual and/or romantic involvement or inappropriate physical contact with clients
- e) Conflicting values with ethical principles and standards in the NASW Code of Ethics
- f) Impaired performance due to personal concerns/issues, substance abuse, legal issues, psychosocial distress, mental health difficulties, etc.
- g) 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 Dean of Social Work 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 Dean of Social Work.

Please read and refer to the WPU 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 University 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 a student completes courses and develops academic skills to earn a degree, they are expected to exhibit academic integrity and moral responsibility.

As an expression of the University'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 WPU is a distinctively Christ-centered liberal arts university, 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 small group meetings. Students are expected to conduct themselves in accordance with University policies included in the WPU *Squire*.

The Social Work Program at Warner Pacific University 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 University and the Social Work Program follow all national and state laws regarding non- discrimination, equal opportunity, and sexual harassment.

The Squire and Title IX information provided online through the University website also outlines Warner Pacific University 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, WPU does not discriminate on the basis of sex in its education programs and activities and has designated individuals as Title IX compliance officers. The following link provides details and updates on any changes to the following: <https://www.warnerpacific.edu/title-ix/>.

Felita Y. Singleton, Associate Dean of Students currently serves as Interim Title IX Coordinator for Traditional Students and Rachel Lea, Vice President for Human Resources, serves as Interim Title IX Coordinator for Employees. The following are designated Title IX compliance officers: Kirby Gleason, Director of Academic Advising, and Vanessa Guerrero, Residential Life Coordinator. All inquiries regarding the application of Title IX including inquiries about the University's sex discrimination, sexual harassment or sexual assault policies may be referred to the appropriate Title IX officer. Named or confidential reports may also be filed via the campus' [online reporting form](#).

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 University 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

For Students with Diagnosed Disabilities

Support for students with diagnosed disabilities is provided by the University 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 with a disability or those that think they may have a disability, are encouraged to initiate a conversation with the Student Success and Engagement - Disabilities Resource Center (DRC) at: DisabResource@warnerpacific.edu. It is the student's responsibility to self-identify to DRC to provide documentation that meets documentation guidelines, and request accommodation services.

The Disabilities Resource Center works in partnership with WPU students with an identified disability and faculty members to identify reasonable accommodations. It is the policy and practice of Warner Pacific University to create inclusive and accessible learning environments consistent with federal and state law. Please visit the DRC webpage for more information: <https://www.warnerpacific.edu/academics/academic-resources/disability-resources/>.

Students approved for accommodations through the Disabilities Resource Center, are asked to update their accommodation needs and plan every semester to ensure needs will be applied to the new term.

The Counseling Center

This Counseling Center offers free career and life counseling services. It is located in the Caldwell House nestled between the science building and the Tabor Terrace Apartments on the main campus (SE 66th Avenue) 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 University students. Counselors at the 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 in *The Squire* and at WPU online. The Director of the

Counseling Center supervises a team of graduate counseling interns. Gene Hall, MA, LPC, Director of the Counseling Center, is the main contact person for more information.

Students are encouraged to email the Counseling Center to request a counseling appointment at: counseling@warnerpacific.edu. The Center is open Mondays through Thursdays from 9 AM to 5 PM. Students will get a reply email that provides further details about their appointment (time, date, and link to confidential intake form). Counseling services are confidential and will not be shared with anyone else at the University without student written permission. Exceptions to this policy are outlined on the website link, along with other important information for students, such as additional resources for support in the community: <https://www.warnerpacific.edu/student-success-engagement/health-wellness/counseling-services/>.

Knights Care

Students additionally have access to Knights Care, a free telehealth service 24 hours/7 days a week. Mental and medical health care for all students is offered through Knights Care. Students are able to access Knights Care via the following link and they are also able to access it through the WPU website: <https://timely.md/schools/index.html?school=WPU&>. Students can see a list of Frequently Asked Questions at [knights. Care](#).

Student Safety in the Field

The WPU Social Work Program is concerned about and wants to cultivate safety guidelines and reduction of 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, emergency contact information, and potential risks pertaining to client population served (ex: those with higher risk for verbal threats), etc.

Student safety is incorporated into group and individual meetings with Field Instructors, Students, and Task Supervisors (if they are utilized) throughout the course of the field practicum. At the first field visit in the fall semester, the Director of Field Education or a designated Faculty Field Liaison, facilitate a meeting where safety is discussed with the Field Instructor and Student.

Additionally, Students and Field Instructors sign a 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 Fall 2021, the addition of a Field Practicum Student Safety Checklist was incorporated into field orientation to highlight the importance of such measures. This checklist is now part of all Field Instructor Orientations and is going to be fully implemented in the field by January 2022.

In SW 495 and SW 496, safety is an integrated topic in seminar discussions in both semesters of field. 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

concerns in the field. One seminar session is dedicated to this topic early in the first semester of the field practicum. Students are provided and directed to an electronic copy of the National Association of Social Workers Guidelines for Social Worker Safety in the Workplace (2013) document that is linked into the online course companion tool for both seminars (<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0=&portalid=0%27>).

Health, safety, and ethics training requirements were introduced in the last two years pertaining to the Covid-19 pandemic. Students have been required to complete COVID-19 education from the Center for Disease Control (CDC), American College of Physicians Resources, and CDC training on hand hygiene. Students were also required to explore the National Association of Social Workers COVID-19 Ethics Resource Page found through the following link: (<https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/COVID-19-Ethics-Resources>). Students also needed to complete all training required by field agencies regarding COVID-19 safety and health protocols. This process continues to be part of the landscape of field education today.

Students are to expediently report any safety concerns to their respective Field Instructor, Task Supervisor, Faculty Field Liaison (if assigned to them) and the Director of Field Education to assess risks, enhance safety, and facilitate support. In an emergency, students are directed to call 911 and then provide such notifications.

Should there be any related safety concerns emergent from a field incident on the Warner Pacific University campus, Campus Safety Officers are available 24/7 and can be reached at: 503-250-1730. Further Campus Safety Resources can be found at: <https://www.warnerpacific.edu/resources/campus-safety-emergency-management/>

COVID-19 Safety Protocols (Effective January 2020)

1. If you have tested positive for COVID-19 you are to immediately stop all in-person field work. You are also directed to immediately self-report this medical status to the WPU COVID-19 Response Team at warnerpacific.edu/covidreport.

a) Due to the partnership between WPU and field agencies, you must also immediately notify your WPU faculty field liaison, which is either Dr. Mace or Professor Penkin to let them know that you have ceased all in-person activity related to your social work field practicum. Please share the last day that you had in-person contact in the field at this time.

You do not need to disclose the nature of your absence, but you do need to communicate how long you will not be able to participate in your learning at the field agency.

You are not required to report that you have tested positive for COVID-19 with WPU faculty or your agency field instructor. It is *your choice* to disclose or not to disclose your medical situation to the agency field instructor and WPU faculty field liaison. If, however, you have exposed others for risk for COVID-19 at the field agency, the COVID-19 Response Team may have to contact staff at the field agency in order to be in compliance with contact tracing policies.

If your illness precludes your ability to complete virtual or remote field tasks, a period of absence is suggested to ensure compliance with the NASW Code of Ethics and your full healing.

- b) Once you have contacted Dr. Mace or Professor Penkin about your length of absence at the field site, the WPU faculty field liaison will then make contact with the agency to ensure knowledge of this absence and serve as a point of contact for you during this period of absence.
- c) The faculty field liaison will also set up a Zoom meeting with the student to ensure clarity on time missed in the field and to establish re-entry protocols for returning to the field agency. This re-entry protocol may be modified at any time at the request of the WPU Social Work Program and/or the field agency.
- d) Students that test positive for COVID-19 are **not** to return to the field for any in-person tasks without full clearance from WPU and the field agency. Details of this process will involve private communication between the student, the field instructor, the faculty field liaison, the Director of Field Education, and the Dean of Social Work in accordance with WPU COVID-19 policies and protocols.
- e) This information may **not** be shared with other field practicum students.

2. If you have been in close contact with someone that has been diagnosed with COVID-19, you are to immediately self-report your status to the COVID-19 Response Team.

- a) You are to immediately cease all in-person interactions with the field agency to allow for time to review risk factors.
- b) Due to the partnership between WPU and field agencies, you must also notify your WPU faculty field liaison, which is either Dr. Mace or Professor Penkin to let them know that you have ceased all activity related to your social work field practicum. You also need to communicate how long you will not be able to participate in learning at your field agency.

You are not required to report exposure to someone that has tested positive for COVID-19 but you must communicate the length of absence you need to take. The WPU faculty field liaison will contact the agency to let them know that you communicated that you will have a period of absence from the practicum.

- c) The WPU faculty will consult with the COVID-19 Response Team and/or direct the student to do so in order to determine if further information gathering is necessary for contact tracing and to determine health risks to partnering field agencies before the student is approved for returning to the field.
- d) If students, on their own, have gotten a COVID-19 test done and received negative results for COVID-19, and they choose to notify their field instructor and faculty field liaison of their status, they still may be asked to wait to return to the field based on collective policies and procedures at both the field agency and university.

Please note: In both of the above scenarios and/or in any further unanticipated scenarios that emerge pertaining to COVID-19, a collaborative process between the WPU COVID-19 Response Team, the Social Work Program, and the Field Agency will be initiated and facilitated.

At all times, the Social Work Program requires field students to follow the National Association of Social Workers (NASW) Code of Ethics in their conduct in the field.

Specific criteria for reporting COVID-19 exposure and/or illness along with questions on the Warner Pacific University campus related to the COVID-19 are to be directed to the WPU Response Team. Information is provided and updated through the WPU COVID-19 dashboard at: warnerpacific.edu/covid-dashboard. The COVID Response Team consists of the following persons:

- Daniel Robles, Director of Campus Safety: #503-517-2127 or campussafety@warnerpacific.edu
- Rachel Lea, Director of Human Resources: #503-517-1031 or hr@warnerpacific.edu
- Vanessa Guerrero, Residence Life Coordinator: #503-517-1098 or vguerrero@warnerpacific.edu

Inclement Weather

In times when the Field Agency closes due to inclement weather, students are to make up those hours. If the field agency remains open during inclement weather, field interns should consider their personal safety first in regard to going to the agency or not on those days. If time is missed due to such decisions, students are expected to make that up at a later time. If students stay home during such times, it is their responsibility to communicate their decision to their Field Instructor or Task Supervisor.

Exceptions may be made by the Field Program if inclement weather persists over a significant amount of time and that will be communicated to field students via email. Students are encouraged to reach out to field faculty if they have any questions.

Insurance Coverage

Warner Pacific University provides professional liability and general liability insurance of \$1,000,000 million per occurrence and \$3,000,000 million per year that covers all staff and students. Students completing internships as part of their academic curriculum are covered under a participant accident with limits up to \$25,000.

The Social Work Program Advisory Committee and 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 and encouraged to join the Social Work Program Advisory Committee through communication of interest with the Dean of Social Work 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 WPU social work 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. Assessment involves the systemic gathering of data about student performance of Social Work Competencies at both generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

*Educational Policy and Educational Standards, 4.0
Council on Social Work Education, 2015*

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 the 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 WPU 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, found in the Appendix Section).

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.

Summary results of our Assessment for 2019-2020 is displayed below. A more comprehensive report of assessment data is posted on the Warner Pacific University Social Work Website under *Social Work Program Assessment Data* (www.warnerpacific.edu/academics/social-work/). This assessment data is updated annually.

Social Work Program Assessment of Student Learning

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: Field Practicum II Final Evaluation (Competencies 1-9)	
Dimension(s) assessed:	K, V, S, C/A
When/where students are assessed:	End of spring semester of senior year/Final field evaluation SW 496
Who assessed student competence:	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4/5
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: Course-embedded assignments	
Dimension(s) assessed:	K, V, S, C/A
When/where students are assessed:	End of fall or spring semester in the following courses: SW 393; SW 380; SW 385; SW 420; SW 485; SW 495; SW 496; SOC 340; SOC 345
Who assessed student competence:	BSW faculty teaching course with embedded measure
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (%)

		Aggregate of Students from All Program Options n = (14)	Program Option #1 (Portland, Oregon/In- person) n = (14)	Program Option #2 (identify location/delivery method) n = (Number of students)	Program Option #3 (identify location/delivery method) n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence inclusive of 2 measures	93.7%	93.7%	NA	NA
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence inclusive of 2 measures	84.9%	84.9%	NA	NA
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence inclusive of 2 measures	94.8%	94.8%	NA	NA
Competency 4: Engage in Practice- informed Research and Research- informed Practice	80% of students will demonstrate competence inclusive of 2 measures	94.2%	94.2%	NA	NA
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence inclusive of 2 measures	87.2%	87.2%	NA	NA
Competency 6: Engage with Individuals, Families, Groups,	80% of students will demonstrate competence	96.5%	96.5%	NA	NA

Organizations, and Communities	inclusive of 2 measures				
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	91.3%	91.3%	NA	NA
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	98.6%	98.6%	NA	NA
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 measures	99.2%	99.2%	NA	NA

Frequently Asked Questions

1. May I choose my own practicum setting?

No, students cannot choose their own field practicum agency. Students will have a meeting with the Director of Field Education once they have met Field Placement Requirements described in this manual. The Director of Field Education makes 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 resources and supervision availability play 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 university 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.

Most field agencies operate during daytime hours (between 8 AM to 5 PM) so it is not a reasonable expectation that students will find a meaningful learning practicum experience that is offered on evenings and on weekends. Supervised learning experiences are vital in professional development so the Director of Field Education looks to find field agencies that can offer quality engagement and learning opportunities.

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, however, they are to contact their Faculty Field Liaison and/or the Director of Field Education immediately. This will initiate discussions to seek resolution to concerns. Students are directed to section on Field Practicum Concerns for further explanation of this process.

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 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. The National Association of Social Workers guidelines for use of social media are available through the NASW website, the online course companion for both field seminars, and are additionally discussed in social work field seminars (SW 495 and SW 496).

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 field practicum. However, it is very likely that agencies to which students apply for employment and MSW programs, will request a reference from the Field Instructor and this is very meaningful.

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 as well. 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.



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Part III: Appendix



Social Work Field Practicum Application

Students that submit complete applications will have priority in field interviews over students that submit applications after the deadline communicated by the Director of Field Education. Applications must include a current resume and each field 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: _____ **Is texting, okay? (highlight or circle) 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 & 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> _____ Children (Ages? _____) _____ Adolescents (Ages? _____) _____ Adults of all ages _____ Older & Disabled Adults _____ Families _____ Immigrants/Refugees _____ Any other comments:	<u>Fields of Practice:</u> _____ Child welfare _____ Mental Health _____ Housing/homelessness _____ Juvenile justice/Corrections _____ Substance Abuse _____ Domestic violence _____ Human trafficking _____ Any other comments:
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- 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:

5. 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

Please see Social Work Field Practicum for all policies and procedures. The following is highlighted to ensure transparency.

All social work students entering their field practicum are responsible for reading the current WPU Social Work Field Manual to be fully oriented on all policies, procedures, and processes for completion. As a social work program accredited by the Council on Social Work Education (CSWE), field practicum requirements must be fulfilled for completion of the baccalaureate social work degree.

As noted in the referenced field manual, criminal charges and/or convictions do not automatically disqualify a student from being admitted to the Social Work Program. However, it is important that students know that government and private organizations have complete authority over their own requirements regarding internships and hiring practices. Having a criminal background may adversely impact the ability to be in an internship and/or in a specific internship site. Should students have concerns about the impact of their specific criminal background/history, they are encouraged to meet with a Social Work faculty member to provide academic advising to assist students in their educational goals and to support exploration of an alternate course of study if desired.

Students are also required to report other situational changes from the time of application and admission to the Social Work Dean. This includes illegal behavior, violations of the *NASW Code of Ethics*, criminal convictions (mentioned above), academic, personal, or professional misconduct, or other behaviors that may interfere with learning, or behaviors that may be cause for concern to self or others. Any infractions of the WPU student policies must also be reported to the Social Work Dean.

During the field practicum, students are required to report any of the above changes to the Director of Field Education. Client rights, safety, health, and care are primary in field learning environments so any behavior that is contradictory to assuring this standard of practice may remove a student from a field site and may lead to termination from the field practicum. Related policies and procedures are outlined in the Social Work Field Manual. All students are to follow policies and guidelines in the *NASW Code of Ethics* in their field practicum.

Students may be asked to provide personal identification, and/or to complete a volunteer or internship application, and/or to participate in a criminal background check, and/or may be asked to submit fingerprints as part of the requirements for field agency sites. The field agency may request appropriate

medical or health information (such as history of vaccinations, Hepatitis test, etc.) for participation in their internship program based on the field context (such as medical, assisted living, etc.) and the clients they serve. The field agency has authority to determine what is required for their interns.

Social work students are required to complete 225 field hours over the course of 15 weeks in two semesters of their senior year. This equates to approximately 15 hours per week spanning over 2-3 days a week, totaling 450 field hours. Students must have flexibility in their academic and work schedules to achieve this goal. Commuting time, lunch, and other breaks during field practicum days, 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 University (WPU) holidays and breaks to ensure that a total of 225 hours are achieved **each** semester.

Students **are required** to read the current WPU Social Work Field Manual to be fully oriented to University and Social Work Program academic and field internship 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 verify that I am applying for the social work field practicum and have read, understand, and agree to these requirements for my social work major.

Your signature and date are required here_____



Social Work Field Placement Form
(For internal purposes only)

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 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:



School Affiliation Agreement

March 1, 2021 to August 1, 2023

This School Affiliation Agreement ("Agreement") is entered into this 15th day of March, 2021 (the "Effective Date"), between **this institution (agency or school name)** ("System") and Warner Pacific University ("School").

The System owns and operates one or more licensed facilities in Oregon and/or Washington that offer a range of community services. The System is willing to provide educational experience to students of the School in accordance with the terms of this Agreement. The School desires to use the System as an opportunity for its students to obtain generalist social work learning experience as required by their baccalaureate social work curriculum.

The consideration for this Agreement is the mutual promises contained in this Agreement and the mutual benefits expected from entering into this Agreement.

1. Responsibilities of the System

1.1. Instruction: The System shall provide suitable experience for students as prescribed by the School's curriculum and in accordance with any written objectives provided by the School to the System. Services will be provided in compliance with the directions of the System, System manuals, policies and procedures, the standards and recommendations of the Council on Social Work Education, the applicable standards of the National Association of Social Workers, and applicable local state and federal regulations. No education shall be offered by the System with respect to procedures that are contrary to the System and its mission, core values and relevant moral traditions as articulated in System documents. Students will be assigned to the System upon the mutual agreement of the System and School. The System will inform appropriate personnel about the role of students and provide identification or security clearances, where appropriate. The System retains full responsibility for the care of its clients. Students will receive no monetary compensation under terms of this Agreement, and are not deemed an employee under Worker's Compensation statutes.

1.2. System Personnel: The System will designate appropriate personnel to coordinate the student's learning experience. This will involve planning between responsible School faculty and designated System personnel for the assignment of students to specific learning tasks, learning experiences, including selected conferences, face-to-face client interactions, events and programs conducted under the instruction of the System.

1.3. Faculty Field Liaisons: The School will designate and communicate to the System the name and professional and academic credentials of a person who is employed by School and charged with the responsibility for oversight of the student's academic field practicum experience. That person will be known as the Faculty Field Liaison.

1.4. On-Site Field Instructor: Field Instructors and/or Task Supervisors will be selected by the System and accepted by the Warner Pacific University (WPU) Social Work Director of Field Education. All agency personnel with direct supervisory responsibility to the student intern will participate in the School field instructors' orientation and training offered annually by School. When System staff are unable to attend, School faculty will provide orientation on-site at the System location.

Students must receive one hour of supervision weekly for the duration of their field practicum. System staff responsible for direct supervision of students at System locations must have a BSW or MSW degree and minimally two-years of post-graduate experience. Such persons will be known as the Field Instructor. All other supervisors that provide direct supervision of students at System locations must minimally have a bachelor's degree in a related field or equivalent experience plus employment at agency for at least two years. Such persons will be known as the Task Supervisor.

1.5. Field Education Coordination and Oversight: The System will designate appropriate personnel to coordinate the placement of students for the social work field practicum. That person will be known as the Intern Coordinator/Contact Person.

1.6. Exclusion of Students: The System reserves the right to terminate the continuation of any student who is not complying with applicable System policies, procedures or directions from System personnel involved in the Student Learning Plan or who is deemed by the System not to have adequate qualifications or ability to continue in the practicum, or the health of the student does not warrant a continuation at the System, or whose conduct interferes with the proper operation of the System. Specific policies are outlined in the WPU Social Work Field Manual.

1.9. Emergency Care: The System shall provide necessary emergency care or first aid required by an accident occurring at the System for students participating under the terms of this Agreement, and, except as herein provided, the System shall have no obligation to furnish medical or surgical care to any student. The student (and/or student's parent/guardian) bears responsibility for the cost of such care as well as any follow-up care.

1.10. Regulations: The System will provide the student with access to the written regulations that will govern the student's activities while at the System. Students are expected to act in accordance with the National Association of Social Workers Code of Ethics and to practice in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) in regard to client information and record keeping.

2. Responsibilities of the School

2.1. Publications: The School will prohibit the publication by the students of any material relative to their learning experience that has not been approved for release for publication by both the System and School.

2.2. Student Experiences: It shall be the responsibility of the WPU Social Work Faculty Field Liaison, after consultation with System, to assist in development and implementation of a learning plan that guides student experiences throughout the practicum cycle. Students will be reviewed on learning outcomes at midterm and at the conclusion of each semester that they are engaged in field activities.

2.3. Program Description: The School will provide the System with an annual announcement or description of the program, curriculum and objectives to be achieved at the System. This information will be provided as part of the WPU Social Work Field Manual.

2.4. Student Compliance:

(a) The School will instruct students and all Faculty Field Liaisons to abide by the policies of the System while using System facilities, including policies related to confidentiality of patient information. The School shall immediately report any errors in accordance with System procedures. The School will instruct students and all Faculty Field Liaisons not to copy or remove confidential information from System premises. Students and all Faculty Field Liaisons will be expected to conduct themselves in a professional manner; their attire as well as their appearance will conform to the accepted standards of the System. The School will maintain evidence that students and Faculty Field Liaisons are educated to appropriate policies prior to coming to the System. These will include, at a minimum, the nature of services provided, confidentiality, appropriate use of personal electronic devices, practices in culturally specific provision of care, ethical conduct, and health and safety protocols.

(b) The School and the System are dually responsible for ensuring that students and Faculty Field Liaisons are trained on HIPAA rules and regulations.

(c) The School will instruct students and Faculty Field Liaisons to identify themselves following System-appropriate policies while onsite. This may include but are not limited to display of identity badges.

2.7. Student Qualifications:

(a) The School will assign to the System only those students who have satisfactorily completed the prerequisite portion of the School's curriculum.

2.9. Scheduling: The days and hours of student field practicum are to be planned by the faculty of the School in consultation with the System Contact person and/or Field Instructor.

2.10. Pre-Placement Checks:

(a) The Student agrees to complete a criminal background check pursuant to applicable "Child and Adult Abuse Laws." The School acknowledges that placement of each

student within the System is contingent upon provision of the criminal background check results dated less than two years prior to the commencement of the Student Affiliation Program placement.

b) The System is committed to providing a safe, healthy, and drug-free environment. Unauthorized use, possession, and/or manufacture of mind-altering drugs and alcohol are prohibited at all System locations. This includes medicinal and/or recreational marijuana, THC, or its metabolites.

3. Insurance:

The School shall maintain, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance for itself and those students participating in the Student Affiliation Program, and shall name the System as an additional insured with respect to any risks that are the responsibility of the School or its students under the terms of this Agreement. The School shall make available to the System a certificate of insurance evidencing the coverage required by this Agreement upon request.

4. Indemnity:

Each party to this Agreement shall be responsible for claims and damages to persons or property resulting from acts or omissions on the part of itself, its employees, or its officers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm or corporation not a party to this Agreement. Neither party to this Agreement shall be considered the agent of the other party.

5. FERPA Re-Disclosure:

As required by the 20 USC 1232(g) (Family Educational Rights and Privacy Act, "FERPA"), and ORS 326.565, the System shall not disclose any information or records regarding students or their families that the System may learn or obtain in the course and scope of its performance of this Agreement, except as otherwise allowed by this Agreement. The parties recognize that FERPA imposes strict penalties for improper disclosure or re-disclosure of confidential student information, including but not limited to denial of access to personally identifiable information ("PII") from education records for at least five years (34 CFR 99.33(e)).

Therefore, consistent with FERPA's requirements, PII obtained by the System in the performance of this Agreement may not be re-disclosed to third parties without the written consent of the student or student's parent/guardian and must be used only for the purposes identified in this Agreement.

6. Term and Termination:

6.1. Term: This Agreement will be in effect beginning August 1, 2020 and ending August 1, 2022. This Agreement may be renewed for an additional five (5) year term upon the written agreement of both the System and the School.

6.2. Termination: Either party may terminate this Agreement at any time by giving 30 days written notice of termination to the other party. If the System terminates this Agreement by giving such notice to the School, students currently participating in the Student Affiliation Program at the System will be allowed to complete the program at the sole discretion of the System.

7. Nondiscrimination:

The System and the School agree that neither will discriminate in the performance of this Agreement against any individual on the basis of age, sex, race, color, religious belief, sexual orientation, national origin or physical handicap.

8. Non-assignability:

Neither party may assign the rights or the duties of this Agreement without the prior written approval of the other party.

9. Notices:

When required by the terms of this Agreement, the parties shall give notice by personal delivery or by Certified Mail, return receipt requested, postage prepaid, and addressed as indicated below:

To System: Institutional Name
Attention: School Affiliations

To School: Warner Pacific University
2219 SE 68th Ave
Portland, OR 97215
Attention: Dean of Social Work

Field Agency Signature: Name and Title Date

Field Agency Signature: Name and Title (if second signature is required) Date

University Signature: Vice President for Academic Affairs, Dean of Faculty Date

University Signature: Vice-President and Chief Financial Officer Date



Social Work Field Education Learning Plan

Student Name		
Field Agency Intern Coordinator		
Agency Intern Coordinator	Office Phone:	Mobile Phone:
Field Agency Name		
Field Agency Address		
Field Agency Website		
Field Instructor Name	Degree and # Years of Experience:	
Field Instructor Email		
Field Instructor Phone	Office:	Mobile:
Task Supervisor Name (if supervisor not a BSW or MSW)	Degree and/or # Years of Experience:	
Task Supervisor Email		
Task Supervisor Phone	Office:	Mobile:

Required Signatures:

Student _____ **Date:** _____

Field Instructor or Agency Designee _____ **Date:** _____

Printed Name of Field Instructor or Designee _____

Guidelines

1. The Learning Plan is the educational plan for the term of field placement; each term is graded separately. The Learning Plan is revised halfway through the field practicum period (at 225 hours) in order to reflect professional development, deepening of skills, and incorporation of new skills. Competencies for the Learning Plan reflect the educational standards of the 2015 Curriculum Policy Statement of the Council on Social Work Education (CSWE) as well as the curriculum of the Bachelor's Degree in Social Work (BSW) at Warner Pacific University. To the best of their ability, Field Instructors are expected to teach students learning tasks and monitor professional behaviors that address these competencies given the limitations of their respective settings and/or roles. The Learning Plan also serves as a guide for field instruction and weekly supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of each term and at the conclusion of the field practicum experience.

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 professional behaviors, the Learning Plan should reflect the required learning for baccalaureate level and term of field placement. The Student submits the plan by the appropriate due date to the WPU Faculty Field Liaison.
3. Measurement criteria can include, but not limited to the following: review of client cases, reflective journals, written assignments and material of all kinds that is reviewed by the field instructor (ex: review of research on topic relevant to field placement); oral presentations, clinical/case documentation, program or grant proposals, projects, and task group participation and/or facilitation. Direct observation (shadowing) of the Student's work is expected as a measure of evaluating dimensions of practice. 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 at any time during the course of the field practicum.
5. The Learning Plan is modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur as a student develops competency in various areas. Situations such as student absences/irregular attendance, inability to complete the required number of hours, change of Field Instructor or change of field assignment need to be brought to the immediate attention of the Faculty Field Liaison and/or the Director of Field Education who will facilitate further discussion and planning with all parties.
6. A copy of the finalized Learning Plan is placed in the Student's field folder which is kept in the office of the Director of Field Education or it is filed in confidential, secure electronic field files.
7. Grading: To pass the field practicum and to receive a related letter grade, students must achieve a rating of competence (4) or advanced competence (5) as their level of performance on each Warner Pacific University learning competency *by the end of the practicum*. A competency level means that the Field Instructor considers the student eligible for employment in the field agency as a probationary hire or as eligible for a good reference for a comparable position. The Warner Pacific University (WPU) Social Work curriculum is designed in accordance with the Council on Social Work Education nine Social Work Competencies and related Professional Behaviors. Dimensions of knowledge, values, skills, cognitive processes and affective reactions are embedded in **each** of these nine competencies. Students, therefore, must demonstrate professional behaviors that integrate these dimensions in order to be prepared for generalist social work practice. Practice behaviors represent observable components of **each** of the nine competencies.

Instructions

For each competency and related professional behaviors identified in Column #1, Field Instructors, with their Students, will identify at least ***1-3 activities/tasks that facilitate competency fulfillment and each of the required professional behaviors in Column #2***. In the sample WPU Learning Plan, some ideas have been pre-filled to solely assist in this process, but these can be changed as Field Instructors and Students develop the Learning Plan together and develop other tasks more fitting to the particular field agency environment.

Field Instructors are encouraged to explain how they will monitor and measure achievement of professional behaviors. Measurement can be achieved in a variety of ways. Here is a list to capture some of the many options available to Field Instructors and their student interns.

1. Direct observation of client interaction, group facilitation, meeting, etc.
2. Discussion during individual and/or group field supervision meetings
3. Audio or video recording of simulated or real interviews (only with written permissions attained)
4. Interactions with staff, agency specialists, colleagues, community stakeholders, clients/consumers, etc.
5. Activity(ies) that student participates in and/or facilitates/leads/organizes (ex: topical workshop, task group, etc.)
6. Review of written communications (ex: case notes, process recordings, agency assessments, reports, etc.)
7. Journal submissions shared with Field Instructor and discussed in supervision
8. Mid-term and final evaluations

WPU Competence #1: Demonstrate ethical and professional behavior

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

Professional Behaviors	Related Learning Activities & Tasks
1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1. 2. 3.
1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1. 2.
1c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	1. 2. 3.
1d. Use technology ethically and appropriately to facilitate practice outcomes	1. 2.
1e. Use supervision and consultation to guide professional judgment and behavior	1. 2.

Narrative Comments:

WPU Competence #2: Engage diversity and difference in practice

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

Professional Behaviors	Related Learning Activities & Tasks
2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1. 2. 3.
2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences	1. 2.
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1. 2.

Narrative Comments:

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

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

Professional Behaviors	Related Learning Activities & Tasks
3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1. 2.
3b. Engage in practices that advance social, economic, and environmental justice	1. 2.

Narrative Comments:

WPU Competence #4: Engage in Practice-Informed Research and Research-Informed Practice

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

Professional Behaviors	Related Learning Activities & Tasks
4a. Use practice experience and theory to inform scientific inquiry and research	1. 2.
4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1. 2.
4c. Use and translate research evidence to inform and improve practice, policy, and service delivery	1. 2.

Narrative Comments:

WPU Competence #5: Engage in policy practice

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

Professional Behaviors	Related Learning Activities & Tasks
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1. 2.
5b. Assess how social welfare and economic policies impact the delivery of and access to social services	1. 2. 3.
5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1. 2.

Narrative Comments:

WPU Competence #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Professional Behaviors	Related Learning Activities & Tasks
6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	1. 2.
6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. 2.

Narrative Comments:

WPU Competence #7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Professional Behaviors	Related Learning Activities & Tasks
7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1. 2.
7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1. 2.
7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	1. 2.
7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. 2.

Narrative Comments:

WPU Competence #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Professional Behaviors	Related Learning Activities & Tasks
8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1. 2. 3.
8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1. 2.
8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1. 2.
8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1. 2.
8e. Facilitate effective transitions and endings that advance mutually agreed-on goals	1. 2.

Narrative Comments:

WPU Competence #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Professional Behaviors	Related Learning Activities & Tasks
9a. Select and use appropriate methods for evaluation of outcomes;	1. 2.
9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1. 2.
9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;	1. 2.
9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. 2.

Narrative Comments:

FIELD PLACEMENT COMPETENCIES

The Council on Social Work Education (CSWE) identifies the field practicum experience as the ‘signature pedagogy’ of any BSW or MSW program. As such, social work programs evaluate student competence and progress throughout the field practicum. This occurs halfway through each 15-week semester of the field practicum and at the end of each semester. At WPU, it is our best practice to have Field Instructors complete a Midterm Evaluation (every 7 weeks) and a Final Evaluation (every 15 weeks). Field instructors may complete these evaluations alone or with their intern but in either scenario, content and ratings are to be shared with students to inform their progress and professional development.

The WPU Learning Plan nine competencies, related activities and tasks, and related monitoring/evaluating methods are the foundation for both the midterm and final evaluation processes. The rating scale is provided herein as a preview for evaluation that Field Instructors will engage in throughout the practicum period.

SCALE:

Competency Rating= degree by which competency was demonstrated

Advanced Competence	Competence	Emerging Competence	Insufficient Progress	Unsatisfactory	Not Observed
5	4	3	2	1	N/O
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student competence exceptionally demonstrated in application of dimensions related to practice behavior	Student is skilled and demonstrates full application of the dimensions related to practice behavior	Student demonstrates beginning application of dimensions related to practice behavior but consistent proficiency is not observed to date	In general, student performance is uneven; understands dimensions and their relation to practice behavior/actions but needs additional practice	There is little to no demonstration of skills and/or understanding of conceptual and theoretical aspects in practice; minimal evidence of dimensions	There has been no opportunity to demonstrate to date or student has not demonstrated to date despite opportunities provided by field agency

This rating scale does not correspond to the traditional letter grading scale system. **A score of 4 or “competence”** constitutes a passing letter grade. Students are expected to have all fours and fives by completion of their social work field practicum to be ready for entry-level social work practice.



Social Work Field Agency Student Orientation Checklist

Description: The field instructor and student intern are asked to complete orientation within the first 2-3 weeks of the field practicum. 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>REQUIRED ORIENTATION TASKS</i>	Please mark with an "X" when completed.
Introduction to Field Agency (mission, goals, history of programs and services, board of directors and executive staff, management team, funding & fee-for-service structures, philosophy of care and/or practice models, best practice methods, confidentiality policies, policies about use of technology, and any other relevant policies for interns/staff/volunteers, etc.)	
Introductions to staff, stakeholders, volunteers, and clients	
Description of community & organizational context & current client demographics and needs	
Orientation to agency safety policies and procedures for staff/volunteers/clients	
Orientation to safety procedures during any agency emergency (onsite or at alternate location).	
Orientation to health and safety protocols standard for this practice setting and pertaining to any potential environmental risk, hazard and/or national or regional occurrence.	
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; any intern that does transports must comply with all agency policies and use personal auto insurance for such tasks. It is not recommended that WPU interns do any transportation of clients due to liabilities involved	
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, Americans with Disabilities Act, and/or any other policies, regulations, laws, etc. 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 training opportunities that are available to intern (online or face-to-face)	
Review information about student parking at location(s), mileage policies, any reimbursement policies/procedures for intern-related activities (ex: parking, meals)	
Completion of any agency requirements (ex: application, criminal background check)	
Discussion of policies, procedures, forms in WPU Social Work Field Manual	
Establishment of regular, consistent internship hours (14 to 16 hours per week minimally), with an understanding that 200 hours are minimally required each semester, totaling 400 hours total	
Establishment of schedule of weekly supervision meetings (minimally for 1 hour each week) with Task Supervisor or Field Instructor. Set up of the 1 hour of monthly supervision with social work supervisor if different from either the Field Instructor or Task Supervisor (Social work supervisors must have BSW or MSW degree with 2 years of post-degree work experience in accordance with CSWE accreditation standards)	

<i>Other Orientation Tasks Required by Field Agency:</i>		
<i>Field Instructor Signature</i>	Date Orientation Completed	<i>Student Intern Signature</i>



SW Field Practicum Time Sheet and Supervision Documentation Form

Student Name _____ Field Placement Site _____

Document all weekly hours and all supervision meetings on this form. The following **do not** apply: lunch & other breaks, commuting time, travel time unless part of intern's regular hours, federal/state holidays where students does not complete field hours. Students must have at least **one hour of supervision each week**. If student meets with Task Supervisor for weekly supervision, then student must meet with Field Instructor for one-hour **each month** to meet minimum requirements.

Field Hours (Document time expended for all field hours and supervision meetings in this table but note exact details below)

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

Details of Weekly Supervision Meetings

Dates	Length of Meeting(s) in minutes	Supervisor's Name (Task Supervisor or Field Instructor)

Please mark a "x" to left if discussed. Include examples of practice application in the Comments box to the right.

x Box	Competencies and Professional Behaviors Checklist	Comments
	Competence 1. Demonstrate ethical and professional behavior.	
	Competence 2. Engage diversity and difference in practice.	
	Competence 3. Advance human rights and social, economic, and environmental justice.	
	Competence 4. Engage in practice-informed research and research-informed practice.	
	Competence 5. Engage in policy practice.	
	Competence 6. Engage with individuals, families, groups, organizations, and communities.	
	Competence 7. Assess individuals, families, groups, organizations, and communities.	
	Competence 8. Intervene with individuals, families, groups, organizations, and communities.	
	Competence 9. Evaluate practice with individuals, families, groups, organizations, and communities.	

Total Hours Above: _____ Total Hours Completed to Date: _____ (225 hours required each semester)

Signature of field instructor and student below confirms that student has completed field hours above. If there are unresolved discrepancies, please insert comments below signatures to facilitate communication with Warner Pacific University faculty. Thank you!

Student Signature _____ Supervisor Signature _____ Date _____



Midterm/Final Social Work Field Evaluation Form

Student Name	
Field Agency Name	
Field Instructor Name	
Field Instructor Email	
Task Supervisor Name (if supervisor not a BSW or MSW)	Degree and/or # Years of Experience:
Task Supervisor Email	

Required Signatures:

Student _____ **Date:** _____

Field Instructor or Agency Designee _____ **Date:** _____

Printed Name of Field Instructor or Designee _____

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.

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and in dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This scale is not to be equated to a traditional letter grading scale. **A score of 3 (emerging competence) constitutes a passing grade**, but students are expected to be able to achieve a score of 4-5 by completion of practicum.

WPU Competence #1: Demonstrate ethical and professional behavior

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
1a	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d	Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e	Use supervision and consultation to guide professional judgement and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #2: Engage diversity and difference in practice

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence		Proficient Competence		Emerging Competence		Insufficient Competence			Competence Not Met	
Student demonstrates high levels of competence in application and dimensions below		Student demonstrates consistent levels of competence and proficiency in application and dimensions below		Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed		Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance			Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)	
5		4		3		2			1	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
	Professional Behaviors					Field Instructor and/or Task Instructor Ratings of Student				
						5	4	3	2	1

2a	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b	Present themselves as learners and engage clients and constituencies as experts of their own experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #3: Advance human rights and social, economic, and environmental justice

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
3a	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b	Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #4: Engage in practice-informed research and research-informed practice

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
4a	Use practice experience and theory to inform scientific inquiry and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c	Use and translate research evidence to inform and improve practice, policy, and service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #5: Engage in policy practice

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
5a	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b	Assess how social welfare and economic policies impact the delivery of and access to social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #6: Engage with individuals, families, groups, organizations, and communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
6a	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #7: Assess individuals, families, groups, organizations, and communities

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
7a	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7d	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #8: Intervene with individuals, families, groups, organizations, and communities

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
8a	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8c	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8d	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8e	Facilitate effective transitions and endings that advance mutually agreed-on goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

WPU Competence #9: Evaluate Practice with individuals, families, groups, organizations, and communities

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

Competency Rating= degree by which competency was demonstrated:

Exceptional Competence	Proficient Competence	Emerging Competence	Insufficient Competence	Competence Not Met
Student demonstrates high levels of competence in application and dimensions below	Student demonstrates consistent levels of competence and proficiency in application and dimensions below	Student demonstrates beginning application of competency and dimensions below; consistent proficiency not yet observed	Competence has not been demonstrated despite learning opportunities provided; minimal evidence of dimensions below; failure to reach minimal standard of performance	Lack of initiation in learning related to competency and dimensions; inability to demonstrate competence and application of dimensions (not observed)
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Professional Behaviors	Field Instructor and/or Task Instructor Ratings of Student				
		5	4	3	2	1
9a	Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9c	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9d	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please refer to the learning task assignments in Learning Plan (LP) here and provide at least two examples of measures that were identified and fulfilled for this competency.

What strengths were observed of student in meeting learning tasks?

If student earned a score of 1 or 2 in any of the above areas, please indicate how the student can improve their professional abilities:

Feel free to add any other comments:

Midterm/Final Social Work Field Evaluation Summary

Field Instructor Recommended Letter Grade (A, B, C, D, F): _____

(WPU Professor will determine final grade based on field performance and progress demonstrated in the accompanying field seminar but input and feedback from field instructor is greatly appreciated.)

Section for Field Instructor and/or Task Supervisor	
Overall, what student strengths have you observed?	
Overall, what student strengths have you observed? (continued)	
Overall, do you see any limitations or specific areas to date for your intern to target for continued professional growth? If so, please explain.	
At this point, do you suggest any additional learning goals or tasks for the student's continued professional development that should be added? If so, please describe.	

Section for Student	
Please share reflections on learning to date and feedback to field supervisor.	



Student Request for Field Practicum at Place of Employment

There are two reasons whereby students may request that their place of employment be the location for their field practicum learning experience.

1. One is that students are offered employment during their field practicum due to their demonstration of social work competencies and related professional behaviors.
2. The other may be that the student has been employed at a social service agency prior to pursual of their baccalaureate social work field practicum.

“The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.” Council on Social Work Education, Educational Policy and Accreditation Standards, 2015

Option #1: Offered employment by Field Agency during Field Practicum

Students are occasionally offered employment at their field locations. While this can be very beneficial to students, this dual role at a field setting can blur the role of a student and an employee. Students must notify the Faculty Field Liaison and/or the Director of Field Education prior to accepting employment at the field agency to ensure that employment will not compromise the students’ ability to complete the field practicum and thus, complete their degree.

The following is necessary to ensure successful completion of the student’s field practicum:

- Student must have completed at least one semester of the practicum completed at the agency and must have minimally received a rating of 3 or higher on the first semester Final Field Evaluation in all competencies and related professional behaviors.
- It is preferable if arrangements can be made for the student’s employment to begin post-graduation and after completion of required field hours (400 hours).
- If, however, employment must begin during the field placement timeframe, employment responsibilities and supervision *must be* different than learning responsibilities and supervision requirements. Additionally, the employment supervisor cannot also be the Field Instructor in such circumstances. A clear boundary must be maintained.
- Employment schedules and responsibilities must also be structured to preserve the integrity of learning in accordance with the established Learning Plan and preparing for social work practice.

- Performance issues related to a job offered and accepted must also not imperil student ability to complete the field practicum. Educational development is different than employment responsibilities and these boundaries must be acknowledged and maintained.

Requirements and Procedures

Please note that failure of the student to adhere to the following procedures may result in termination of the student's field practicum upon review of the Director of Field Education and Dean of Social Work/BSW Program Director.

- The student submits the *WPU Request for Accepting Employment form* and the job description for the position that they are considering at the field agency.
- Student also provides a written outline regarding how practicum learning tasks on the Learning Plan will be set apart from the job if the student accepts the offer of employment.
- The agency manager or their staff designee provides a letter or email to the Director of Field Education to provide confirmation of the job offer and to communicate agency commitment to support the student in completing the BSW degree. The agency must agree that the student can complete the requirements of the internship even though the student has become an employee in this letter/email. This may necessitate adjustments in workloads initially, a longer probationary period, and/or re-structuring of hours and/or additional hours beyond the normal work week to enable the student in completing their field practicum.
- The Field Instructor, the Student, and the Field Agency must recognize that the student's job must be in a different program or department than the program or department in which they are currently an intern.
- The student's assigned Faculty Field Liaison communicates agreement with this plan in an email to the Director of Field Education.
- The Director of Field Education reviews the *WPU Request for Accepting Employment form* and the job description for the position. Then the field director notifies the student within two weeks whether request is approved or denied. The Director of Field Education may request a meeting with the Student and/or Field Instructor/Employer as part of this review process.
 - In cases where request is approved, student is permitted to set up their employment start date and schedule with their job supervisor.
 - In cases where request is denied, the Director of Field Education provides reasons for the denial to the student intern. The student will have two weeks from date of denial to address any areas of concern and to resubmit the request in writing to the Director of Field Education.
 - If student has a grievance with a denial decision, he/she/they can request a meeting with the Dean of Social Work/BSW Program Director to discuss further. The Dean, in this circumstance, will make a final decision as to the request in writing.

Option #2: Student Pre-Employed by Field Agency

To be eligible for this option, students must:

- Not claim any field hours before initiation of the official WPU field practicum or during any period where the field practicum and employment overlapped
- Have a minimum of six months of employment at the agency/organization prior to the start of their field practicum
- Be in good standing with their employer (confirmed through communication with employer by Director of Field Education, with student permission)
- Develop and submit the *Employment-Based Field Placement Proposal* and any required documentation for facilitating learning goals, in collaboration with the employer and university which meet the requirements of the social work field practicum and has agency approval and support for the duration of the field practicum (approximately 30 weeks, 16 hours per week)
- Understand and ensure that employment responsibilities and work supervision *are* different than BSW learning responsibilities and field practicum supervision requirements
- Acknowledge and accept that the employment supervisor cannot also be the Field Instructor in such circumstances. A clear boundary must be maintained
- Structure employment schedules and responsibilities separate than learning tasks to preserve the integrity of learning in accordance with the established Learning Plan and preparation for social work practice

Requirements and Procedures

Failure of the student to adhere to the following procedures may result in termination of the student's field practicum upon review of the Director of Field Education and Dean of Social Work/BSW Program Director.

- The student submits the *WPU Request for Field Practicum at Place of Employment form* and the title and job description they have at the agency/organization.
- Student provides a written outline regarding how practicum learning tasks on the Learning Plan will be set apart from their current employment and role.
- The agency manager or their staff designee provides a letter or email to the Director of Field Education to provide confirmation of their commitment to support the student in completing the BSW degree. The agency must agree that the student can complete the requirements of the internship even though the student is an employee in this letter/email. This may necessitate adjustments in workloads initially, a longer probationary period, and/or re-structuring of hours and/or additional hours beyond the normal work week to enable the student in completing their field practicum.
- The agency employer must provide in writing that they agree that performance issues related to a job must not and will not imperil student's ability to complete the social work field practicum. Educational development is different than employment responsibilities and these boundaries must be acknowledged and maintained by employer

- Both the Field Instructor and the Student must recognize that the student's job must be in a different program or department than the program or department in which they are currently an intern.
- The Director of Field Education reviews the request and notifies the student within two weeks whether request is approved or denied. The Director of Field Education may request a meeting with the student and/or employer as part of this review process.
 - In cases where request is approved, student is permitted to set up their field practicum start date and schedule with their Field Instructor.
 - In cases where request is denied, the Director of Field Education provides reasons for the denial to the student. The student will have two weeks from date of denial to address any areas of concern and to resubmit the request in writing to the Director of Field Education.
 - If student has a grievance with a denial decision, he/she/they can request a meeting with the Dean of Social Work/BSW Program Director to discuss further. The Dean, in this circumstance, will make a final decision as to the request and will communicate this decision in writing.



Employment-Based Field Placement Proposal

“The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.” Council on Social Work Education, Educational Policy and Accreditation Standards, 2015

DATE: _____

Student Name:	Mobile Phone:		
	Email Address:		
Location of agency/organization where employed:		Agency’s physical address:	
Name of Department/Program where you are employed:			
Job Supervisor Name and Title:		Telephone number:	
Education, Credentials and/or Licenses:		Email address:	
Proposed Field Instructor Name for Field Practicum (BSW or MSW from CSWE-accredited program with minimum of 2 years of experience):		Telephone number:	
Their Title and/or Role:		Email address:	
Education, Credentials, and/or Licenses:			

Current Employment Description (In this box, provide a complete description of your role and responsibilities as an employee at the agency or provide separate current job description):

Indicate the days and hours designated for continuing employment at organization:

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
------	-------	------	--------	------	------	------

Name of Department or Program designated for the BSW student intern:

Provide a brief description of the population and organizational setting where the student will be interning:

Proposed Field Practicum Description (In this box, provide an general description of proposed tasks/projects, learning activities, and roles for the student's fieldwork; these must be different from employment responsibilities and congruent with the competencies and practice behaviors that you will specifically outline in the Learning Plan):

Indicate below the days and hours designated for engaging in fieldwork:

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
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Required Signatures

Signature indicates agreement and commitment to the proposal, as well as, related policies pertaining to an employment-based field practicum, outlined in the Social Work Field Manual.

STUDENT:	DATE:
CURRENT EMPLOYMENT SUPERVISOR:	DATE:
PROPOSED FIELD INSTRUCTOR:	DATE:
FACULTY FIELD LIAISON:	DATE:
FIELD EDUCATION DIRECTOR:	DATE:



Social Work Field Agency Concerns/Incident Report

Field Practicum Student	
Date of Incident or Date of Report of Concerns by Agency and/or Student (please specify source)	
Name of Social Work Faculty Field Liaison	
Communication with Director of Field Education/Date	

Please Identify field concerns or field incident that was reported to Faculty Field Liaison. Note all of the following that apply and provide comments as needed to illuminate needs.

List of concerns applying to student at this time.

Lateness or No Shows for Field placement obligations (linked to Learning Plan)	
Failure to attend meetings, agency events, or University field seminar sessions	
Violation or nonconformance to NASW Code of Ethics	
Violation of field agency policies, procedures, methods related to standards of professionalism, service provision, confidentiality, client rights, record-keeping, etc.	
Agency Dress code violation or violation of another agency protocol	
Student does not demonstrate respect in interactions with agency clients, staff, stakeholders, etc.	
Inappropriate use of agency resources	
Inappropriate use of cell phone or other technology during field placement hours	
Use of agency office equipment and/or other resources for personal needs	
Failure to complete agency documentation, reports etc. in a timely manner	
Absence from field placement without proper notification, which includes contacting field agency and faculty field liaison	
Student does not seek out and/or prepare for supervision meetings, nor seeks feedback from field instructor, and/or student does not utilize feedback from field instructor for professional learning, growth, and development.	
Student has serious violation related to WPU Student conduct expectations outlined in the current WPU Academic Catalog, The Squire, the WPU Social Work Student Manual, and/or the WPU Social Work Field Manual	

Please add comments here for any additions or for a concern/incident not listed in the above table or add comments relevant to developing a response to field incident/concern.

Possible Action Steps (check all that apply)

Remediation (Student Growth Plan) ; if this option is selected, include Student Growth Plan with this form and submit both forms to Director of Field Education	
Grade Reduction (% amount of reduction ____)	
Dismissal from Field Practicum	

Comments

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Following signatures indicate communication of above and need for responsive action steps.

Signature/Date -- Field Instructor	
Signature/Date -- Field Intern	
Signature/Date -- Faculty Field Liaison	

Social Work Field Practicum Remediation Action Plan

Date & Consultation Format (face-to-face, email, Zoom, etc.)	
Social Work Student Intern	
Field Instructor & Field Agency	
Task Supervisor (if supervisor not a BSW or MSW)	
Other Persons Present (Faculty Field Liaison, etc.)	

Field instructor and agency have concerns regarding student field performance as explained in separate Social Work Field Agency Concerns/Incident Report. As a result, it is necessary to develop a formal plan to address critical components of the student field performance to support a trajectory of success.

Steps currently proposed to address concern/issues outlined in <i>Social Work Field Agency Concerns/Incident Report</i>	Time Frame for this anticipated correction
1.	
2.	
3.	
4.	

If student cannot or does not make anticipated corrections, outcomes may include termination of field placement, exit from social work major, advisement to alternate major to assist with overall graduation goals, or other consequences as outlined in further updates to this plan of action.

Additional Comments (for detail, clarification, communication, etc.)

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Additional Notations: The student must meet basic competencies outlined in the Learning Plan in order to successfully complete minimum requirements of the social work field practicum. The student must also adhere to the expectations and policies outlined in the WPU Social Work Student Field Manual and WPU Social Work Student Handbook. Additionally, the student must exemplify the values, principles, and standards outlined in the NASW Code of Ethics in all field practicum learning activities. The student understands that 450 minimum hours of field practicum is minimal requirement for the Warner Pacific University social work program.

Signatures below indicate that all will agree to and abide by the plan outlined in this document.

Field Instructor and/or Field Agency Designee	
Social Work Student Intern	
WPU Field Director or Faculty Field Liaison	



Field Practicum Student Safety Checklist

Please mark with an “X” to communicate completion of the following. For questions, please indicate your answer with a “Y” for yes, “N” for no, N/A for not applicable or available to staff and volunteers.

Field Agency Safety Orientation (First three are duplicated on SW Field Agency Student Orientation Checklist):	
1. Safety policies and procedures for staff, volunteers, clients (reading policies, learning about agency safety committee if field agency has one, understanding current safety practices and awareness of gaps in protocols)	
2. Safety procedures during any agency emergency (onsite or alternate location of services)	
3. Health and safety protocols standard for this setting and pertaining to any potential environmental risk, hazard, and/or nation or regional occurrence. (Examples: building access during/after business hours, security cameras, other building safety measures/resources, procedures for checking in and out of office, fire and health emergency)	
4. Process of reporting personal injury in office or in field on agency errand. Orientation to incident reporting process following any incident of client assault, threats, or abuse (verbal and/or physical), and/or auto accident. Safety planning with field instructor and agency as appropriate to incident that occurred.	
5. Process of reporting safety concerns and/or incidents related to client or another stakeholder of agency	
6. Policies and procedures related to sexual or other harassment in the field agency	
7. Please specify additional agency training related to safety that you have completed to date:	
8. Does agency provide training on risk reduction and safety promotion?	
9. Does agency provide training to staff and interns on verbal de-escalation techniques?	
10. Does agency provide training to staff on strategies to intervene with violent or potentially violent clients?	
11. Does agency provide training to staff and interns on non-violent self-defense techniques?	
12. Does agency provide training to staff and interns on impact of secondary trauma for staff and interns?	

Transportation of Clients (solely related to use of field agency autos & not student cars)	
1. Completion of orientation/training related to policies and use of agency automobiles.	
2. Practices of ensuring vehicle interior is free of potential weapons and is in good working condition	
3. Proper safety equipment for transportation of client(s) and in case of emergency (examples include battery cables, spare tire, etc.). Complete orientation as it pertains to transportation of children ensuring knowledge of child safety locks, installation of child safety seats and if possible, have second colleague in vehicle when doing transports.	
4. Selection of client for intern is taken into consideration to reduce threat of harm	
5. Procedures in place for assessment of client's level of agitation (if any), their use of mood-altering chemicals, and purposes for which transportation is needed (Examples: doctor's appointment, transport for family visitation, etc.)	
6. Have phone and emergency personnel contact information in personal electronic devices during time of transport	
Home Visits or other off-site visits with clients	
1. Knowledge of agency policies for communication about your location (example: check-in points)	
2. Preparation for use of personal car or field agency vehicle (Examples: gas, working condition, first aid supplies)	
3. Carry fully charged phone (personal and/or agency phone) and take notice of areas where phone service is not in locations where you are traveling. Note fire stations, police departments en route.	
4. Knowledge of agency policies related to identification badges and carry it on your person	
5. Knowledge of agency policies about meeting client in neutral location such as a park or restaurant	
6. Awareness that choice of dress and safety are connected (choice of shoes, jewelry, slogans on dress, etc.)	
7. Discussion of safety planning where you may unexpectedly encounter higher risk activities at a home visit or off-site visit and knowledge of agency protocols for responding to unsafe or potentially unsafe environments	
8. Policies for entering a potentially higher risk situation due to client's condition (substance abuse or other impairment, current untreated mental illness, history of threatening and/or violent behavior with client and/or associate of client that is at location), etc. Field instructors must evaluate risk of potential harm to intern in determining assignment of agency clients, however, unexpected events can occur due to external variables	

*Adapted from the NASW Guidelines for Social Work Safety in the Workplace (2013), the University of Kentucky College of Social Work *Safety in Practicum Student Checklist*, & Portland State University School of Social Work *Field Placement Safety Checklist*

Field Instructor Signature	Date	Student Signature	Date