



**FIELD PRACTICUM
MANUAL**

*Social Work
BSW Program*

Brigham Young University Idaho

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Field Practicum Manual BSW Program

Mission Statement

Brigham Young University - Idaho Social Work Program Mission:

The mission of the Brigham Young University - Idaho Social work program is to support the overall mission of BYU-Idaho and the Church of Jesus Christ of Latter-day Saints; and to help students develop social work knowledge to become competent and effective communicators and professional social workers for generalist social work practice and Christian service with individuals, groups, families, communities and society.

To help students of diverse interests and abilities to use and integrate social work historically grounded purposes, philosophy, knowledge, values, supervision, consultation, and skills for leadership in the evaluation and development of social policy, social service delivery systems, professional social work employment and for their roles as citizens and parents. To promote economic and social justice and prepare to work within the context of their clients specific cultures.

BYU-Idaho social Work program has goals that are derived from its mission statement.

Program goals are:

Students will provide Christian service as generalist social work practitioners with individuals, groups, families, communities and society. Students will prepare to become competent and effective professional generalist social work practitioners.

The student will learn and develop professional social work knowledge including; historical purposes, methods, a variety of theoretical frameworks, values and ethics. This social work knowledge will be applied and integrated along with consultation and supervision to learn fundamental skills, to be good communicators and to apply this knowledge to their work with individuals, families, groups, communities, and society.

Students of diverse interests and abilities in the BYU-I social work program will learn to be strong leaders that seek to enhance the social functioning of individuals, groups, families, communities, and society. This will be accomplished by their learning to work effectively with social service delivery systems, social policy, and learning to be culturally competent as they strive to understand the context of their client's specific cultures. They will seek to promote social justice in professional social work employment.

The BYU-Idaho Social Work program has objectives that are derived from its program goals.

A. PURPOSES AND OBJECTIVES

The purpose of the two-semester field experience (500 clock hours), is to provide the opportunity for students to apply cognitive learning to practice in an agency setting and to develop skills which integrate and focus the various dimensions of the helping process for poor, physically or emotionally ill, abused or impaired children and families in a variety of cultures.

As students move through successive stages of personal development toward becoming professional social workers, they are expected to engage in a process of self-evaluation which develops self-awareness and facilitates self-acceptance in the professional role.

The field practicum serves as an integrative tool for the BSW curriculum. Through the provision of services to client systems, the students apply the knowledge, skills, attitudes and values they have learned in the classroom and the skills laboratories. Through the field practicum experience, they are expected to develop an identification of self as a professional social worker with a generalist orientation. The specific program objectives for the practicum are listed below.

As a result of engaging in field practicum placements serving individuals, families, and children, students will:

1. Use critical thinking skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.

Goal: To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes;
Key words are applying and integrating, which presupposes critical thinking skills.

Evaluative standard: Successful completion of the social work practice sequence SW 362 Social Work Practice I (Individual) , 364 Social Work II (Group), 367 Human Behavior in the Social Environment (HBSE), 365 Social Work Practice III (Community/Macro) and 400 Social work Values & Ethics courses. Fulfillment of University general education requirements (broad Liberal Arts foundation). Students will have a portfolio example of a paper that exhibits critical thinking on a social welfare topic). **Successful completion of a course indicates a passing grade of C or better and positive evaluation of students performance. This will be true for each objective.**

2. Understand and apply social work professional values, ethics and principles to social work practice.

Goal: To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge,

fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful completion of social work practice sequence SW 362 Work Practice I (Individual), 364 Social Work Practice II(Group), 367(HBSE), 365 Social Work Practice III (Community/Macro), 470 (Populations at Risk) and 400 (Social Work Values and Ethics). Assessments of students application of social work professional values, ethics and principles as exhibited in their field practicum SW 497 / 498 placements.

3. Develop professional respect, knowledge and skills to practice and work with human diversity within the context of clients cultural reality.

Goal: To prepare students.....to integrate the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.

Evaluative standard: Successful completion of social work practice sequence Social Work 362 Practice I, (Individual), 364 Social work Practice II (Group), 367 (HBSE), 365 Social Work Practice III (Community/Macro), SW 464 (Intervention Diverse Clients), SW 470 (Populations at Risk), and 400 (Social Work Values and Ethics). Student assessment of sensitivity and practice skills related to human diversity in SW 497/498.

4. Develop an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance social and economic justice.

Goal: To help social work students of diverse interests and abilitiesto enhance social functioning for individuals, groups, families, communities, society and to promote social justice. ...to integrate the knowledge, values and skills of the social work profession ... within the context of their clients specific cultures.

Evaluative standard: Successful completion of SW 362 Social Work Practice I (Individual), 364 Social Work Practice II (Group), 367 (HBSE), 365 Social Work Practice III (Community), 466 (Social Welfare Policy), 464 (Intervention Diverse Clients), 470 (Populations at Risk) and 400 (Social Work Values & Ethics).

Evaluation of student skill level in working with human diversity in SW 497/498 Field practicum.

5. Develop an appreciation for the historical underpinnings of the social work profession.

Goal: To develop social work knowledgehistorically grounded purposes, fundamental skills and professional values and ethics.

Evaluative standard: Successful completion of Social Work 260 (Introduction to Social Work).

6. Apply generalist social work (knowledge/skills), with systems of all sizes.

Goal: To prepare students for competent and effective generalist social work practice. To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful completion of the Social Work foundation curriculum SW 260 (Introduction to Social Work), 362 Social Work Practice I (Individual), 364 Social Work Practice II (Group), 466 (Social Welfare Policy), 367 (HBSE), 365 Social Work Practice III (Community/Macro). Assessment of the students ability to apply generalist methodology with varied populations as exemplified in field practicum SW 497/498.

7. Develop knowledge of the bio-psycho-social context of individual human development and behavior. Develop the ability to apply and integrate a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society.

Goal: To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful completion of SW 367 (HBSE), SW 362 Social Work Practice I (Individual), 364 Social Work Practice II (Group), and 365 Social Work Practice III (Community/Macro). Portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and social systems on micro, messo, and macro levels.

8. Understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society.

Goal: To help social work students provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.

Evaluative standard: Successful completion of SW 466 (Social Welfare Policy), 365 Social Work Practice III (Community/Macro). Student portfolio paper dealing with social policy analysis. Successful evaluation of student in SW 497/498 field practicum.

9. Develop the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

Goal: To help social work students of diverse interests and abilities to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment.

Evaluative standard: Successful completion of SW 340 (Social Work Research Methods) and SW 466 (Social Welfare Policy). Portfolio paper example illustrating integration of social policy and social service delivery.

10. Develop general communication skills to be used in a variety of social work situations and contexts (individual, clients, colleagues, communities).

Goal: help students develop social work knowledge to become competent and effective communicators and professional social workers for generalist social work practice and Christian service with individuals, groups, families, communities and society.

Evaluative standard: Successful completion of foundation curriculum 362 Social Work Practice I (Individual), 364 Social Work Practice II (Group), 367 (HBSE), 365 social Work Practice III (Community/Macro), 464 (Intervention Diverse Clients), and 470 (Populations at Risk.) Completion of general education classes English 111, 311 or 315. Completion of an on-line computer class. Successful evaluation of communication skill in SW 497/498 Field Practicum class.

11. Use consultation and supervision appropriate to social work practice.

Goal: To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, consultation, supervision, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful evaluation in SW 497/498 field practicum relative to use of consultation and supervision in social work practice.

12. Develop the knowledge, skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

Goal: To help social work students to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment; to enhance social functioning for groups, families, communities, society and to promote social justice.

Evaluative standard: Successful completion of social work foundation curriculum, 362 Social Work Practice I (Individual), 364 Social Work Practice II (Group), 365 Social Work Practice III (Community/Macro) , 466 (Social Welfare Policy), 367 (HBSE), 400 (social Work Values & Ethics), 463 (Child Welfare Services), 465 (Social Work in Community Mental Health), and

470 (Populations at Risk). Particular emphasis on systems theory, ecological theory, (364, 367), social policy, and community organization (365, 466) classes. Successful evaluation in SW 497/498 class.

13. Apply and integrate generalist social work practice and Christian service.

Goal: To prepare students for generalist social work practice and Christian service with individuals, groups, families, communities and society.

Evaluative standard: Successful completion of social work foundation curriculum, 362, Social Work Practice I (Individual), 364 Social Work Practice II (Group), 365 Social work Practice III (Community/Macro), 466 (Social Welfare Policy), 367 (HBSE), 400 (Social Work Values & Ethics). Particular emphasis on generalist social work and Christian service as evaluated by successful completion of generalist social work course work and General Education religion requirement (see page 10 of Benchmark II).

14. Explore in greater depth a field of social work practice, for bachelors level social work.

Goal: To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks ... for professional social work employment.

Evaluative Standard: Successful completion of social work foundation curriculum, 362 Social work Practice I (Individual), 364 Social Work Practice II (Group), 365 Social Work Practice III (Community/Macro), 466 (Social Welfare Policy), 367 (HBSE), 400 (Social Work Values & Ethics) and specifically 463 (Child Welfare Services), 465 (Social Work in Community Mental Health), and 470 (Populations at Risk).

B. Practicum Overview:

Overview, Field Work Education: The Social Work program administers field work education which is systematically designed, supervised, coordinated and evaluated on criteria in which students demonstrate program objectives. Field work education is under the coordination of the field work director, Martin McDonell M.S.W. Systematic protocol is in place for agency criteria, student placement, field instructors, orientation, training, dialogue , supervision and evaluation based on program objectives. Field education in social work is consistent with the mission, goals and objectives of the BYU-Idaho baccalaureate social work program. The student will be placed in social service/social work agencies and get actual experience in social work. The goal is to integrate academic knowledge with actual experience (empirical and practice based knowledge). This experience will help the student to reinforce identification with the purposes, values, and ethics of the social work profession, promote professional competence, and students field work practice will be evaluated on the basis of demonstration and consistency with program objectives.

Field education is the capstone experience in baccalaureate social work education, students will work 500 hours in their field placements. (500 hours will be required of BYU-I Social Work students in field work to meet BYU-Idaho internship guidelines of 50 hours per credit hour.)

Students, Criteria for Field Work Education Participation:

Since the BYU-Idaho Social Work Practicum/Internship is the capstone experience in baccalaureate social work education only those students in their last year of social work education and/or those who have completed the requisite course work, (professional foundation practice curriculum SW 260, 362, 364, 365, 367, 400), and who are deemed prepared by the social work program field coordinator shall be allowed to take the SW 497/498 field work class. In addition the student must qualify for the placement by meeting the criteria necessary to be placed as a worker in social work/ social welfare agencies (for example pass a criminal background investigation).

Field Work Mechanics: Agency, Student Placement, Field Instructors, Coordinator:

Social Work Field placements will be under the direction of the BYU-Idaho Social Work program Field work /internship Director/Coordinator. Policies, criteria and procedures for field work agencies and field instructors are based on the following:

Agency: Criteria

The agency should serve a diverse population that would fall under a social welfare/social services/social work domain. The agency must have the ability to provide field work students/interns, with opportunities to become involved in meaningful social work tasks, activities, intervention and interaction. The agency must have been in operation for at least one year, with a proven track record of stability as an agency or entity. The agency has a social worker on staff who has graduated from a CSWE approved school/college. The agency must agree to involve the student for the entire period of the field placement /internship as agreed unless the agreement is terminated for cause.

If applicable, the experience provider/agency provides Workers' Compensation and/or other employment benefits to the student to the extent required by law. If there is a question regarding Workers' Compensation laws of your state, please consult:

<http://www.comp.state.nc.us/ncic/pages/all50.htm>. The agency provides liability, automobile insurance , or other appropriate insurances applicable to the internship/field work/setting for the student intern as applicable to agency tasks and responsibilities. BYU-Idaho will provide liability insurance for the student to cover harm or damage caused by the student as per the Master Internship Agreement.

Policy: The experience provider/agency accepts the primary responsibility for supervision and control of the student at the internship/field work site.

Procedure: The agency should have a written job description of the field work interns position. If such a job description is not available, the student and the field instructor should develop one for their work together and future students. The job description should correlate with and provide opportunities to fulfill the BYU-I social work program goals and objectives. The agency and field instructors will be familiar with the BYU-I Social Work program goals and objectives in training meetings held by the BYU-I social Work field work director /coordinator.

The experience provider (agency) orients the student to the providers rules, policies, procedures, methods, and operations and has a person designated as the liaison with the BYU-Internship coordinator. The agency must be willing to enter into BYU-Idaho's Master Internship agreement and designate a field work coordinator/instructor allowing adequate time to mentor and teach the social work student.

The BYU-I field work director/coordinator along with the field work liaison will be responsible to maintain field liaison contacts with agencies and train field work instructors. This will be accomplished by attending training meetings held by the BYU-Idaho Social Work field work coordinator. Agencies will be aware that students will be asked by the BYU-I social work program to evaluate their internship/field work agency and instructor relative to their effectiveness in providing a holistic experience and helping them to perform and fulfill the BYU-I social work program goals and objectives. The BYU-I social work program field work director/coordinator and/or field work liaison will also periodically visit the field work provider/agencies to assess their effectiveness in fulfilling the social work programs goals and objectives. This also allows the program field work director/coordinator to keep their finger on the pulse of the overall field work experience.

Student Placement:

Policy: Student will fill out and submit to the BYU-I social work field education director/coordinator the BSW Field Work Application to initiate a field work placement.

Procedure: Once an agency and field instructor have meet the criteria for field work , there will be training provided to the agency and field instructors by the BYU-Idaho Social Work program field work director/coordinator. Placement of students into field work agencies will take place by mutual agreement of the program, student and agency.

This will be accomplished by a mini-fair in which agencies will set up an area with information about their agency etc. students will have a professional vitae when they visit the mini-fair to share with agencies. Experience Providers/agencies will be encouraged to conduct "job interviews" with prospective field work students so the student can have the interview experience and the agency can have input in the selection process. Through interest, collaboration, interviews and the input from the BYU-Idaho field work director/coordinator, liaison, agency and the student a placement will be made.

Field Instructor:

Policy: The field work instructor must have time to mentor, work as a social worker and have graduated with a baccalaureate degree from a CSWE accredited social work program, attend training meetings with other field instructors provided by the BYU-Idaho Social Work Program,

and agree to the BYU-Idaho internship agreement. **Procedure:** The field instructor should orient the student to the experience providers rules, policies, procedures, methods and operations. It is discouraged, but if a field work instructor is not available with a baccalaureate degree in social work the BYU-I social work program field work director/coordinator will assume responsibility for reinforcing a social work perspective in the field placement. This will be done by spending extra time bi-weekly with the student in this placement as part of the SW 497/498 class and/or by extra training sessions with the field work instructor focusing on a social work perspective in the field work experience.

The field instructor will also evaluate the students performance in their agency relative to the goals, objectives and mission of the BYU-Idaho Social Work program. A survey of the goals and objectives of the BYU-Idaho social work program and training by the BYU-I field work program coordinator will be provided. Field instructors will be taught what is expected of the social work student relative to the goals and objectives of the social work program.

Orientation, Training, Dialogue - Field Work Agency & Instructor:

Procedure: The field instructor will be oriented and trained by the BYU-I social work program field director/coordinator and attend one field instructors -student joint training meetings with other field instructors and students. In addition, the field instructor will meet weekly with the student for instruction/evaluation sessions. The agency must also be willing to enter into the BYU-I internship agreement which stipulates that the agency will evaluate the students performance.

Assessments will be provided on the BYU-I social work program goals and objectives as well as training by the BYU-I field work coordinator, to provide a foundation for the agency and field work instructor to do their student assessment and evaluation. The BYU-Idaho social Work Field Work Director/Coordinator and/or liaison will dialogue with the field work instructors and field work agencies on a regular and consistent basis, through site visits, training sessions, evaluation, follow-up, and informal collaboration and dialogue. The Social Work Field Work Director/Coordinator or liaison will also meet weekly with the students in the SW 497/498 class for supervision, processing of field work experience and for academic teaching.

Follow up Procedure:

After the agency has signed a master agreement to be an internship provider, training of field instructor has occurred, and students have been assigned a to a particular agency for placement, an email confirmation will be sent by the social work program to make sure (both student and agency field instructor) are aware of the placement. It is subsequently the responsibility of the student and field instructor to make contact. Any question by either the student or agency can be addressed to the fieldwork director/coordinator or liaison. If the student or agency, between the time of assignment of field placement and actual start of placement, have a change in status that might affect the integrity of the placement; it isw incumbent upon the student or agency to contact the social work program and let the filed director/coordinator or liaison know of the situation. If a student has a problem that interferes with the ability to complete the assigned placement, for whatever reason, it is up to the student to let the social work program and the agency know.

Two week prior to the beginning of the student field placement another email will be sent to the student and their assigned agency to confirm the placement. Any minor changes or

circumstances that might affect the placement will be addressed at this time. At or by mid-semester a face-to-face contact will be made with the agency and field instructor by a social work faculty member (liaison) to monitor the placement and assess the students' performance and overall quality of work. At the end of the field work placement program assessments will be done by the field instructor and student. They may collaborate with the field director/coordinator or liaison if needed.

Paid Employment and Field Work Education:

Policy: When students are involved in paid employment in the agency provider/field work setting, the student and employing entity must understand that the student is in training and the experience provider/agency and student have an obligation to fulfill the BYU-I social work program field work objectives; i.e. (teaching, assessing, evaluating with the end state being fulfillment of the BYU-I social work program goals and objectives.) There must be a weekly teaching, assessment, evaluation meeting for the student and field work instructor which focuses on educational goals, and the overall BYU-I social work program goals and objectives. SW 497/498 course work assignments, class time (processing meetings), text book and other educational assignments must be given priority and not interfered with or neglected in place of experience provider/agency paid employment tasks.

Procedure: The determination of interference with academic/work related issues will be evaluated and determined by the Social Work Program Field Work Director/Coordinator. The Social Work Program Field Work Director/Coordinator is in a position as the class instructor of record, in experience and collaboration with field liaison interaction, and in training sessions with field work instructors and students to make this evaluation. Should a conflict of interest occur between paid employment and social work program field work goals and objectives, the Social Work Field Work Director/Coordinator and /or liaison will meet with the experience provider/agency coordinator and /or field work instructor, and student to discuss the issue and make corrective changes. If progress does not occur and corrective changes are not made, as assessed by the social work program field work director/coordinator, one warning will be issued and a time frame stipulated for corrective action to occur. If the first meeting and the later warning are not heeded and corrective action does not occur, the student may be asked to fulfill the remainder of their field placement in another provider/agency to receive credit in their SW 497/498 class work.

Students who have grievances with their field placements follow the BYU-Idaho Social Work Program grievance policy and procedure.

C. ORGANIZING RATIONALE AND RELATIONSHIP TO TOTAL CURRICULUM

Undergraduate education for social work at BYU-I is designed to prepare social workers with a generalist orientation toward serving individuals, families and children in a wide variety of settings. The curriculum emphasizes the problem-solving approach as the integrative practice framework. Systems theory is introduced early in the curriculum to support the generalist conception of practice. This educational experience is implemented in a variety of placements through the selection of problems for student involvement and is supported by analysis and discussion in the integrating seminar.

Even though part of the curriculum will most likely be taken concurrently with the field practicum, entry into fieldwork occurs during the senior year on the assumption that a knowledge and skill base must be laid before students engage with client systems. Students may apply for field internship only after admission to the major, which requires demonstration of good academic ability, mental stability and the satisfactory completion of Introduction to Social Work (260), Statistics (221), Human Biology (230, or 264), Introduction to Sociology (111) or, Social Problems (112), Psychology (111). The following courses are also prerequisites to fieldwork:

SW 362 Social Work Practice I Generalist-Individual

SW 364 Social Work Practice II Generalist-Group

SW 365 Social work Practice III Community

SW 367 Human Behavior in the Social Environment

SW 400 Social Work Values & Ethics

NOTE: It is recommended that students take, SW 466 Social Welfare Policy, and 464 Intervention with Diverse Clients or 470 Populations at Risk.

The remainder of the curriculum may be taken either before or concurrently with fieldwork, at the student's option. Students must qualify for agency placement requirements for example - pass a criminal background investigation etc.

D. FIELD WORK INTEGRATION:

Fieldwork, more than any other educational experience, has the potential for helping students integrate the cognitive (classroom) context with the experiential (field) practices. This integration, necessary for the development of the entry-level social work practitioner, is achieved in the following manner:

1. Agency Field Instructors must be aware of program goals and objectives as stated in the program manual. Each field instructor is given a **Field Manual** and computer link to it and copies of the **Social Work 497/498 syllabus**. Syllabi of other courses are available upon request.
2. Students registering for the field practicum are required to attend a **fieldwork orientation meeting** where the Fieldwork Educational Director/Coordinator will explain educational objectives, along with important policies and procedures relating to their anticipated field experiences.

3. A weekly integrative 497 Senior internship seminar will be held where students can share and discuss their ongoing field experiences in terms of the problems posed by client systems, value/ethical dilemmas, intervention plans, problem-solving efforts, outcomes, and insights gained. The students' functioning within the structure of the agency is also discussed. This particular fieldwork seminar is crucial in connecting the field experience to the educational objectives of the program. The seminar will be conducted by BYU-I field faculty in hopes of furthering the student's sense of professional identity, allowing them to integrate the entire curriculum around the practice experience.
4. Field Instructors and Agency-based Field Coordinators are provided an **initial program** orientation and thereafter attend an **annual training meeting** on campus.
5. **BYU-I Faculty Liaison** encourages integration as they interact with agencies and students. They consult with agency instructors on issues such as the preparation of learning agreements, completion of evaluation forms, and other field policy and procedural matters.

E. STRUCTURE AND DURATION

The fieldwork practicum is primarily structured based on sixteen clock hours per week for two semesters. Students will be placed in a different setting each semester. This structure may be modified to accommodate a clock hour placement according to student and/or agency needs.

In screening, coordinating and teaching across settings, and in binding the field experience to the educational objectives of the program, five different roles are involved: (1) the campus-based Fieldwork Educational Director/Coordinator, who negotiates the general arrangements with agencies, assigns students to agencies, and oversees the total effort; (2) campus field faculty member who serves as Coordinator/Liaison between the school and the agencies; (3) the Field Instructors within the agencies who assign cases and other learning experiences and give direct supervision to the students. The students' faculty advisors on campus are also available to advise and support students as well as to help them integrate their total educational experience with their career goals.

F. SETTINGS

A wide variety of agencies in Southeast Idaho will be used for field training. Each of these agencies signs an Agency Agreement contracting with the University to provide training for students in compliance with the School goals and objectives. An example of agencies willing to work in a collaborative effort with the BYU-Idaho Social Work program to provide agency placements for students include:

Social service and community resources to interface and provide support to our program and for field work placements include: Madison Memorial Hospital, Upper Valley Resource & Counseling, Idaho Department of Health & Welfare, Region VII, Family and Children Services, Five County Detention Center, Idaho Department of Corrections, Juvenile Corrections Center,

and the Idaho Department of Health & Welfare Developmental Disabilities, Infant, Toddler program, and Adult Mental Health Programs.

We have added the following fieldwork agencies this past year to our resource list: Madison and Fremont County Juvenile Probation, Rehabilitative Health Services, Ostermiller Counseling Services Inc., See Opportunities and Achieve Results (SOAR), Domestic Violence Intervention Center, Children's Mental Health Alliance, LDS Family Services, Eastern Idaho Regional Medical Center, Human Service Connections, Children's Supportive Services, Joshua D. Smith Associates, District 93 Bonneville School District, District 251 Jefferson School district, and district 321. We will continue to add agencies to our field placements/resource list in the future.

G. BREADTH OF LEARNING OPPORTUNITIES

Because of the close relationships between agency personnel across settings in this rural community, it is relatively easy to plan for student involvement in agencies other than the one to which they are primarily assigned. Even though the particular setting in which a given student is placed may employ a narrow range of interventive modes, a very broad range can be experienced through their collaborative work throughout the community. Students in agency placements are encouraged to visit other agencies and programs such as attending an AA meeting. It is the responsibility of the field instructors to encourage and facilitate student exposure to a broad range of learning opportunities.

All students are required to participate in macro-practice activities. They are expected to become aware of current legislative issues impacting their field agency and, wherever possible, become involved in legislative processes. The Social Policy and Community Organization courses and instructors encourage and support such involvement.

H. ASSURING EDUCATIONAL DIRECTION

Several mechanisms and approaches are simultaneously employed to assure educational direction in the relationship between the academic program and field instruction settings:

1. The three different roles described under "Structure and Duration,"(section E, above) represent a division of responsibility to assure students are maximizing their learning opportunities within the goals and objectives of the BSW Program.
2. Workshops and meetings are scheduled periodically to bring agency field instructors and campus field faculty together to exchange ideas and practice methods and techniques.
3. Written Field Agency/University Agreements are in effect with all agencies to specify mutual expectations and minimal standards.
4. The Social work Senior Internship Seminar serves a variety of functions in assuring educational direction as discussed above.

5. The Field Practicum Manual discusses the nature and functioning of the relationship between the program and field instruction settings. The manual also delineates the type of field experiences needed to meet students' learning needs within the framework of the mission and educational objectives of the program.
6. Social Work Senior Internship Seminar and the 497 / 498 Social Work Senior Internship/Practicum outlines are distributed to agency field instructors.
7. Field work evaluations on each student are completed by field agency instructors and analyzed by campus field faculty to assure educational objectives are being met.
8. Each agency is evaluated by intern students to monitor the educational qualities of each setting.
9. The University Field Liaison visits each agency at least once each semester to monitor the process of field instruction and the effectiveness of collaboration between the agency and the university.

I. CRITERIA FOR THE SELECTION OF SETTINGS AND INSTRUCTORS

1. All programs selected for field intern placement will have demonstrated:
 - History as a respected social welfare program or agency with clear-cut sanction from the community, having been in operation for at least one year.
 - Commitment to the goals of the social work profession.
 - Commitment to the goals of social work education.
 - Willingness to support the primacy of BYU-IDAHO educational placement objectives.
 - Willingness to commit resources for the training of students i.e. release time for field instructor orientation and student supervision, release time for attendance at periodic half day training sessions at the university, and resources to support student services to client systems such as telephones, adequate work space, secretarial services and privacy for direct contacts.
 - A general attitude of respect for students with their competencies and needs.
2. The criteria for the selection of field instructors are:
 - A MSW, or BSW degree
 - A reputation for professional competence.
 - A demonstrated loyalty to the agency and its purposes.

- A demonstrated identification with the profession.
- An expressed understanding of and support for undergraduate social work education.
- A background of experience and at least six months in the present setting.
- A desire and ability to teach BSW students.
- A willingness to participate in training sessions at the university.

On the rare occasion when a field instructor is not a social worker, a social worker in that agency is under contract to oversee the students' total experience. This social worker meets with the student one hour each week to assure that the planning for, teaching, and evaluation of the field component all have a social work focus and that they are professionally sound and educationally directed.

J. FIELD WORK RESPONSIBILITIES

The following guide has been provided to help assist students as they enter into the Senior Field Internship experience. Since this phase of the educational process involves the coordination of so many elements (university--agency--student) it is deemed essential that general as well as specific expectations, responsibilities, and guidelines be shared and agreed upon.

1. The University Responsibilities

- To select only those agencies that will offer comprehensive learning experiences. Agencies will be selected that are willing to guarantee the personnel, time, and space needed to assure the completion of the educational objectives established for the student in the field experience.
- To provide a Field Education Director/Coordinator who will personally assign the student to an agency based field instructor who will then direct the student's field learning experience. The field instructor will evaluate the student's field work and recommend a final grade to the Field Education Director/Coordinator, who will assign a final grade for the university field course.
- To provide a Field Faculty Liaison who will serve as a link between the student, the university, and the agency. This liaison will visit each student in the agency at least once each semester and will alert the Field Education Director/Coordinator regarding any concerns the student or agency field instructor might have.
- To properly prepare the student with the academic and theoretical knowledge needed to enter the field practicum and have a successful field placement experience.

- To allocate sufficient field faculty time for planning, advising, and coordinating with the placement agency and the student. This would include a sharing of expectations as well as the provision of course outlines and field manuals essential to a well-integrated field experience.
- To assume the primary responsibility for evaluating and grading the student's performance in the field, and granting or denying university credit for the semester's work. This is accomplished only after carefully considering the inputs of the student, the field liaison and field instructor.
- To provide professional liability insurance for all students in field internships.

2. The Agency and Field Instructor Responsibilities

- To orient the student to the agency. This includes the provision of written material as well as discussions related to the agency's history, philosophy, purpose, goals, eligibility requirements and administrative structure. It is also the field instructor's responsibility to help the student perceive and understand the agency as it relates to and compliments other community social welfare services.
- To provide an opportunity for the student to meet the agency staff and to open whatever doors are necessary for the student's involvement in staff meetings, conferences, and consultations. This includes arranging for adequate working space, access to secretarial help, parking space, and generally providing satisfactory working conditions.
- To discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the times the student will be available to be in the agency.
- To provide a balanced and meaningful experience in the field. This includes appropriate assignment of clients, agency visits, social studies, case conferences, consultations, staff meetings, referrals, group experiences, etc. It is also expected that the instructor utilize the field practicum manual and make certain that each student experiences the full range of educational objectives. Each student's experiences will be designed for the entry level generalist social worker working with a variety of client systems and problems. It is essential that all assignments and specific tasks be given only after carefully considering the feelings, abilities and skills demonstrated by the student at a given point in time.
- To provide, where possible, opportunities for the student to work with minorities and assist him/her in understanding relevant dynamics and intervention strategies.

- To assure the student an opportunity to work in collaboration with a variety of other social services in the community.
- To set apart and protect supervision time for the student.
- To share with the university Field Director/Coordinator an evaluation of the students' performance in the agency. This will be done only after the material has been carefully discussed with the student.

3. **The Student Responsibilities:**

- To assume a primary role and responsibility in assuring a successful field experience.
- To gain a working knowledge and understanding of the agency to which he/she is assigned. This includes an understanding of the relationships of the assigned agency with other social service agencies in the community.
- To train for and practice social work within the rules of the agency in which the student is placed. This includes compliance with work requirements scheduled by the agency in accordance with university expectation. It also means that the student will complete a minimum of sixteen hours per week in actual field experience.
- To adhere to the social work code of ethics.
- To observe, test, integrate, and apply in direct service, through a problem solving process, the theoretical concepts and principles presented in the classroom.
- To schedule and prepare for regular individual and/or group supervision sessions.
- To be available for case conferences, staff meetings, and other identified meetings, as agreed upon.
- To attend the campus-based field work seminar and to complete seminar assignments including keeping a log of field experiences. The log should provide a written record of the field experience. From this experience should come an opportunity for the student to evaluate and explore his/her emotional readiness for a career in the field of Social Work.
- To participate in one's own evaluation with the field instructor and submit final evaluation forms to the university Director /Coordinator of Field Education to obtain a final grade for the course.
- To complete an Evaluation of Field Agency Form, upon completion of fieldwork.

K. LEARNING AGREEMENTS:

Approximately three (3) weeks into each new semester field placement experience, students are expected to create a learning agreement on the form provided. This agreement is designed to direct the student's learning effort and to acknowledge an understanding by the student, the agency field instructor, and the university Field Director of the activities in which the student will be engaged during that specific grading period.

The form is completed by the student, with consultation from the agency field instructor, listing all the major learning activities in which the student will be involved, during that semester, under three categories: Individual activities, Group activities, and Community activities. Assistance on the completion of this form will be given during the university field interactive seminar classes at the beginning of each semester. All three signatures, at the bottom of the form, should be affixed to the original agreement held by the student. Two copies should be made, one for the agency field instructor and one for the Field Director/Coordinator. The form will be submitted to the University Field Director/Coordinator for the university student file, within the first six weeks of each semester's field experience.

The Agreement, when signed and submitted for filing, may be changed at any time during the semester as the student and the agency field instructor decide to add new learning activities, and to modify or expand the student's field experience. The original form, in the student's possession, may be modified and a new copy submitted for the Field Director's signature and the student's file.

L. EVALUATION OF STUDENT LEARNING AND PERFORMANCES

The main purpose of the "Mid-Semester Evaluation" form (teacher assesses student, Appendix C, pages 50-55) is to provide a brief progress report to students and instructors. The "End-of-Semester Evaluation" form (teacher makes specific assessment, Appendix C, pages 56-108) yields a more detailed summative report.

Final Evaluation forms are structured to facilitate a three-way communication between the Field Instructor, the University and the student. They are to be forwarded to the Social Work senior Internship Seminar Instructor or Field Director/Coordinator as soon as possible after completion and prior to the last day of class. No grade will be given for the internship course without it. One set of (Mid-semester and End-of Semester) evaluations must be submitted per semester.

M. EVALUATION OF PRACTICUM BY STUDENTS

After the completion of 500 clock hours in field practice (10 credit hours), the student is asked to complete the evaluation form regarding the agency and the field instructor. If more than one agency is used to complete the 500 hours, one form is to be completed for each agency.

Forms are to be sent by the student directly to Martin McDonell, MSW, Field Director, Ricks 132 E, or Paul Rroberts, MSW, Field Coordinator, Ricks 132 D, BYU-IDAHO Department of Social Work. The information on the form is considered confidential.

N. GRIEVANCE PROCEDURE:

Please refer to pages 32-34 of the BYU-IDAHO Social Work Bachelor's Program Student Manual

APPENDIX A

**BSW FIELDWORK
APPLICATION
and
FIELD PRACTICUM AGENCY
AGREEMENT FORM**

BYU-IDAHO
BSW Fieldwork Application-Social Work 498

Background Information:

Name: _____ Date: _____

Local Address: _____ U.S. Citizenship? [] Yes [] No

_____ Drivers License? [] Yes [] No

_____ Access to Vehicle? [] Yes [] No

Local Phone: _____ Have taken Child [] Yes [] No
Emergency Contact: _____ Welfare [] Concurrently

_____ Expected Graduation Date? _____

Permanent Address/ Phone: _____

Language/Cultural Expertise: _____

Prior Agency Experience: (employment, volunteer, ect.) _____

Prior Field Placements: _____

Current Employment: _____

Hours and Days Working: _____

Will you continue this employment during your internship? [] Yes [] No

*(If your employment changes during your internship, please let us know)

Prerequisites Completed?

Accepted into Social Work Major? [] Yes [] No

Senior class standing [] SW 362 [] SW 364 [] SW 365 []

SW 367 [] SW 400 []

During what time period do you wish to do your fieldwork?

<u>Semester</u>	<u>Year</u>	<u>Clock Hours</u>	<u>Credit Hours</u>
Fall	_____	_____	_____
Winter	_____	_____	_____
Summer	_____	_____	_____

Internship Preferences: (Sum-Summer, F-Fall, W-Winter)

Geographical Preferences: _____ Madison County _____ Jefferson County
_____ Bonneville County _____ Fremont County
_____ Other (specify _____)

You may be asked to pass a criminal background investigation to work in a social work/social service agency. Is there anything in your background that may interfere with such an investigation? If answered yes, student must understand that it may affect you eligibility qualify for a field work placement.

Please describe any physical limitations which should be taken into consideration in arranging for your field experience:

Please comment on anything about your experience or your special interests that might influence the placement selected for you:

Permission of Instructor []

APPENDIX B

CURRENT SYLLABUS FOR SOCIAL WORK 497/498 COURSE

Social Work 498 Field Internship / Practicum

Winter 2006

Grover Wray, M.S.W.

Tuesdays & Thursdays

8:00 – 9:15 am

Course Description:

Field education in social work is consistent with the mission goals and objectives of the BYU-Idaho social work program. The student will be placed in social service/social work agencies and get actual experience in social work. The goal is to integrate academic knowledge with actual experience (empirical and practice based knowledge). This experience will help the student to reinforce identification with the purposes, values and ethics of the social work profession, promote professional competence, and students will be evaluated on the basis of consistency with program objectives. This is the capstone experience in baccalaureate social work education, students will work 500 hours in their field placements. Thus, only those students who are in their last year of baccalaureate social work education and who have completed the requisite course work and who are deemed prepared by the social work field coordinator shall be allowed to take the SW 498 class. The field internship/practicum at BYU-Idaho is an integral part of our generalists social work education.

Course Requirements:

Only those students who are in their last year of baccalaureate social work education and who have completed the requisite course work and who are deemed prepared by the social work field coordinator shall be allowed to take the SW 498 class.

Submit a BSW Fieldwork Application to apply for SW 498 class.

Once application is approved by the program field work coordinator, register for class.

Students will be required to complete 500 hours in their field placements/ internships.

Students will be expected to: Submit a professional vitae with name, requisite course work, experience, references etc. to the field placement agencies at the mini fair to help secure a field placement.

Students will read, agree to and sign the BYU-Idaho Student Internship Agreement Forms, and any agency forms that are required for their placement.

Attend program field work training / meetings as held.

Student will need to attend an agency orientation meeting with their field work instructor.

Have a weekly supervision meeting in their agency with their field instructor.

Attend the SW 498 class, complete assignments, and participate in processing field work experiences.

Successfully complete BYU-I social work program goals and objectives listed below.

Successful evaluation by the field work instructor and program field work

instructor/coordinator; (see evaluation forms for criteria that must be fulfilled , (Student Manual, pages 22-28, Appendix 1), (Assessments/Evaluations Forms, Appendix 1.5, Benchmark I document). Student will evaluate the agency, field work instructor, and the program fieldwork coordinator/instructor.

Generalist practice in the BYU-Idaho Social Work program is characterized by:

(1) Entry level social work practice wherein the student has acquired core knowledge for social work practice; including development of knowledge and skill to engage in professional relationship, identifying issues, problems, resources, assessments, appropriate intervention, evaluation, and termination with diverse client systems (individual, family, group, organization, and community).

(2) Operation from a multidimensional perspective i.e. multiple theoretical perspectives, (systems theory, ecological theory) and a holistic foundation.

(3) Generalist practice is carried out using professional values/ethics, appreciation, sensitivity to human diversity, and the pursuit of social and economic justice.

Field education requires the student to complete the following course objectives: (course objectives are followed in parentheses with program objectives they correlate with or relate to).

Course Objectives:

1. Prepare to enter the work force as an entry level social work generalist practitioner.

(2, 3, 4, 6, 8, 10, 11, 12)

2. Develop professional competence and practice using the purposes, values and ethics of the social work profession. (2, 3, 4, 5, 6, 8, 10, 11, 12)

3. Use generalist social work practice skills in engaging clients, identifying issues, problems, needs, resources, assets, collect and assess information, planning for service delivery, using communication skills, supervision and consultation with diverse populations e.g. individuals, families, groups, organizations and communities. (2, 3, 4, 6, 7, 8, 9, 10, 11, 12)

4. Identify, analyze, and implement empirically based interventions to achieve client goals, evaluate program outcome and effectiveness, provide leadership for policy and services, promote social and economic justice. (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12)

5. As a capstone experience upon completion of the field placement the student should be able to exhibit/document the fulfilment all of the objectives and goals of the BYU-Idaho Social Work program as applied to their field work practicum/internship experience. (**See Evaluative**

**Standards for check off for objectives student must fulfill in their field/practicum.)
Program Goals and Objectives:**

Program goals are:

Students will provide Christian service as *generalist social work practitioners* with individuals, groups, families, communities and society. Students will prepare to become *competent and effective professional generalist social work practitioners*.

The student will learn and *develop professional social work knowledge* including; *historical purposes, methods, a variety of theoretical frameworks, values and ethics*. *This social work knowledge will be applied and integrated* along with consultation and supervision to learn *fundamental skills*, to be good communicators and to *apply this knowledge* to their work with individuals, families, groups, communities, and society.

Students of diverse interests and abilities in the BYU-I social work program will learn to be strong *leaders* that seek to enhance the social functioning of individuals, groups, families, communities, and society. This will be accomplished by their learning to *develop and work effectively with social service delivery systems*, social policy, and learning to be culturally competent as they strive to understand the context of their client's specific cultures. They will seek to promote social justice in professional social work employment.

All of the program goals integrate the content in C. S. W.E. Educational Policy 1.1

The BYU-Idaho Social Work program has objectives that are derived from its program goals.

***Note* For the convenience of the reader listed directly under the objective is the program goal that relates to the objective.**

Objectives - The student will:

1. Use critical thinking skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.

Goal: "To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes"

Key words are applying and integrating, which presupposes critical thinking skills.

Evaluative standard: Successful completion of the social work practice sequence SW 362 Social Service Practice 1 (Individual) , 364 Social Service Practice 2 (Group), 367 Human Behavior in the Social Environment (HBSE), 365 Social Service Practice 3 (Community/Macro) and 400 Values / Ethics courses. Fulfillment of University general education requirements (broad Liberal Arts foundation). Students will have a portfolio example of a paper that exhibits critical thinking on a social welfare topic). **Successful completion of a course indicates a passing grade of C or better and positive evaluation of students performance. This will be true for each objective.**

2. Understand and apply social work professional values, ethics and principles to social work practice.

Goal: “To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of social work practice sequence SW 362 Practice 1 (Individual), 364 Practice 2(Group), 367(HBSE), 365 Practice 3 (Community/Macro), 470 (Populations at Risk) and 400 (Values and Ethics). Assessments of students application of social work professional values, ethics and principles as exhibited in their **field practicum SW 498 placements**.

3. Develop professional respect, knowledge and skills to practice and work with human diversity within the context of clients cultural reality.

Goal: “To prepare students.....to integrate the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.”

Evaluative standard: Successful completion of social work practice sequence SW 362 Practice 1, (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community/Macro), SW 464 (Intervention with Diverse Clients), SW 470 (Populations at Risk), and 400 (Values and Ethics). Student assessment of sensitivity and practice skills related to human diversity in SW 498.

4. Develop an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance social and economic justice.

Goal: “To help social work students of diverse interests and abilitiesto enhance social functioning for individuals, groups, families, communities, society and to promote social justice.”

...to integrate the knowledge, values and skills of the social work profession ... within the context of their clients specific cultures.

Evaluative standard: Successful completion of SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community), 466 (Social Welfare Policy), 464 (Intervention with diverse Clients), 470 (Special Populations) and 400 (Values/Ethics).

Evaluation of student skill level in working with human diversity in **SW 498 Field practicum**.

5. Develop an appreciation for the historical underpinnings of the social work profession.

Goal: “To develop social work knowledgehistorically grounded purposes, fundamental skills and professional values and ethics.”

Evaluative standard: Successful completion of Social Work 260 (Introduction to Social Work).

6. Apply generalist social work (knowledge/skills), with systems of all sizes.

Goal: “To prepare students for competent and effective generalist social work practice.”

“To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of the Social Work foundation curriculum (SW 260(Introduction to Social work), 362 Practice 1 (Individual), 364 Practice 2 (Group), 466 (Social Welfare Policy), 367 (HBSE), 462 Practice 3 (Community/Macro). Assessment of the students ability to apply generalist methodology with varied populations as exemplified in **field practicum SW 498.**

7. Develop knowledge of the bio-psycho-social context of individual human development and behavior. Develop the ability to apply and integrate a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society.

Goal: “To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of SW 367 (HBSE), SW 362 Practice 1 (Individual), 364 Practice 2 (Group), and 365 Practice 3 (Community/Macro). Portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and social systems on micro, messo, and macro levels.

8. Understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society.

Goal: “To help social work students provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.”

Evaluative standard: Successful completion of SW 466 (Social Welfare Policy), 365 (Community/Macro). Student portfolio paper dealing with social policy analysis. Successful evaluation of student in **SW 498 field practicum.**

9. Develop the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

Goal: “To help social work students of diverse interests and abilities to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment.

Evaluative standard: Successful completion of SW 340 (Research Methods and Statistical Analysis) and SW 466 (Social Welfare Policy). Portfolio paper example illustrating integration of social policy and social service delivery.

10. Develop general communication skills to be used in a variety of social work situations and contexts (individual, clients, colleagues, communities).

Goal: “..help students develop social work knowledge to become competent and effective communicators and professional social workers for generalist social work practice and Christian service with individuals, groups, families, communities and society.”

Evaluative standard: Successful completion of foundation curriculum SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community/Macro), 464 (Intervention with Diverse Clients), and 470 (Populations at Risk.) Completion of general education classes English 111, 311 or 315. Completion of an on-line computer class. Successful evaluation of communication skill in **SW 498 Field Practicum class**.

11. Use consultation and supervision appropriate to social work practice.

Goal: “To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, consultation, supervision, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful evaluation in **SW 498 field practicum** relative to use of consultation and supervision in social work practice.

12. Develop the knowledge, skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

Goal: “To help social work studentsto evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment to enhance social functioning forgroups, families, communities, society and to promote social justice.”

Evaluative standard: Successful completion of social work foundation curriculum, SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 365 Practice 3 (Community/Macro) , 466 (Social Welfare Policy), 367 (HBSE), 400 (Values/Ethics), 463 (Child Welfare Services), 465 (Mental Health), and 470 (Populations at Risk). Particular emphasis on systems theory, ecological theory, (364, 367), social policy, and community organization (365, 466) classes. Successful evaluation of systems skills in **SW 498 Field Practicum**.

Assignments /Evaluative Standard:

(Note: passing grade of C or better and positive evaluation of student performance by agency field instructor, program field work coordinator).

Successful completion of 500 hours of social work practice in a field work setting consistent with program objectives and approved by the field work coordinator.

Successful completion of course objectives as assessed by field agency instructor and program field work coordinator. This will largely be a check list that is based on course objectives and program goals and objectives and whether the student fulfills the goal/objective as illustrated by their expression of social work professional knowledge, values, ethics and generalist practice skills in their work in the internship/practicum agency with a diverse population individual, family, group, community. All areas of the program Objectives listed in the next section must be answered affirmatively in the students evaluation. The student must be familiar with all program objectives and be prepared to exhibit and illustrate to the field work instructor and/or the field work program coordinator that they have fulfilled program objectives in their practicum/internship as applicable to their various field placements. See the assessment below and/or pages 22-28 of the student handbook, Appendix 1, and Assessments/Evaluations Forms Appendix 1.5).

Completion of text workbook Horejsi & Garthwait (2002) illustrating the integration of knowledge, values and skills learned in the course.

Student completion of Portfolio, illustrating completion of program goals and objectives by the student.

Attendance and participation in Practicum/Internship Processing days (class time). Successful completion of workbook over text material Horejsi & Garthwait (2002).

Field Work / Program Assessment:

Objective 1:

Student Exhibited Critical Thinking Skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.

Student has completed social work practice sequence SW Courses: 362, 364, 365, 367, 400	Yes	No
--	-----	----

Student has completed all University G.E. Requirements	Yes	No
--	-----	----

Portfolio Paper exhibiting critical thinking skills on a social welfare topic	Yes	No
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Objective 2: Student understands and applies social work professional values, ethics and principles to social work practice.

Successful completion of social work practice sequence SW Courses: 362,364, 365, 367, 470, and 400.	Yes	No
--	-----	----

Student received positive evaluation of application of social work professional values, ethics, and principles exhibited in the field practicum / internship by agency field work instructor and by program field work coordinator. Yes No

Objective 3: Student has integrated the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.

Successful completion of social work practice sequence Sw 362,364,365, 367, 400, 464, 470 Yes No

Student received positive evaluation of social work professional values, ethics and principles with specific sensitivity and practice skills related to human diversity in the field practicum /internship by field work instructor and program field work coordinator. Yes No

Objective 4: Student exhibits an understanding and appreciation for human diversity, understands forms of discrimination, oppression, and mechanisms to advance social and economic justice.

Successful Completion of SW courses: 362, 364, 365, 367, 400, 464, 466, 470
Student receives positive evaluation and exhibits social work values, ethics, principles, and skill in working with human diversity and in advancing social and economic justice as assessed by field work instructor and program field work coordinator. Yes No

Objective Five: Student has developed an appreciation for the historical underpinnings of the social work profession.

Successful completion of SW course: 260

Field work instructor and field work program coordinator give student a positive evaluation in regard to the students development of social work knowledge, historically grounded purposes, fundamental skills and professional values and ethics. Yes No

Objective Six: Student has exhibited generalist social work (knowledge/skills), with systems of all sizes.

Successful Completion of SW courses: 260, 362, 364, 365, 367, 466

Student is deemed to have exhibited an ability to apply generalist social work practice skills and methodology with varied populations as assessed by the field instructor and program field work coordinator. Yes No

Objective Seven: Student has developed knowledge of the bio-psycho-social context of individual human development and behavior. Has applied and integrated a variety of social work methods and theoretical frameworks to person-environment transactions with individuals,

families, groups, organizations, communities, culture and society as exhibited in field work practicum/internship.

Successful Completion of SW Courses: 362, 364, 365, 367

Student has portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and society on micro, meso and macro levels.

Positive student evaluation by field work instructor and field work coordinator that student exhibited social work knowledge and competency by applying and integrating in practice a variety of social work methods and theoretical frameworks, fundamental skills and professional values and ethics in work with the populations served by the field work agency.

Yes No

Objective Eight: Student has developed the ability to understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society. The student exhibits the ability to provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.

Successful Completion of SW courses: 365, 466

Student has a portfolio paper that exhibits an example of social policy analysis.

Successful evaluation of student in field work placement by field work instructor and field work program coordinator, that student exhibits ability to provide leadership in and work effectively with social policy, social service delivery systems and promotes social justice as applicable to agency they work in.

Yes No

Objective Nine: Student has developed the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

Successful Completion of SW courses: 340, 466

Student has portfolio paper illustrating the integration of social policy and social service delivery.

Student has developed the ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work practice relative to agency they were placed in. Successful evaluation by field work instructor and field work program coordinator.

Yes No

Objective Ten: Student exhibits general communication skills to be used in a variety of social work situations and contexts (individual, client, colleagues, communities).

Successful Completion of SW courses: 362, 364, 365, 367, 464, 470.

Completion of English 111, 311 or 315, completion of a computer on-line course.

Positive evaluation of students ability as a competent and effective communicator, and professional social worker for generalist practice and Christian service with individuals, groups, families, communities and society as evaluated by field work instructor and field work program coordinator.

Yes No

Objective Eleven: Student uses consultation and supervision appropriate to social work practice.

Successful evaluation of student in field work practicum/internship by field instructor and program field work coordinator relative to use of consultation and supervision in social work field work agency.

Objective Twelve: Student develops the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

Successful Completion of SW courses: 362, 364, 365, 367, 400, 465, 466, 470.

Successful evaluation of the students ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems to enhance social functioning for groups, families, communities, society and provide social justice. The field instructor and field work program coordinator assess the knowledge, skill and ability to apply systems theory, ecological theory, social policy and community organizations skills to a diverse population in the students social work field placement.

Yes No

Weekly Schedule : The SW 498 Class will meet weekly to go over assignments and to discuss problems, progress and process in the students placements. The student will work 500 hours in the Field. Group processing time listed below includes: agency discussions, field placement concerns, issues, problems, learning moments, supervision.

- Jan 10: Overview of course requirements, syllabus, etc.
- 12: Review of placements; finalize placements
- 17: What is expected in your field work placement
- 19: Chapter 1: The purpose of a practicum
- 24: Chapter 1: The purpose of a practicum
- 26: Chapter 1: The purpose of a practicum
- 31: Chapter 2: School, agency, and student expectations

- Feb 2: Chapter 2: School, agency, and student expectations
- 7: Chapter 2: School, agency, and student expectations
- 9: Chapter 3: Planning to learn
- 14: Chapter 3: Planning to learn
- 16: Chapter 3: Planning to learn
- 21: Chapter 4: Getting started
- 23: Chapter 4: Getting started
- 28: Chapter 4: Getting started

- Mar. 2: Chapter 5: Using supervision

- 7: Chapter 5: Using supervision
 - 9: Chapter 5: Using supervision
 - 14: Chapter 6: Personal safety
 - 16: Chapter 6: Personal safety
 - 21: Chapter 6: Personal safety
 - 23: Chapter 7: Communication
 - 28: Chapter 7: Communication
 - 30: Chapter 7: Communication
- Apr.
- 4: Chapter 8: The agency context of practice
 - 6: Chapter 8: The agency context of practice
 - 11: Chapter 8: The agency context of practice
 - 13: Chapter 9: The community context of practice
 - 18: Chapter 9: The community context of practice
 - 20: Journal Reviews.

This course is designed to cover two semesters. The next sixteen weeks, (second semester) you will continue in the workbook, covering chapters 9-16. We will also focus on evaluations and fulfillment of all program goals and objectives.

References:

- Berg-Weger, M & Birkenmaier, J. (2000). *The practicum companion for social work, integrating class and field work.* Needham Heights, MA: Allyn & Bacon.
- Horejsi, C. R. & Garthwait, C. L. (2002). *The social work practicum; a guide and workbook for students.* Needham Heights, MA: Allyn & Bacon.

APPENDIX C

EVALUATION FORMS

These evaluations can be found at the following internet addresses.

Field Instructor assess student

<http://abish.byui.edu/berg/SW/StudentAssessment.cfm>

Field instructor make specific assessment of Student

http://abish.byui.edu/berg/SW/FI_long.cfm

Student assesses Field Instructor

Instructions: For True/False questions, the student is to click true if the Field Instructor has accomplished the activity and False if he or she has not. From multiple choice-questions, the student is to rank from 1 poor to 5 excellent as to how well the Field Instructor has accomplished each objective.

Question 1 True / False

Field Instructor(s) helped student receive a positive evaluation of application of social work professional values, ethics, and principles exhibited in the field practicum/internship by agency fieldwork instructor and by program field work coordinator

Question 2 True / False

Field Instructor(s) helped student to receive a positive evaluation of social work professional values, ethics and principles with specific sensitivity and practice skills related to human diversity in the field practicum/internship.

Question 3 True / False

Field Instructor(s) helped student to receive a positive evaluation and exhibit social work values, ethics, principles, and skill in working with human diversity and in advancing social and economic justice as assessed by him/herself and program the field work coordinator

Question 4 True / False

Field Instructor(s) and fieldwork program coordinator gave student a positive evaluation in regard to the students development of social work knowledge, historically grounded purposes, fundamental skills and professional values and ethics.

Question 5 True / False

Field Instructor(s) helped student to have exhibited an ability to apply generalist social work practice skills and methodology with varied populations as assessed by him/herself and the program fieldwork coordinator.

Question 6 True / False

Field Instructor(s) helped student exhibit social work knowledge and competency by applying and integrating in practice a variety of social work methods and theoretical frameworks, fundamental skills and professional values and ethics in work with the populations served by the field work agency.

Question 7 True / False

Field Instructor(s) helped student to have a successful evaluation in field work placement by him/herself and field work program coordinator, and helped student exhibit ability to provide leadership in and work effectively with social policy, social service delivery systems and promotes social justice as applicable to agency they work in.

Question 8 True / False

Field Instructor(s) helped student develop the ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work practice relative to agency they were placed in.

Question 9 True / False

Field Instructor(s) helped student have a successful evaluation by fieldwork instructor and the fieldwork program coordinator

Question 10 True / False

Field Instructor(s) helped student to have a positive evaluation of his/her ability as a competent and effective communicator, and professional social worker for generalist practice and Christian service with individuals, groups, families, communities and society as evaluated by him/herself and the fieldwork program coordinator

Question 11 True / False

Field Instructor(s) helped student have a successful evaluation in field work practicum/internship by him/herself and the program field work coordinator relative to use of consultation and supervision in social work field work agency.

Question 12 True / False

Field Instructor(s) helped student to have a successful evaluation of his/her ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems to enhance social functioning for groups, families, communities, society and provide social justice. The field instructor and fieldwork program coordinator assess the knowledge, skill and ability to apply systems theory, ecological theory, social policy and community organizations skills to a diverse population in the students social work field placement.

On the following questions rate the instructor from: 1 poor, 2 somewhat helpful, 3 good, 4 very good, 5 excellent

Question 13 Multiple Choice

Field Instructor(s) helped student understand and apply social work professional values, ethics and principles to social work practice.

1 2 3 4 5

Question 14 Multiple Choice

Field Instructor(s) helped student exhibit Critical Thinking Skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing

1 2 3 4 5

Question 15 Multiple Choice

Field Instructor(s) helped student integrate the knowledge, values and skills of the social work profession into his/her professional life and within the context of his/her clients' specific cultures.

1 2 3 4 5

Question 16 Multiple Choice

Field Instructor(s) helped student exhibit an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance social and economic justice.

1 2 3 4 5

Question 17 Multiple Choice

Field Instructor(s) helped student to develop an appreciation for the historical underpinnings of the social work profession.

1 2 3 4 5

Question 18 Multiple Choice

Field Instructor(s) helped student to exhibit generalist social work (knowledge/skills), with systems of all sizes.

1 2 3 4 5

Question 19 True / False

Field Instructor(s) helped student to develop knowledge of the bio-psycho-social context of individual human development and behavior. Field Instructor(s) helped student apply and integrate a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society as exhibited in field work practicum/internship.

Question 20 Multiple Choice

Field Instructor(s) helped student develop the ability to understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society. Field Instructor(s) helped the student exhibit the ability to provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.

1 2 3 4 5

Question 21 Multiple Choice

Field Instructor(s) helped student develop the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

1 2 3 4 5

Question 22 Multiple Choice

Field Instructor(s) helped student exhibit general communication skills to be used in a variety of social work situations and contexts (individual, client, colleagues, communities).

1 2 3 4 5

Question 23 Multiple Choice

Field Instructor(s) helped student use consultation and supervision appropriate to social work practice.

1 2 3 4 5

Question 24 Multiple Choice

Field Instructor(s) helped student develop the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

1 2 3 4 5

Question 25 True/False

Field Instructor(s) helped prepare for generalist social work practice and Christian service with individuals, groups, families, communities and society.

Questions 26 True/False

Field Instructor(s) helped student to develop social work knowledge by applying and integrating a variety of social work methods and theoretical frameworks ... for professional social work employment.

Student assesses Teacher of SW 497/498 class

Instructions: For each activity from questions 1- 29, the student is to click true if the teacher has accomplished the activity and false if he or she has not. From question 29 and on, the student is to rank from 1 poor to 5 excellent as to how well the Teacher has accomplished each objective.

Question 1 True / False

Teacher(s) helped student complete social work practice sequence SW courses: 362, 364, 365, 367, 400, 464, 470

Question 2 True / False

Teacher(s) helped student complete Portfolio Paper exhibiting critical thinking skills on a social welfare topic

Question 3 True / False

Teacher(s)/adviser(s)helped student complete all University G.E. Requirements

Question 4 True / False

Teacher(s) helped student receive a positive evaluation of application of social work professional values, ethics, and principles exhibited in the field practicum/internship by agency fieldwork instructor and by program fieldwork coordinator

Question 5 True / False

Teacher(s) helped student receive a positive evaluation of social work professional values, ethics and principles with specific sensitivity and practice skills related to human diversity in the field practicum/internship by field work instructor and program field work coordinator

Question 6 True / False

Teacher(s)/adviser(s) helped student successfully Complete SW courses: 362, 364, 365, 367, 400, 464, 466, 470.

Question 7 True / False

Teacher(s) helped student receive a positive evaluation and exhibit social work values, ethics, principles, and skill in working with human diversity and in advancing social and economic justice as assessed by fieldwork instructor and program fieldwork coordinator

Question 8 True / False

Teacher(s)/adviser(s) helped student successfully complete SW course: 260

Question 9 True / False

Field work instructor and field work program coordinator give student a positive evaluation in regard to the students development of social work knowledge, historically grounded purposes, fundamental skills and professional values and ethics.

Question 10 True / False

Teacher(s) helped student exhibit an ability to apply generalist social work practice skills and methodology with varied populations as assessed by the field instructor and program field work coordinator.

Question 11 True / False

Teacher(s) helped student create portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and society on micro, meso and macro levels.

Question 12 True / False

Teacher(s) helped student exhibit social work knowledge and competency by applying and integrating in practice a variety of social work methods and theoretical frameworks, fundamental skills and professional values and ethics in work with the populations served by the field work agency. This also helped the student to have a positive evaluation by the field worker.

Question 13 True / False

Teacher(s) helped student create a portfolio paper that exhibits an example of social policy analysis.

Question 14 True / False

Teacher(s) helped student to have a successful evaluation in field work placement by field work instructor and field work program coordinator, and helped student exhibit ability to provide leadership in and work effectively with social policy, social service delivery systems and promotes social justice as applicable to agency they work in.

Question 15 True / False

Teacher(s)/adviser(s) helped student successfully complete SW course: 340

Question 16 True / False

Teacher(s) helped student create a portfolio paper illustrating the integration of social policy and social service delivery.

Question 17 True / False

Teacher(s) helped student develop the ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work practice relative to agency they were placed in.

Question 18 True / False

Teacher(s) helped student have a successful evaluation by field work instructor and field work program coordinator.

Question 19 True / False

Teacher(s)/adviser(s) helped student complete English 111, 311, 315, and complete a computer on-line course.

Question 20 True / False

Teacher(s) helped student have a positive evaluation of his/her ability as a competent and effective communicator, and professional social worker for generalist practice and Christian service with individuals, groups, families, communities and society as evaluated by field work instructor and field work program coordinator

Question 21 True / False

Teacher(s) helped student have a successful evaluation in field work practicum/internship by field instructor and program field work coordinator relative to use of consultation and supervision in social work field work agency.

Question 22 True / False

Teacher(s) helped student have a successful evaluation of his/her ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems to enhance social functioning for groups, families, communities, society and provide social justice. The field instructor and field work program coordinator assess the knowledge, skill and ability to apply systems theory, ecological theory, social policy and community organizations skills to a diverse population in the students social work field placement.

For Multiple Choice questions 1 poor, 2 somewhat helpful, 3 good, 4 very good, 5 excellent

Question 23 Multiple Choice

Teacher(s) helped student exhibit Critical Thinking Skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing.

1 2 3 4 5

Question 24 Multiple Choice

Teacher(s) helped student understand and apply social work professional values, ethics and principles to social work practice.

1 2 3 4 5

Question 25 Multiple Choice

Teacher(s) helped student integrate the knowledge, values and skills of the social work profession into his/her professional life and within the context of his/her clients specific cultures.

1 2 3 4 5

Question 26 Multiple Choice

Teacher(s) helped student exhibit an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance social and economic justice.

1 2 3 4 5

Question 27 Multiple Choice

Teacher(s) helped student to develop an appreciation for the historical underpinnings of the social work profession.

1 2 3 4 5

Question 28 Multiple Choice

Teacher(s) helped student to exhibit generalist social work (knowledge/skills), with systems of all sizes.

1 2 3 4 5

Question 29 Multiple Choice

Teacher(s) helped student to develop knowledge of the bio-psycho-social context of individual human development and behavior. Teacher(s) helped student apply and integrate a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society as exhibited in field work practicum/internship.

1 2 3 4 5

Question 30 Multiple Choice

Teacher(s) helped student develop the ability to understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society. Teacher(s) helped the student exhibit the ability to provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.

1 2 3 4 5

Question 31 Multiple Choice

Teacher(s) helped student develop the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

1 2 3 4 5

Question 32 Multiple Choice

Teacher(s) helped student exhibit general communication skills to be used in a variety of social work situations and contexts (individual, client, colleagues, communities).

1 2 3 4 5

Question 33 Multiple Choice

Teacher(s) helped student use consultation and supervision appropriate to social work practice.

1 2 3 4 5

Question 34 Multiple Choice

Teacher(s) helped student develop the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

1 2 3 4 5

Question 35 True/False

Teacher(s) helped prepare for generalist social work practice and Christian service with individuals, groups, families, communities and society.

Questions 36 True/False

Teacher(s) helped student to develop social work knowledge by applying and integrating a variety of social work methods and theoretical frameworks ... for professional social work employment.

Field Instructor assesses Student - Mid-Term Form

Instructions: For each activity from questions 1- 29, the teacher is to mark true if the student has accomplished the activity and false if he or she has not. From question 29 and on, the teacher is to rank from 1 to 5 as to how well the student has accomplished each objective.

Question 1 True / False

Student received positive evaluation of application of social work professional values, ethics, and principles exhibited in the field practicum/internship by agency field work instructor and by program field work coordinator

Question 2 True / False

Student received positive evaluation of social work professional values, ethics and principles with specific sensitivity and practice skills related to human diversity in the field practicum/internship by field work instructor and program field work coordinator

Question 3 True / False

Student receives positive evaluation and exhibits social work values, ethics, principles, and skill in working with human diversity and in advancing social and economic justice as assessed by field work instructor and program field work coordinator

Question 4 True / False

Field work instructor and field work program coordinator give student a positive evaluation in regard to the students development of social work knowledge, historically grounded purposes, fundamental skills and professional values and ethics.

Question 5 True / False

Student is deemed to have exhibited an ability to apply generalist social work practice skills and methodology with varied populations as assessed by the field instructor and program field work coordinator.

Question 6 True / False

Positive student evaluation by field work instructor and field work coordinator that student exhibited social work knowledge and competency by applying and integrating in practice a variety of social work methods and theoretical frameworks, fundamental skills and professional values and ethics in work with the populations served by the field work agency.

Question 7 True / False

Successful evaluation of student in field work placement by field work instructor and field work program coordinator, that student exhibits ability to provide leadership in and work effectively with social policy, social service delivery systems and promotes social justice as applicable to agency they work in.

Question 8 True / False

Student has developed the ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work practice relative to

agency they were placed in. Successful evaluation by field work instructor and field work program coordinator.

Question 9 True / False

Positive evaluation of students ability as a competent and effective communicator, and professional social worker for generalist practice and Christian service with individuals, groups, families, communities and society as evaluated by field work instructor and field work program coordinator

Question 10 True / False

Successful evaluation of student in field work practicum/internship by field instructor and program field work coordinator relative to use of consultation and supervision in social work field work agency.

Question 11 True / False

Successful evaluation of the students ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems to enhance social functioning for groups, families, communities, society and provide social justice. The field instructor and field work program coordinator assess the knowledge, skill and ability to apply systems theory, ecological theory, social policy and community organizations skills to a diverse population in the students social work field placement.

Use the following scale: 1 Poor, 2 Fair, 3 Good, 4 Very Good, 5 Excellent

Question 12 Multiple Choice

Student Exhibited Critical Thinking Skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.

- 1
- 2
- 3
- 4
- 5

Question 13 Multiple Choice

Student understands and applies social work professional values, ethics and principles to social work practice.

- 1
- 2
- 3
- 4
- 5

Question 14 Multiple Choice

Student has integrated the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.

- 1
- 2
- 3
- 4
- 5

Question 15 Multiple Choice

Student exhibits an understanding and appreciation for human diversity, understands forms of discrimination, oppression, and mechanisms to advance social and economic justice.

- 1
- 2
- 3
- 4
- 5

Question 16 Multiple Choice

Student has developed an appreciation for the historical underpinnings of the social work profession.

- 1
- 2
- 3
- 4
- 5

Question 17 Multiple Choice

Student has exhibited generalist social work (knowledge/skills), with systems of all sizes.

- 1
- 2
- 3
- 4
- 5

Question 18 Multiple Choice

Student has developed knowledge of the bio-psycho-social context of individual human development and behavior. Has applied and integrated a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society as exhibited in field work practicum/internship.

- 1
- 2
- 3
- 4
- 5

Question 19 Multiple Choice

Student has developed the ability to understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society. The student exhibits the ability to provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.

- 1
- 2
- 3
- 4
- 5

Question 20 Multiple Choice

Student has developed the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

- 1
- 2
- 3
- 4
- 5

Question 21 Multiple Choice

Student exhibits general communication skills to be used in a variety of social work situations and contexts(individual, client, colleagues, communities).

- 1
- 2
- 3

- 4
- 5

Question 22 Multiple Choice

Student uses consultation and supervision appropriate to social work practice.

- 1
- 2
- 3
- 4
- 5

Question 23 Multiple Choice

Student develops the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

- 1
- 2
- 3
- 4
- 5

Question 32 True / False

Student has successfully completed Social Work foundation curriculum SW courses 362, 364, 365, 466, 367, 400. Student has also successfully completed generalist social work course work and 14 credits General Education religion courses.

Field Instructor make Specific Assessment of Student – Long Form

Instructions: Below is a list of questions. *Each question should apply to one or more BYU-Idaho Social Work program objectives listed below it. You are assessing whether the BYU-Idaho social work student has fulfilled the BYU-Idaho social work program objectives as assessed by each question.* Next to the objective is a box to mark the rank to applied to the student's performance on that question and objective. For more detailed information on the objectives of the BYU-Idaho Social Work Department please refer to the [Field Manual](#). Please rank each question and objective as appropriate according to the following scale:

1 poor, 2 fair, 3 Good, 4 Very Good, 5 Excellent, N/A Not Applicable.

1. Openness to learning and willingness to accept suggestions
 - As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A

2. Transfers Learning
 - As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A

3. Maintains Focus
 - As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A

4. Personal Education Goals: Sees self as an adult learner and sets appropriate educational goals
 - As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A

5. Agency Structure: Understands purpose and structure, as well as the function
 - As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A

- As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

6. Role in Agency: Has learned role and acts accordingly

- As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

7. Helping Process: Appropriately applies critical thinking and practice skills of exploration, data gathering, assessment, planning, intervention and evaluation

- As applies to Critical Thinking - Social Welfare 1 2 3 4 5 N/A
 - As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

8. Own Self-Awareness: In relation to interaction with clients and colleagues

- As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Social Work History - Values 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Conduct and Apply Research 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

9. Values and Ethics: Identifies and clarifies own values and the interface with the professions values and ethics

- As applies to Values/Ethics 1 2 3 4 5 N/A

- Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

10. Diversity: Is sensitive and relates to clients without discrimination regarding poverty, ethnicity, life style, gender, handicap and age

- As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

11. Dual Relationships: Understands the principles governing dual relationships and the critical need to refrain from them

- As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

12. Confidentiality: Maintains appropriate client confidentiality

- As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

13. Populations at Risk: Demonstrates the ability to effectively formulate interventive plans and the delivery of social work services with women, social/cultural minorities, gays and lesbians, the poor, and other populations at risk

- As applies to Values/Ethics 1 2 3 4 5 N/A
 - As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
-

14. Human Behavior: Demonstrates a working knowledge of normal human behavior

- As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

15. Person-In-Environment: Translates the concept into practice.

- As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

16. Problem Solving: Understands process and is skilled in application including formulating/prioritizing problems. Helps client learn process/skills

- As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
- As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
- As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A

- As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
-

17. Client System: Understands that the client may be an individual, couple, family, group, neighborhood or community

- As applies to Human Diversity - Cultural Realities 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

18. Legislation/Policy: Analyzes impact on agency and on clients

- As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A18
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

19. Relationship to Staff.

- As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

20. Agency Research: Demonstrates awareness and need in regard to administrative operation and service delivery

- As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Conduct and Apply Research 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

21. Resources: Utilizes effectively in service of client

- As applies to Human Diversity - Social/Economic Justice 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

22. Understand the overall relationship of history to current social work issues and proactice

- As applies to Social Work History - Values 1 2 3 4 5 N/A
-

23. Social Histories: Learns agency format for writing histories and record keeping

- As applies to Social Work History - Values 1 2 3 4 5 N/A
 - As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Conduct and Apply Research 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

24. Generalist: Conceptualizes and learns the role in practice

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
- As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
- As applies to Communication Skills 1 2 3 4 5 N/A

-
25. Systems: Understands concepts and focuses on the relationship of systems rather than on systems as separate entities
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

26. Helping Relationship Principles: Uses appropriately
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

27. Interviewing/Communication Skills: Demonstrates Beginning effectiveness with clients
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

28. Client's Resistance: Learns to identify
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

29. Client's Hostility: Addresses
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A

- As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

30. Client's Manipulations: Learns to identify

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

31. Contracts: Understands client role in the development of interventive contracts

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

32. Focus: Maintains in client interaction

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

33. Collaboration and/or Consultation: Learns how to initiate

- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Biological/Psychological - Social/Person-In-environment - social System/Human Development 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

34. Practice Roles: Understands roles of broker, educator, enabler, mediator and advocate
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

35. Termination: Manages well and understands the principle and process
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Communication Skills 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

36. Organization of own workload
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

37. Assignments/Recordings: Understands agency requirements and completes tasks
- As applies to Generalist Practice- pg 16 Student Manual 1 2 3 4 5 N/A
 - As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Conduct and Apply Research 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

38. Experience with the agency Personnel
- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
-

39. Self-Evaluation: Indicates beginning understanding and ability to evaluate one's own intervention and practice

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to Conduct and Apply Research 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

40. Professional Identity: Shows commitment to the purposes and roles of professional social work

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

41. Social and Economic Justice: Shows commitment to social change, equity and alleviation of human suffering

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

42. Populations-at-risk: Demonstrates appropriate sensitivity to persons and groups who are oppressed and vulnerable

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

43. Personal Appearance

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision and agency policies 1 2 3 4 5 N/A
-

44. Dependability

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

45. Self-Expression and Self-Responsibility

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

46. Judgment

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

47. Industry, Health and Vitality

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

48. Adaptability/Flexibility

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

49. Leadership: Potential for leadership

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

50. Success Potential

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

51. Professional Conduct: Demonstrates and understanding of the conduct expected of her/him in agency

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
 - As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

52. Self-Initiative: Appropriately independent and self-disciplined

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

53. Problem Behavior: Absence of mannerism or behavior that could be construed as deviant or not demonstrative of mental health

- As applies to Social Policies-Service Delivery 1 2 3 4 5 N/A
 - As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

54. Supervision: Takes initiative in planning for conferences

- As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

55. Relationship with field instructor

- As applies to S.W. Consultation/Supervision 1 2 3 4 5 N/A
-

56. Professional Identity: Shows commitment to social change, equity and alleviation of human suffering

- As applies to Leadership in Working with Organization/social systems/Communities 1 2 3 4 5 N/A
 - As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A
-

57. Maintains the best interest of the client as a primary professional obligation

- As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
-

58. Carries out professional duties and obligations with integrity and objectivity.

- As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
-

59. Own Self-Awareness: In relation to Christian values and interaction with clients and colleagues, promotes client self-determination.

- As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A
-

60. Student exhibits Christian values and service and has completed BYU-Idaho's general education religion requirement.

- As applies to Christian Service- Generalist Social Work Practice 1 2 3 4 5 N/A

61. Has completed a social work course in child welfare and understands the generalist social work model related to that field of practice.

- As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A

62. Has completed a social work course in mental health and understands the generalist social work model related to that field of practice.

- As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A

63. Student develops the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change

- As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A

64. Understands mental health and child welfare issues.

- As applies to Preparation in a Specific Area of Social Work Practice such as Child Welfare or Mental Health 1 2 3 4 5 N/A

Evaluation of Practicum Setting By Student

Instructions: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree
5 = Agree 6 = Strongly Agree 7 = Very Strongly Agree NA = Not Applicable

Question 1 Multiple Choice

I received a minimum of one hour of supervision each week.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 2 Multiple Choice

The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 3 Multiple Choice

I consider that my field placement offered a good opportunity for learning.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 4 Multiple Choice

The field placement provides an opportunity to integrate classroom theory and practice.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 5 Multiple Choice

I was given individual responsibility for my own case(s).

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 6 Multiple Choice

The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving and evaluation).

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- NA

Question 7 Multiple Choice

The placement provided the opportunity to be appropriately involved and busy.

- 1
- 2
- 3
- 4

5

6

7

NA

Question 8 Multiple Choice

The world load expected by the agency was not too heavy.

1

2

3

4

5

6

7

NA

Question 9 Multiple Choice

I would recommend this agency placement to other students.

1

2

3

4

5

6

7

NA

Question 10 Multiple Choice

I would recommend this field instructor to other students.

1

2

3

4

5

6

7

NA

Question 11 Multiple Choice

I feel like I was treated as a valuable professional colleague in the agency.

1

2

3

4

5

6

7 NA

Question 12 Multiple Choice

Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.

1

2

3

4

5

6

7

NA

Question 13 Short Answer / Essay

Are there any unique requirements relating to this agency that should be known to students before being placed here?

Question 14 Short Answer / Essay

What improvements should be made in this placement?

Question 15 Short Answer / Essay

Other comments:

APPENDIX D
LEARNING AGREEMENT

**Brigham Young University, Idaho
Department of Social Work-Field Education
BASW Learning Agreement**

Student Name:	Faculty Liaison:
Agency Name:	Field Instructor:
	Preceptor:
Agency Address:	City and Zip Code:
Telephone and Area Code:	Fax Number:

THE AGENCY AND THE COMMUNITY
A. Agency Mission
B. Briefly describe your agency's organizational structures:
C. Describe the agency services available to the community:
D. Briefly describe the community served by your agency and include:
1. Geographic location of the agency within the community
2. Ethnicity of the population served
3. Socio-economic status of population
4. Community's need for resources
5. Community's perception of the agency
6. Agencies to whom referrals are made

7. What were the sources of your information in answering the above?

Student: _____ Date: _____ Agency: _____
 Agency Supervisor: _____

INSTRUCTIONS: Student learning goals have been outlined in the left-hand column. Students (in consultation with their practicum instructors) are to select activities that will help them reach these goals. Students are also to describe how their learning and performance will be evaluated. At the end of each semester, students will be evaluated by the practicum instructor on their learning and performance.

Learning Goals	Tasks and Activities to Reach Goals	Monitoring/Evaluation Criteria
<p>1. Use critical thinking skills to develop knowledge</p> <ul style="list-style-type: none"> • Develop social work knowledge & competency. • Learn how to apply and integrate a variety of social work methods and theoretical frameworks. • Obtain a broad Liberal Arts foundation to use. <p>2. Professional values and ethics</p> <ul style="list-style-type: none"> • Understand and apply professional values, ethics and principles to social work practice. • Use fundamental skills, values, and ethics to work with individuals, families, groups, communities, and society. <p>3. Be prepared for cultural reality</p> <ul style="list-style-type: none"> • Develop professional respect, knowledge and skills. • Use these to work with diverse groups within the context of clients' cultural reality. • Integrate knowledge, skills, and values of the social work profession into professional life. <p>4. Human Diversity</p> <ul style="list-style-type: none"> • Develop an understanding & appreciation for diversity. 		

<ul style="list-style-type: none"> • Understand forms of discrimination and oppression. • Understand and implement mechanisms to advance social and economic justice. 		
Learning Goals	Tasks and Activities to Reach Goals	Monitoring/Evaluation Criteria
<p>5. <i>Historical Underpinnings</i></p> <ul style="list-style-type: none"> • Develop social work knowledge grounded in historical purposes. • Understand fundamental historical skills, values and ethics of social work. • Develop an appreciation for the historical underpinnings of the social work profession. <p>6. <i>Application of social work skills.</i></p> <ul style="list-style-type: none"> • Prepare for competent and effective generalist social work practice. • Use fundamental skills, professional values, and ethics to work with families, individuals, groups, communities, and society. • Apply generalist skills to systems of all sizes. <p>7. <i>Bio-psycho-social</i></p> <ul style="list-style-type: none"> • Develop knowledge of the bio-psycho-social context of individual human development. • Be able to apply a variety of social work methods and theoretical frameworks to person-environment transactions with groups of various sizes. <p>8. <i>Impact of Policies</i></p> <ul style="list-style-type: none"> • Understand, formulate, and analyze social 		

<p>policies.</p> <ul style="list-style-type: none"> • Understand the impact of social policies on clients, workers, agencies, communities, and society. 		
Learning Goals	Tasks and Activities to Reach Goals	Monitoring/Evaluation Criteria
<p>9. Research</p> <ul style="list-style-type: none"> • Develop the ability to evaluate and conduct research. • Learn how to apply research findings to social work practice interventions. <p>10. Communication Skills</p> <ul style="list-style-type: none"> • Develop good general communication skills. • Learn to apply skills in a variety of professional situations and contexts. <p>11. Supervision and Consultation</p> <ul style="list-style-type: none"> • Learn and use consultation and supervision appropriate to social work practice. <p>12. Effective Work Skills</p> <ul style="list-style-type: none"> • Develop knowledge, skills, and leadership to effectively work with organizations and social systems. • Be able to seek necessary change. <p>13. Christian Service</p> <ul style="list-style-type: none"> • Apply and integrate social work practice and Christian service. <p>14. Professional Employment</p> <ul style="list-style-type: none"> • Explore a field of social work practice in greater depth, for bachelors' level social work. • Prepare for professional 		

social work employment.		
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APPENDIX E
NASW Code of Ethics

NASW CODE OF ETHICS:

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and*

enhance their professional expertise.

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to

demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

other consequences of the current nonpayment have been addressed and discussed with the client.

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or

regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate

agency or organizational resources are available to provide appropriate staff supervision.

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation

in labor unions, to improve services to clients and working conditions.

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

(b) Social workers should strive to become and remain proficient in professional practice and 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, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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