

Kansas State University

Social Work Program

Practicum Manual

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## KSU SOCIAL WORK PROGRAM PRACTICUM MANUAL

### I. Defining the Placement

Students of KSU's Social Work Program complete their undergraduate education by spending their final semester in a block field placement (sometimes referred to as a practicum or internship). Block placements are "full time" placements done over the course of one semester, either spring or summer, after all academic coursework has been successfully completed. The only class a KSU social work student will take in conjunction with the field placement is the Professional Seminar, which meets for three hours on alternating Mondays during the semester. Many social work programs conduct a concurrent field placement sequence, wherein students attend skills or practice classes while they are in field placements for two or three days a week for two consecutive semesters. The KSU social work faculty has found the block placement model to be successful for two primary reasons: it provides more consistency for the agency, the student and clients, since the student is in placement at least four days each week; and students enter the field placement well-prepared to work with clients because they have already learned basic social work skills and used them with practice clients (usually other students).

The field placement consists of **480 hours** in the field, which translates roughly into 14 to 17 weeks in the agency. The first 50 hours of placement are expected to be agency orientation and *may* be done in the semester prior to field placement if feasible for both the student and the agency. The actual scheduling of days and hours is left to the student and field instructor.

### II. The KSU Social Work Program - Mission, Goals and Objectives, and Themes

The mission of the Social Work Program at Kansas State University is to graduate competent and ethical social workers.

The fundamental goals of the Social Work Program are to:

- Prepare students for beginning generalist professional social work practice with individuals, families, groups, organizations and communities in a diverse society.
- Provide students with the academic foundations for further study and professional development.
- Use social work values, knowledge and skills in service to the practicing social work community and the people of Kansas.

Toward these ends, graduate of the KSU Social Work Program will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Faculty of the KSU Social Work Program will:

1. Contribute to the social work knowledge base through publication and presentation at professional meetings.
2. Participate in the life of the university and local communities.
3. Engage in consultation, evaluation, and development of social and related services in Kansas.

Four overarching program themes are infused throughout the curriculum:

*Strengths perspective within a problem-solving practice approach*

- the human condition is characterized by strengths and challenges
- social work practice is about identifying and capitalizing on client strengths while recognizing challenges and applying a problem-solving process to come to optimal resolutions

*Ecological systems perspective*

- everything is connected to everything else and there are understandable relationships among those connections that help us to understand people and their social environments
- goals of practice are to identify and maximize the positive forces within clients and their environments to minimize obstacles to problem resolution

*Social justice and social change*

- informed by conflict perspective, we acknowledge the effects of social injustices such as racism and sexism, economic inequalities, and oppression of many kinds
- we recognize that social realities and social welfare institutions are social constructs, made by people and therefore amenable to change by people
- as social work professionals, we are bound by our Code of Ethics to engage with the community in efforts to bring about social justice

*Embracing diversity*

- we celebrate diversity and believe that we are all richer for differences
- we acknowledge historical realities in the social evolution of this country that have resulted in imbedded inequalities based on various categories of diversity and seek to be continually cognizant of those issues and to address them with sensitivity and perseverance

### III. The KSU Social Work Program Curriculum

The curriculum within the Social Work Program at Kansas State University has been designed to meet the objectives of the University, the objectives of the Program, and to be consistent with the Council on Social Work Education Curriculum Policy Statement. The following assumptions provide the basis for the curriculum design and educational approach:

1. A liberal arts foundation is essential to the development of an understanding of the "person in the environment."
2. Understanding the person in the environment is essential to the development of entry level, generalist practitioners.
3. A sequence of levels of learning exists wherein students progress from knowing to understanding to using theoretical and practical content.
4. Values clarification is an essential part of the student's experiences in coming to terms with social work values and ethics.
5. Entry level, generalist practitioners should be able to apply knowledge, values and skills to change endeavors in a variety of settings with individuals, families, groups, communities and organizations.
6. The Program faculty provide the most immediate examples of social work practitioners and should reflect the values, ethics, knowledge, and skills of the profession in their transactions with the students.
7. Students must generalize from their own life experiences to enhance their own learning and practice.

Generalist social work practice in the Social Work Program at Kansas State University is defined as engaging individuals, families, groups, communities and organizations for the purpose of enhancing transactions between them and their social environments. Students who enter the Program move through a series of courses and experiences designed to enable them to assume entry level, professional social work roles in a variety of settings and locations.

The curriculum is based on a strong liberal arts perspective. The overall purpose of the liberal arts perspective in the Program is (1) to enrich the development of the person in the environment context of social work, (2) to enhance the ability of graduates to be good citizens who participate more fully in society by virtue of their broad knowledge of society and culture, (3) to expose students to various ways different disciplines may conceptualize a problem, and to broaden their ability to think about the problems of people and society, and (4) to insure that each student has instruction in the social, behavioral, and biological sciences.

Building on this liberal arts base, the core courses are grouped into the five social work foundation areas of Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research and the Field Practicum.

The content of the **Human Behavior and the Social Environment** area is contributed to by numerous courses (ten courses totaling 28 hours). The social work courses Human Behavior and the Social Environment I and II (HBSE) are the primary courses for meeting the Program requirements in this area. The courses are designed to introduce students to the relationships among biological, social, psychological and cultural systems as they affect or are affected by human behavior. Emphasis is placed on understanding human behavior from a systems perspective. A prerequisite course, FSHS 110 Introduction to Human Development, covers the biological, cognitive, affective and social development of the individual through the life span; dynamics of family, marriage and parenting; and various theories of human development. The purpose of HBSE is to provide a baseline of beginning knowledge for the understanding and assessment of individual, family, group and organizational behavior in the context of today's society, in order to better understand one's own behavior and as a basis for preventive and interventive helping.

**Social Welfare Policies and Services** content is primarily addressed in two courses, Social Welfare and Social Policy, while the Field Practicum and Professional Seminar provide an opportunity for further examination and analysis of the system of social welfare services. These courses also provide the historical underpinnings of both current social policies and the social welfare system.

Introduction to Social Work Research, which has as its prerequisite Elementary Statistics for the Social Sciences, and Seminar in Applied Social Work Research are the main courses contributing to the **Social Research** content area. Research content is found in all core courses, but there is a particular research focus in the course content of

the senior year. In addition to the Policy class and prior to entering Field Practicum, students take Field Practicum Preparation, which provides them with an opportunity to familiarize themselves with practicum sites in general and be placed into their particular field placement settings.

**Social Work Practice** content and practice issues are included in the content of all courses taught by the Program faculty, but get particular attention in the practice sequence, consisting of: Introduction to Social Work, Social Work Practice I, Social Work Practice II, Social Work Practice III, Social Work with Groups, Field Practicum and Professional Seminar. The goal of the practice sequence is to prepare students to work in a variety of settings, with clientele who have unique needs and come from diverse backgrounds using several different intervention strategies. The sequence prepares students to work with individuals, families, small groups, organizations, and communities; presents content that reflects the theory, research, and practice wisdom that constitutes the knowledge base of social work; prepares students to use the problem solving method in the context of the systems model with emphasis on the person in the environment; prepares students to integrate practice skills with the purpose, knowledge, and values of social work; facilitates the student's clarification of values; and assists students with the transition from knowing and understanding to acting.

The overall organization of the practice sequence is centered on (1) the development of competencies needed for beginning generalist social work practice, (2) an emphasis on the problem solving method of intervention, (3) values clarification, and (4) the systems approach to the person in the environment. Students initially encounter this content in Introduction to Social Work. This content is refined and sharpened in Social Work Practice I, Social Work Practice II, and Social Work Practice III. Students engage in skill development activities that also demonstrate their understanding and use of the person in the environment perspective and the problem solving method. Such activities are video-taping interviews, process recording, contact writing, writing social histories, class discussion and examinations. Considerable attention is given to values clarification discussion and exercises and to the development of a social work frame of reference. Social Work Practice I and II focus on work with individuals, families and groups, and the courses develop the systems perspective as the appropriate model for entry level, generalist practitioners. Social Work Practice III focuses on the organization and community systems and generalizes content from Practice I and II to large systems. In addition, students begin to develop mediation and negotiation skills to add to their intervention repertoire.

The primary goal of the Social Work Program is to graduate beginning level social work practitioners who have acquired knowledge and skills in generalist social work practice and who have begun to internalize an identity as a professional social worker through learning experience in the university as well as in a variety of practicum settings. The Field Practicum continues to build and elaborate on helping students enhance their understanding of the ecological perspective as a systems framework on which to base their practice. Students may only enter Field Practicum and Professional

Seminar when they have completed all Social Work courses at the standard set forth for continuation in the program.

Eight of the 12 program objectives presented earlier are directly measured in each student's final Field Practicum Student Evaluation (see Appendix D). Others are measured elsewhere in the curriculum.

Another component of the field experience is the Social Work Professional Seminar that students attend on alternating Mondays. The emphasis in this seminar is the integration of classroom content and practice experience. During this class, students discuss the variety of intervention modes utilized in the field agencies, examine the relevancy of theoretical knowledge and come to share questions, issues and concerns that arise in the various field settings. Through this experience, students gain a broadened perspective of the community and different social welfare services that are provided in diverse settings. In addition, students keep a journal of their activities while engaged in their field practicum. Students use the journal to demonstrate their utilization and integration of social work concepts and theoretical knowledge in describing their practicum experiences. The journal helps the students reflect on their own practice and develop an on-going style of self-evaluation as a means to sharpen practice knowledge, wisdom and skills.

#### IV. Mutual Expectations of Student, Agency and University

Once a field placement is finalized, after the student and field instructor have interviewed each other and the faculty has approved the match, the student, field instructor and field coordinator act as a team to create the best practicum experience possible for all concerned. Toward that end, the following Field Practicum Standards have been adopted by the KSU Social Work Program:

##### Criteria for selection of Field Practicum Agencies:

1. Administration, board members and staff are interested in and committed to the value of professional social work education, as demonstrated by a willingness to commit agency resources to the social work field practicum process.
2. Provisions are made for the allotment of staff time, for supervision, reimbursement to students for expenditures involved in rendering services (such as mileage) and professional development of staff involved in field instruction.
3. Agency administration makes possible the creation and maintenance of a situation favorable for learning that is compatible with the educational objectives of the school.
4. The agency has the ability to offer an opportunity for a variety of educational experiences such as modes of service delivery as well as readiness to make available to students learning experiences in working with and through other agencies, community resources and community groups.
5. The agency is willing to maintain good communications with the field instructor and

- the university.
6. The agency has an available qualified field instructor(s) or will agree to the student's receiving field instruction from an off-site instructor chosen by the social work program.
  7. The agency agrees to allow access to the field liaison for site visits with student and field instructor to monitor student progress and practicum activities.
  7. Students are not placed for practicum in agencies where they are currently or have recently been employed in a social service-providing capacity.
  8. The agency is located in, or in a community that borders, the state of Kansas.

Criteria for selection of Field Instructors:

1. The field instructor must hold either a master's or baccalaureate degree in social work and be licensed or eligible to be licensed to practice social work in the state of Kansas and have two years of post-social work degree direct practice experience.
2. Where the agency does not employ a licensed social worker, the Social Work Program will arrange for field instruction to be provided by a qualified social worker outside of the agency and the agency will assign a task supervisor to oversee the activities of the student. The task supervisor to whom the student is assigned should possess an understanding of and commitment to the purposes and values of social work and social work education.
3. The field instructor has an interest in teaching, a willingness to invest in developing ongoing teaching skills through reading, workshops and meetings sponsored by this or other universities.
4. The field instructor possesses potential or demonstrated capacity for teaching.
5. The field instructor has knowledge of the community, the agency and its relations to other local services.
6. The field instructor has the ability to help students translate theoretical knowledge into professional practice.
7. The field instructor is able to respond imaginatively and creatively in developing field experience relating to the school's educational objectives.
8. The field instructor has available time and enthusiasm to carry on the responsibilities of field instruction.
9. The field instructor agrees to provide meaningful, service-providing activities for the student's learning.
10. The field instructor agrees to work with the field liaison to address issues of concern with the student's work, develop a plan of action for enhancing the student's practice opportunities and professional growth, and evaluate the student's progress and demonstration of achievement of learning objectives.

Responsibilities of Field Practicum Instructor:

1. Field experience is teaching through practice. This requires a commitment to the teaching role and delineation between "student supervision" and "fieldwork instruction". The field instructor should be willing and able to set aside time to guide

- the student.
2. The field instructor provides the variety of experiences as stated in the objectives, support and guidance through which students can test and demonstrate their understanding of social work knowledge, values and skills.
  3. The field instructor is familiar with the educational philosophy of the school and has general knowledge of content of courses the student has taken.
  4. The field instructor is willing to attend sessions or workshops provided through the school and related to the field placement experience, and is willing to serve on professional committees relating to the field.
  5. The field instructor sees that preparations are made in the agency, prior to the student's arrival, for space, assignments, selection of learning opportunities, introduction to office routines, etc.
  6. The field instructor maintains open communication with the field liaison to discuss progress and needs of the student in placement. Contact should be initiated **immediately** in the event of any problems with the placement or the student.

See Appendix A for the Memorandum of Understanding that delineates these mutual expectations.

Student Evaluation:

Evaluation of the student in field experience is a joint effort between the student and the field instructor. Evaluation should be a frank discussion of the student's performance in the field and relate specifically to items indicated on the evaluation form. Differences of viewpoint and opinion may sometimes occur and the opportunity for input from all parties should be a continuous process involving student, field instructor and university faculty.

Weakness in understanding and areas for further concentration should be pinpointed and serve as a basis for ongoing measurement of progress. The final evaluation should be signed by both the student and field instructor. The evaluation process is designed to serve the continuing growth process of the student.

Responsibility for final grading of student performance rests with the school.

The field instructor will be asked for a reference to the Behavioral Sciences Regulatory Board for licensure for any student who applies for licensure in the state of Kansas. Any student who is rated satisfactorily on the university's field evaluation should reasonably expect to be recommended for licensure.

### KSU Social Work Program Responsibility to Field Faculty and Agencies:

The school's responsibility rests primarily in the area of coordinating and supporting field instruction. Thereby, the Social Work program will:

1. Match student interest, goals and educational objectives with the social agency and instructor most suited to meet those needs.
2. Keep in close communication with field instructors via frequent telephone, letter and personal contact during the semester.
3. Make field instructors aware, prior to placement, of the particular student's background, academic record and strengths and/or limitations.
4. Provide for discussion sessions with University faculty responsible for the social work program content, as needed.
5. See that students have secured financial, housing and travel resources to carry through the program.
6. Assist the student in the resolution of learning blocks that may develop as the placement progresses.
7. Take responsibility for informing agency administration and field instructors of significant curriculum changes occurring at the school.

### Responsibilities of the Field Practicum Student:

1. A student's behavior reflects on Kansas State University, the field placement agency and the social work profession. Students are expected to act responsibly and professionally.
2. Students are expected to abide by the same agency rules applied to agency staff members.
3. Students are expected to complete 480 clock hours in field placement, over the course of a minimum of twelve weeks.
4. Students are to dress appropriately and be prompt in meeting the work schedule that is agreed upon between the student and the field instructor.
5. Students are bound to maintain the confidentiality of the agency and the clients served; their names, circumstances and problems. Any information, changed to protect client confidentiality, shared in the journal or the seminar class is also treated according to the standards for confidentiality put forth in the NASW Code of Ethics. (Appendix H.)
6. Students are expected to familiarize themselves with agency policies regarding use of information from case records.
7. Students are expected to be at the placement agency when scheduled except for absences approved by the field instructor. Regular university holidays and vacations are observed during the field practicum.
8. Students are responsible for all commitments made to clients, colleagues and other persons in relation to the provision of services.
9. Students should be able to openly discuss with the field instructor such matters as too much or too little work, conflicts with respect to any part of the field experience or matters concerning special learning needs experienced by the student in the agency.

10. Students are expected to prepare clients in advance of periods of absence from the agency and have field work assignments completed in a timely manner so that a replacement can take over job tasks when necessary.
11. Students will carry professional liability insurance for the duration of the practicum, with a minimum coverage of \$1,000,000/\$1,000,000.

## V. Field Instruction and the Role of the Field Instructor

Field instruction, while it involves many of the same objectives and tasks, differs from supervision of social work practitioners in some fundamental ways. All social workers have received field instruction (of varying styles and quality) and many social workers have served one of Kansas' social work programs in the capacity of field instructors. But relatively few have received formal training in social work field instruction. Toward that end, the Kansas Council of Social Work Educators (KCSWE), which is comprised of faculty from all of the accredited social work programs throughout the state of Kansas, has developed a uniform training workshop for field instructors. The basic session is designed for those who have never attended field instructor training and those who are new or potential field instructors. Advanced level sessions, covering specific field instruction and social work issue areas, are available to field instructors who have previously attended the basic training session. These workshops are offered periodically throughout the state and are approved for social work CEUs. KCSWE also occasionally offers continuing education in specific content areas that may be pertinent to field instructors and other social work practitioners. The field coordinator will send out notification of dates and locations of workshop offerings. The art of field instruction is the overarching focus of the workshops, which are facilitated by faculty from the various schools. Even though each social work program has some unique requirements, the basic tenets of good field instruction are universal. The information that follows regarding the structure and focus of social work practicum is consistent with, and largely adapted from, the KCSWE Field Instructor Training.

The Professional Advisory Committee offers another opportunity for field instructors and other social workers in agencies to become an integral part of the KSU Social Work Program. This committee meets regularly to discuss curriculum and coursework, current issues in the field and their integration into social work education, student preparation and performance, and to provide feedback and planning input into the program.

Field Instructor Orientation sessions are held on the KSU campus at the beginning of each field placement semester, as necessary. These informal meetings offer a chance for field instructors to meet each other and social work program faculty members and to familiarize themselves with the practicum process. The field coordinator/liaison will provide individual instruction and consultation to any field instructor who is unable to attend a formal orientation session.

Agreeing to provide field instruction for a social work practicum means becoming a part of a team: the university, the student, and the field instructor and agency, who function together to ensure a well-rounded practicum experience that will pave the way for a successful student to become a skilled, credentialed social worker. The field instructor must have sufficient time and level of commitment to the educational process to make the practicum experience a success for the student. Students are not placed in agencies so that those agencies can get free help. In reality, having a practicum student who may, in fact, be very helpful to have around, should be slightly more of a drain on the agency and the field instructor. The student's mission is to learn, while the agency's mission is to provide services. Certainly those things take place at the same time, but they usually cannot be maximized simultaneously. Learning may need to take place at a much slower pace than the work needs to be done and many learning experiences don't involve providing services at all. The agency's role, as well as the role of its worker, is to get the work of serving clients done. Supervision is aimed at ensuring that and focuses on the specific tasks and responsibilities of that particular agency. The student's role is to learn about social work in the larger context by applying the specific learning opportunities of the field agency to the broader context of social work skills and values. Therefore, field instruction should be aimed at discussing and processing those connections. Agency workers are expected to respond to any and all service requests made to the agency. Students are expected to practice their skills in carefully chosen cases, work on which is designed to teach the overall helping process in diverse, generalist practice situations, and to examine the organization and the social service network in the community.

## VI. The Field Placement Process

The practicum process might be viewed in much the same manner as the helping process, by dividing it into beginning, middle and ending phases. The beginning phase involves relationship-building, assessment and planning. The middle of the placement focuses on the work to be accomplished, and in the end the parties deal with termination and mutual evaluation.

### The Beginning Phase

The pre-placement interview actually begins the process. During that interview, the student assesses the agency as a practicum site and its suitability to his or her particular learning needs while the field instructor begins to assess the student's skills, knowledge and values in light of the agency and its needs. Once the placement is finalized, the student may begin to do the 50 hour orientation immediately, in the semester prior to field placement. Students who are geographically unable to spend time in the agency until the practicum semester begins simply add the 50 hour orientation on to the beginning of the placement.

Orientation should be a time devoted to getting the student acquainted with the agency, its staff and clientele, and basic procedures. The checklist in Appendix B may be

helpful in remembering to cover all of the important, if minute, details. It is not all-inclusive and should be adapted to each agency's situation. In general, the first two to three weeks in placement will be spent observing, reading, listening and shadowing in order to build a broad foundation from which the student can then begin to practice. Remember that students vary greatly in their life experience, age, work experience and exposure to the world of social work. Some students are self-starters and some would sit and watch the entire semester if not prodded into action. Never assume that a student knows how to use a multi-line telephone system or a FAX machine, knows what clothing is appropriate to wear in certain situations, or knows the agency director from a long-term client.

A vital part of the orientation process is assessment. The field instructor must get a clear understanding of the student's experience, skill level, strengths, apprehensions, learning goals, ability to use supervision and feelings about being in placement. It is also useful for student and field instructor to discuss their learning styles. Some of us learn best by observing, some by reading, some by listening and some by doing. If the field instructor is a person who learns by doing and sends the student out on a home visit right away, assuming a similar learning style, a student who really needs to observe awhile before going it alone may be terrified and feel inadequate. This scenario can be avoided by discussion and forethought.

The Learning Agreement (see Appendix C) provides the basic format of the learning contract. This set of worksheets should be completed by the student and field instructor within the first two or three weeks of placement. The educational objectives provided relate back to the 12 expected outcomes set forth by the KSU Social Work Program. The Student Evaluation form should be consulted and incorporated into the writing of the Field Assignments Plan. It is important for the student to be aware from the start of exactly what skills and knowledge components he/she will be rated on. The student and field instructor can then plan for opportunities to practice and demonstrate these skills. The completed Learning Agreement should serve as a guide for the planning and implementation of learning activities throughout the placement. It is not a static document and should be modified as needed. It should act as a tool to identify, explore and categorize learning opportunities. It should be consulted regularly in order to evaluate completed assignments and plan for next steps.

The field liaison will schedule a field visit during the early weeks of the practicum. This visit will focus on mutual expectations, the design of and planning for the practicum, initial assessment of the student, the research proposal and any questions or concerns raised by any of the placement "team" members.

### The Middle or Work Phase

As the student becomes more familiar with agency procedures and various staff members, the field instructor may be less involved in the day to day activities. Regular contact between student and field instructor is a must, but it may take various forms.

Some field instructors work side by side with their students or operate with an "open door" policy. It is still necessary for the student and field instructor to meet for an hour to an hour and a half weekly in a scheduled, structured instructional conference. These conferences should focus on processing learning experiences, feedback and planning. Students have been instructed to take responsibility for their learning and to come prepared for instructional conferences with an agenda and list of questions and/or concerns.

Sequencing of assignments is another important consideration in placement planning. The student will be ready to try his/her hand at providing direct services after the orientation process, having been instructed and shown how to do the work, and after having shadowed other workers doing the same types of tasks. The earliest assignments should be carefully chosen to provide the student with more elementary learning opportunities. Cases should be few in number and deal with the least complex issues available. As the student's experience and confidence increases with successful helping episodes and constructive feedback, case assignments can increase in number as well as complexity. While caseload sizes and expectations vary drastically from one agency to the next, the student should never be expected to work with a caseload equivalent to those of the workers in the agency. The student should have the luxury of a reduced work load in order to assure sufficient time for processing and learning. A student who is expected to function "just like a staff member" is robbed of the only opportunity he/she may ever have to practice skills and receive concurrent instruction and to integrate academic and practice learning at an educational pace.

The middle phase of the practicum experience should also have a primary focus on ongoing evaluation. The evaluation of the student's knowledge, skills and abilities should begin almost as soon as he/she walks in the door, with both negative and positive feedback provided consistently. Many field instructors err on the side of being too positive, understandably since social workers operate from a strengths perspective. Students need to hear timely and supportive feedback regarding areas in which they can improve as well as having their strengths affirmed. Field instructors who wait "to see if something is really a problem" run the risk of having to tell the student at the final evaluation of a concern that there is then no time to work to improve or, worse yet, allow a deficit to go unmentioned. Remember, the field instructor will be expected to complete a reference for the student's licensure and below standard ratings may result in the student having to appear before the Board.

A formal mid-semester evaluation is required by the program after completion of the first 200 hours of placement. Meeting to fill out this form (see Appendix D) offers the student and field instructor the opportunity to discuss any areas of concern and strengths and to plan for the final half of the practicum. This may call for revising the Field Assignments Plan as well. The assignment grid on the final page of the plan provides a concise method by which to see what areas of generalist practice and diversity issues may need greater concentration.

## The Final Phase

Termination issues should be highlighted in the final phase of the placement. Not only does the student have to deal with termination with clients as the practicum draws to a close, but also with other staff and new friends. This is also the final chapter of the student's baccalaureate education, so he/she is facing the transition from student to professional. Processing termination with the student is a good opportunity for the field instructor to role model actions that undergird the importance of good termination with clients. By the time the student has been in the practicum agency for over three months, he/she and colleagues in the organization have probably begun to feel a sense of belonging and therefore a sense of loss at leaving. A going-away luncheon or a card signed by the staff are good ways of recognizing the contribution the student has made to the agency. It is also important for the staff to be made aware of the important role they have played in the education and professional growth of the new social worker.

The final evaluation must be completed by and submitted to the field coordinator at the last meeting of the Professional Seminar class. Having completed the mid-semester evaluation should make doing the final evaluation easier. The ratings on the final evaluation should reflect an overall assessment of the student's knowledge and skills based on a combination of observations by the field instructor, self-report by the student, feedback from other workers, written work completed, client input and results and any other methods that are appropriate for the particular field setting.

Not only is the student evaluated at the end of the semester, but the student is given an opportunity to evaluate the field placement and the field liaison. (See evaluation forms in Appendix E and F.) Field instructors may wish to administer their own evaluation instruments in order to elicit feedback from students about the strengths and deficits of their placement opportunity, their field instruction style and to get ideas from the student for possible alterations or improvements. It is also helpful to schedule a wrap-up session to take a retrospective look at the practicum experience.

## VII. The Gatekeeping Role of the Field Instructor

The team approach to field instruction mentioned earlier requires that the practicum instructor as adjunct faculty not only take on the role of mentor and teacher, but also places him/her in the position of acting as a "gatekeeper" for the profession. While this term is often viewed in a fairly negative light, the NASW Code of Ethics compels social workers to "act to prevent the unauthorized and unqualified practice of social work". KSU Social Work Program faculty interpret that to mean preventing students who cannot demonstrate the ability to provide quality social work service provision and comply with the Code of Ethics from gaining status as a social worker. In the event that a student has, during placement, failed to perform social work duties adequately or has acted in a way that is prohibited by the Code of Ethics, the field instructor must be prepared and willing to deal with such infractions in a frank and open manner. While these occurrences are rare, it is important that the field instructor

understand that his/her responsibility to the profession is primary.

### VIII. Change or Termination of Practicum

A student, field instructor or the field liaison may initiate discussion to review the circumstances in the placement setting. A student or field instructor who believes that a placement is not working out should immediately contact the field liaison, at which time the parties involved will be consulted to determine the feasibility of a plan for corrective action on the part of any or all of the parties. Such discussion may result in a mutually agreed upon plan to modify and continue the current placement or in termination of the placement.

Replacement of a student removed from a practicum setting will be determined based on the circumstances of the removal. A student who is removed from a practicum based on violation of the NASW Code of Ethics, inappropriate behavior, danger of harm to him/herself or others, or egregious violation of standard work ethic may be placed in an alternate agency or may be terminated from the social work program.

### THANK YOU

Accepting a student into an agency and under one's professional supervision is a commitment to the ongoing development and growth of the social work profession. It requires devotion of many resources: time, space, energy, enthusiasm, patience and dedication. The Kansas State University Social Work Program greatly appreciates those agencies and individuals who join in the partnership to provide quality social work education.

## LIST OF APPENDICES

Memorandum of Understanding	A*
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\* Please use these as master forms from which to make copies for students each semester.

Appendix A  
Kansas State University Social Work Field Practicum  
Memorandum of Understanding

Between

Kansas State University Social Work Program, 204 Waters Hall  
Kansas State University, Manhattan, Kansas 66506-4003  
(Telephone: 913 532-4965 FAX: 913.532.6978)

AND

Agency Name: \_\_\_\_\_

Address \_\_\_\_\_

City, ST Zip\_\_\_\_\_

Telephone: \_\_\_\_\_ FAX\_\_\_\_\_

General Policy

1. The primary concern of this agreement is the education of the student social worker.
2. The duration of field instruction will be a total of 480 hours, including 50 hours of pre-practicum agency familiarization, if appropriate. Students will be available during normal working hours of the agency, four days per week (Tuesday through Friday), or at other times by arrangement between the student and field instructor, with the approval of the Social Work Program field practicum coordinator.
3. Students will observe the University vacation and holiday schedule as a general rule. During the fall semester these are Labor Day and the Thanksgiving recess; during the spring semester this is the Martin Luther King holiday and Spring Break (one week); and during the summer term the Fourth of July is observed. In addition, agency holidays will be observed as appropriate.
4. No financial remuneration from either party to either party is involved in this agreement. Either party is free to provide financial support or assistance to field practicum students.
5. This agreement remains in effect until either party elects to withdraw from or renegotiate the agreement.

Responsibilities of the Social Work Program

1. The Social Work Program will be responsible for the academic administration of the field practicum experience, including identification, selection and assignment of students to field practicum sites.
2. The Social Work Program will provide information regarding its curriculum and program sufficient to enable the agency field practicum instructor to plan and conduct a field placement experience consistent with the expectation of the Social Work Program. Most of this information will be in the Field Practicum Handbook provided to the agency practicum instructor. Additional information will be provided by the Field Practicum Coordinator as needed to facilitate the practicum experience of the student.
3. The Social Work Program will appoint a field practicum liaison from the faculty. This liaison will work with the agency practicum instructor and the student throughout the practicum experience.
4. The Social Work Program agrees to provide the agency field instructor with documentation of student field instruction which the Kansas Behavioral Sciences Regulatory Board will recognize for four (4) continuing education units per semester.

Responsibilities of the Agency and the Practicum Instructor

1. The agency, through the field instructor, agrees to provide the student with experiences commensurate with the field instruction objectives as defined by the Social Work Program.
2. The agency agrees to provide the student with needed supplies and equipment, and an appropriate work space relevant to the field experience.
3. The field practicum instructor agrees to work with the student and the field practicum liaison to design a meaningful field experience, clarifying for the student the general nature of the field work expected.
4. The field practicum instructor agrees to provide competent supervision, including orientation to the agency, and provide a minimum of one (1) hour of instructional conferences each week for the educational training of the student.
5. The field practicum instructor agrees to confer with the field practicum liaison regarding individual student's educational needs and progress, and agrees to attend scheduled conferences in the agency with the field liaison.

6. The field practicum instructor agrees to complete the evaluation of the student's practicum work, using the form required by the school, halfway through the practicum and again at the end of the practicum. It is agreed that the final evaluation will be completed by the last day of the practicum, or the last day of the semester, whichever occurs first. Any other schedule for completing the student's evaluation will be worked out in advance with the field liaison.
7. The field practicum instructor and the agency at large agree to contact the field practicum coordinator in the event of any problems in the placement, especially those that may interfere with the continuance of the placement and pledges to work with the student and practicum coordinator toward a mutually satisfactory solution before taking any action to terminate the placement.

For the Social Work Program:

Agency Field Instructor

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Date: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Director:

---

Date: \_\_\_\_\_

## Appendix B

### ORIENTATION TO THE AGENCY: A CHECKLIST

1. Nitty-gritty items:

- dress requirements
- parking
- mail and message system
- telephone procedures and rules
- locations of bathrooms
- where to hang coat
- lunch times and breaks (is there someone for the student to eat with the first day?)
- agency schedule/holidays
- security precautions
- policy about reimbursement for travel
- establish regular schedule for student

2. Introductions to agency staff:

- list of staff names, titles and phone extensions
- organizational chart
- appointment to meet key staff
- description of departments and jobs
- give student's name and number to receptionist

3. The agency:

- brief history
- agency mission statement and philosophy
- eligibility guidelines
- funding sources
- methods/interventions used
- current issues

4. Recordkeeping:

- statistical reports
- charts and charting; social histories, etc.
- other files
- process for getting typing and copying done

5. How should student identify him/herself?

- oral contacts
- reports/correspondence (co-signature?)

6. Resource materials:

- agency library
- bibliography or suggested readings
- community directory or information on other community agencies
- glossary of abbreviations, agency jargon

7. Confidentiality requirements:

- release of information
- sharing information from client files

8. Orientation to supervision:

- schedule / agenda
- supervisory notebook or notes

9. The student:

- motivations
- family background (genogram, ecomap)
- autobiography
- learning styles, work styles
- expectations of placement, supervision

## Appendix C

### Kansas State University Social Work Program

#### Field Practicum Learning Agreement

Student: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Practicum Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Practicum schedule: (Days, hours) \_\_\_\_\_

Regular instructional conferences will be held: \_\_\_\_\_

The student should fill out the learning agreement with consultation from the field instructor, within the first three weeks of the practicum. The purpose of the agreement is to specify what learning opportunities will be provided to the student, what tasks the student is expected to perform and at what level, how learning opportunities will build over the course of the semester, and how the student's performance will be evaluated. In addition, the student should identify any specific learning needs or obstacles to practice and develop a plan to address those.

The student brings these strengths to the practicum:

The student has identified these areas that need particular attention:

Signature of field instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

For each of the outcomes listed, identify tasks and activities that the student will engage in, and how those will be evaluated, in order to demonstrate that the student is able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
  5. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
  6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

7. Use communication skills differentially across client populations, colleagues, and communities.
  8. Use supervision and consultation appropriate to social work practice.
  9. Student demonstrates appropriate professional comportment.

Appendix D  
Kansas State University  
Social Work Program  
Field Practicum Student Evaluation

Mid-semester / Final  
(Circle one)

Student: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Field Placement Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Hours completed to date: \_\_\_\_\_

At mid-semester, student is making progress toward the practice of entry level social work.

Satisfactory

Unsatisfactory

At end of semester, student is practicing social work to entry level standards.

\_\_\_\_ Yes, I recommend student receive credit for field practicum and will recommend licensure without reservation to the Behavioral Sciences Regulatory Board.

\_\_\_\_ No, I recommend that student NOT receive credit for field practicum and will not give a wholly favorable reference to the Behavioral Sciences Regulatory Board.

Comments:

Signature of field instructor: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ I understand and agree with this evaluation.

\_\_\_\_ I do not agree with this evaluation and have submitted a statement of dissent.

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Using this scale, rate the extent to which the student demonstrates the following outcomes.

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

Please rate the sub-categories below the outcome and then provide an overall summary rating for each outcome. It will be most helpful to the student's learning if you use the space below each outcome (and the back of the page, if needed) to provide specific feedback.

- \_\_\_\_\_ 1. Demonstrates the application of critical thinking skills within the context of professional social work practice.
- \_\_\_\_\_ Student is able to take new information and generalize it to other situations.  
\_\_\_\_\_ Student uses all information available to assess client situations, and to plan and evaluate interventions.  
\_\_\_\_\_ Student shows evidence of understanding the dynamics of the individual client system in the context of larger systems.  
\_\_\_\_\_ Student demonstrates increasing ability to carry out tasks without detailed instruction.

Comments/examples:

- \_\_\_\_\_ 2. Understands the value base of the profession and its ethical standards and principles, and practices accordingly.
- \_\_\_\_\_ Student demonstrates awareness of personal values and their impact on work with clients.  
\_\_\_\_\_ Student is able to refrain from inappropriate imposition of personal values on clients.  
\_\_\_\_\_ Student's work reflects knowledge of, commitment to, and adherence to the NASW Code of Ethics and major social work principles.

Comments/examples:

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

- \_\_\_\_\_ 3. Practices without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- \_\_\_\_\_ Student exhibits knowledge of diverse cultures and ethnicities.  
\_\_\_\_\_ Student demonstrates sensitivity to members of diverse cultures and ethnicities.  
\_\_\_\_\_ Student seeks out new knowledge and/or experiences to enhance own cultural competence.  
\_\_\_\_\_ Student uses knowledge of diversity in practice strategies with client systems of all sizes.

Comments/examples:

- \_\_\_\_\_ 4. Understands the forms and mechanisms of oppression and discrimination and applies strategies of advocacy and social change that advance social and economic justice.
- \_\_\_\_\_ Student demonstrates an understanding of the impact of oppression and discrimination on the lives of clients.  
\_\_\_\_\_ Student identifies oppressive and discriminatory environments and practices within the agency, social service system, community and/or society, and strategies to address those.  
\_\_\_\_\_ Student demonstrates ability to advocate effectively for clients and client groups.  
\_\_\_\_\_ Student identifies methods of promoting social and economic justice and applies those methods appropriately.

Comments/examples:

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

- \_\_\_\_\_ 5. Applies the knowledge and skills of generalist social work practice with systems of all sizes.
- \_\_\_\_\_ Student demonstrates ability to use a substantial knowledge base, choosing appropriate theoretical approaches for the clients' needs.
  - \_\_\_\_\_ Student demonstrates appropriate beginning level practice skills in engaging clients.
  - \_\_\_\_\_ Student demonstrates appropriate beginning level skills in assessing and contracting with clients.
  - \_\_\_\_\_ Student demonstrates appropriate beginning level skills in developing and implementing intervention plans with clients.
  - \_\_\_\_\_ Student demonstrates appropriate beginning level skills in terminating with clients.
  - \_\_\_\_\_ Student demonstrates appropriate beginning level skills in evaluation of social work practice with clients.
  - \_\_\_\_\_ Student demonstrates the ability to use practice skills both to enhance the well being of the client and to work toward the amelioration of environmental conditions that affect people adversely.

Comments/examples:

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

- \_\_\_\_\_ 6. Uses theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- \_\_\_\_\_ Student demonstrates an understanding of life span development, psychological factors and social implications in client situations and offers services accordingly.
- \_\_\_\_\_ Student develops service plans with clients that are realistic and achievable.
- \_\_\_\_\_ Student demonstrates an understanding of the impact of the environment on a client's situation. (Ecological systems)
- \_\_\_\_\_ Student identifies strengths of the client system and uses them to address problems. (Strengths perspective)
- \_\_\_\_\_ Student identifies large as well as small system change possibilities as a way to address client needs. (Dual perspective)
- \_\_\_\_\_ Student understands the impact of the interaction between and among systems of various sizes on each other. (Systems Theory)

Comments/examples:

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

- \_\_\_\_\_ 7. Uses communication skills differentially across client populations, colleagues, and communities.
- \_\_\_\_\_ Student demonstrates the ability to express self clearly, both orally and in writing.
  - \_\_\_\_\_ Student uses correct grammar, spelling, punctuation and sentence structure.
  - \_\_\_\_\_ Student demonstrates the ability to use available technology to aid in written communication, i.e. telephone systems, computers, e-mail, etc.
  - \_\_\_\_\_ Student's paperwork is completed timely, thoroughly, and accurately.
  - \_\_\_\_\_ Student is able to focus the content of written work according to the varied purposes it serves.
  - \_\_\_\_\_ Student is able to use the language of the practicum setting and the profession appropriately.

Comments/examples:

- \_\_\_\_\_ 8. Uses supervision and consultation appropriate to social work practice.
- \_\_\_\_\_ Student prepares for and makes good use of supervision time.
  - \_\_\_\_\_ Student demonstrates acceptance of constructive feedback and integrates it into subsequent practice.
  - \_\_\_\_\_ Student takes initiative in seeking educational experiences, including professional reading, seeking out knowledgeable persons, and attending training and workshops.
  - \_\_\_\_\_ Student demonstrates the ability to engage in self-evaluation and learn from experiences.
  - \_\_\_\_\_ Student demonstrates the ability to integrate and generalize new knowledge.

Comments/examples:

1 = Rarely    2 = Sometimes    3 = More often than not    4 = Usually    5 = Consistently

- \_\_\_\_\_ 9. Student demonstrates appropriate professional comportment.
- \_\_\_\_\_ Student's physical presence is appropriate to the workplace and is professional.
  - \_\_\_\_\_ Student's work with clients reflects the ability to establish effective professional relationships with clients.
  - \_\_\_\_\_ Student behaves professionally in interactions with colleagues within and outside of the agency.
  - \_\_\_\_\_ Student demonstrates self-discipline in structuring time and use of resources to attain maximum benefit for the client and the agency.
  - \_\_\_\_\_ Student demonstrates differential use of self in various social work roles and phases of work.
  - \_\_\_\_\_ Student demonstrates the ability to act independently when appropriate.
  - \_\_\_\_\_ Student observes accurately and responds appropriately to verbal and nonverbal communication.

Comments/examples:

Appendix E  
Kansas State University  
Social Work Program  
Student Evaluation of Practicum

Practicum Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Placement Semester/Year \_\_\_\_\_

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

5 Outstanding	4 Good	3 Average	2 Fair	1 Poor
------------------	-----------	--------------	-----------	-----------

Use the scale above to rate the degree to which:

The Agency

- |  |                               |
|--|-------------------------------|
| 1. Provides sufficient exposure to professional social work practice                     | 5      4      3      2      1 |
| 2. Provides sufficient opportunity for contact with clients, client groups, or community | 5      4      3      2      1 |
| 3. Provides a learning experience that was educational in focus                          | 5      4      3      2      1 |
| 4. Provides adequate work space for the accomplishment of assigned tasks                 | 5      4      3      2      1 |
| 5. Provides an appropriate orientation   | 5      4      3      2      1 |

The Practicum Instructor

- |  |                               |
|--|-------------------------------|
| 1. Is available when needed  | 5      4      3      2      1 |
| 2. Provides weekly supervision which evaluates learning and encourages professional self-development | 5      4      3      2      1 |
| 3. Is clear and organized  | 5      4      3      2      1 |
| 4. Establishes rapport easily  | 5      4      3      2      1 |

5. Is generally supportive	5	4	3	2	1
6. Is enthusiastic and stimulating	5	4	3	2	1
7. Provides direction and feedback	5	4	3	2	1
8. Is able to speak with candor about both the strengths and weaknesses of the student	5	4	3	2	1
9. Is willing to listen to the student's ideas and discuss points of disagreement	5	4	3	2	1
10. Assigns tasks that are meaningful and educationally directed	5	4	3	2	1
11. Is resourceful in devising learning experiences	5	4	3	2	1
12. Encourages self-directedness and independence appropriate to the student's experience and abilities	5	4	3	2	1
13. Serves as an appropriate professional role model	5	4	3	2	1
14. Serves as a mediator and problem solver	5	4	3	2	1
15. Is knowledgeable about both theory and practice	5	4	3	2	1
16. Is able to integrate theory and practice so that it is meaningful to the student	5	4	3	2	1
17. Is able to articulate ideas and expectations clearly	5	4	3	2	1
18. Treats the students with respect	5	4	3	2	1
19. Treats clients with respect	5	4	3	2	1

20. What aspects of your field work experience did you find most valuable?

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21. What aspects did you find least valuable?

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22. Discuss the recommendation you would give other students regarding this field placement, including its strengths and weaknesses:

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23. Should the agency continue to be used as a field placement agency?

Yes \_\_\_\_\_ No \_\_\_\_\_ Yes, with changes \_\_\_\_\_

24. Should the Practicum Instructor be used again for social work students?

Yes \_\_\_\_\_ No \_\_\_\_\_

Overall Rating of the Placement

Outstanding    Good    Average    Poor    Unacceptable

5                  4                  3                  2                  1

**Appendix F**  
**Kansas State University**  
**Social Work Program**  
**Field Liaison Evaluation**

Semester, Year: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Using the following scale, rate the degree to which the Field Liaison:

Outstanding	Good	Average	Fair	Poor
5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Assists students with the integration of theory and social work practice                                    | 5 | 4 | 3 | 2 | 1 |
| 2. Is knowledgeable about both social work theory and practice   | 5 | 4 | 3 | 2 | 1 |
| 3. Is able to articulate ideas clearly   | 5 | 4 | 3 | 2 | 1 |
| 4. Is enthusiastic and stimulating   | 5 | 4 | 3 | 2 | 1 |
| 5. Is willing to listen to the student's ideas about theory and practice and to discuss points of disagreement | 5 | 4 | 3 | 2 | 1 |
| 6. Is organized  | 5 | 4 | 3 | 2 | 1 |
| 7. Is clear about expectations   | 5 | 4 | 3 | 2 | 1 |
| 8. Assigns tasks that are meaningful and directed towards professional development                             | 5 | 4 | 3 | 2 | 1 |
| 9. Encourages self-directedness and independence appropriate to the student's experience and abilities         | 5 | 4 | 3 | 2 | 1 |
| 10. Provides feedback to the student regarding his/her social work skills and learning needs                   | 5 | 4 | 3 | 2 | 1 |
| 11. Is generally supportive  | 5 | 4 | 3 | 2 | 1 |
| 12. Is available to the student as a resource person   | 5 | 4 | 3 | 2 | 1 |

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 13. Treats the student with respect                                 | 5 | 4 | 3 | 2 | 1 |
| 14. Serves as arbitrator in any conflicts<br>in the field placement | 5 | 4 | 3 | 2 | 1 |
| 15. Serves as a positive professional role model                    | 5 | 4 | 3 | 2 | 1 |

Comments: \_\_\_\_\_

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**Appendix G**  
**Code of Ethics**  
**of the**  
**National Association of Social Workers**

As adopted by the 1979 NASW Delegate Assembly and revised by the 1990 and 1993 NASW Delegate Assemblies.

**I. The Social Worker's Conduct and Comportment as a Social Worker**

- A. Propriety - The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.**
  - 1. The private conduct of the social worker is a personal matter to the same degree as is any other person's, except when such conduct compromises the fulfillment of professional responsibilities.
  - 2. The social worker should not participate in, condone, or be associated with dishonesty, fraud, deceit or misrepresentation.
  - 3. The social worker should distinguish clearly between statements and actions made as a private individual and as a representative of the social work profession or an organization or group.
- B. Competence and Professional Development - The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.**
  - 1. The social worker should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
  - 2. The social worker should not misrepresent professional qualifications, education, experience or affiliations.
  - 3. The social worker should not allow his or her own personal problems, psychosocial distress, substance abuse or mental health difficulties to interfere with professional judgment and performance or jeopardize the best interests of those for whom the social worker has a professional responsibility.
  - 4. The social worker whose personal problems, psychosocial distress, substance abuse or mental health difficulties interfere with 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.
- C. Service - The social worker should regard as primary the service obligation of the social work profession.**
  - 1. The social worker should retain ultimate responsibility for the quality and extent of the service that individual assumes, assigns or performs.
  - 2. The social worker should act to prevent practices that are inhumane or

discriminatory against any person or group of persons.

**D. Integrity - The social worker should act in accordance with the highest standards of professional integrity and impartiality.**

1. The social worker should be alert to and resist the influences and pressures that interfere with the exercise of professional discretion and impartial judgment required for the performance of professional functions.
2. The social worker should not exploit professional relationships for personal gain.

**E. Scholarship and Research - The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.**

1. The social worker engaged in research should consider carefully its possible consequences for human beings.
2. The social worker engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate and with due regard for participants' privacy and dignity.
3. The social worker engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger or deprivation.
4. The social worker who engages in the evaluation of services or cases should discuss them only for professional purposes and only with persons directly and professionally concerned with them.
5. Information obtained about participants in research should be treated as confidential.
6. The social worker should take credit only for work actually done in connection with scholarly and research endeavors and credit contributions made by others.

## **II. The Social Worker's Ethical Responsibility to Clients**

**F. Primacy of Clients' Interests - The social worker's primary responsibility is to clients.**

1. The social worker should serve clients with devotion, loyalty, determination and the maximum application of professional skill and competence.
2. The social worker should not exploit relationships with clients for personal advantage.
3. The social worker should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
4. The social worker should not condone or engage in any dual or multiple relationships with clients or former clients in which there is a risk of exploitation of or potential harm to the client. The social worker is responsible for setting clear, appropriate and culturally sensitive boundaries.
5. The social worker should under no circumstances engage in sexual activities with clients.
6. The social worker should provide clients with accurate and complete information

- regarding the extent and nature of the services available to them.
7. The social worker should apprise clients of their risks, rights, opportunities and obligations associated with social service to them.
  8. The social worker should seek advice and counsel of colleagues and supervisors whenever such consultation is in the best interest of clients.
  9. The social worker should terminate service to clients, and professional relationships with them, when such service and relationships are no longer required or no longer serve the clients' needs or interests.
  10. The social worker 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.
  11. The social worker who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients' needs and preferences.

**G. Rights and Prerogatives of Clients - The social worker should make every effort to foster maximum self-determination on the part of clients.**

1. When the social worker must act on behalf of a client who has been adjudged legally incompetent, the social worker should safeguard the interests and rights of that client.
2. When another individual has been legally authorized to act in behalf of a client, the social worker should deal with that person always with the client's best interest in mind.
3. The social worker should not engage in any action that violates or diminishes the civil or legal rights of clients.

**H. Confidentiality and Privacy - The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.**

1. The social worker should share with others confidences revealed by clients, without their consent, only for compelling professional reasons.
2. The social worker should inform clients fully about the limits of confidentiality in a given situation, the purposes for which information is obtained, and how it may be used.
3. The social worker should afford clients reasonable access to any official social work records concerning them.
4. When providing clients with access to records, the social worker should take due care to protect the confidences of others contained in those records.
5. The social worker should obtain informed consent of clients before taping, recording, or permitting third party observation of their activities.

**I. Fees - When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.**

1. The social worker should not accept anything of value for making a referral.

### **III. The Social Worker's Ethical Responsibility to Colleagues**

#### **J. Respect, Fairness, and Courtesy - The social worker should treat colleagues with respect, courtesy, fairness and good faith.**

1. The social worker should cooperate with colleagues to promote professional interests and concerns.
2. The social worker should respect confidences shared by colleagues in the course of their professional relationships and transactions.
3. The social worker should create and maintain conditions of practice that facilitate ethical and competent professional performance by colleagues.
4. The social worker should treat with respect, and represent accurately and fairly, the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters.
5. The social worker who replaces or is replaced by a colleague in professional practice should act with consideration for the interest, character, and reputation of that colleague.
6. The social worker should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the social worker's interest.
7. The social worker should seek arbitration or mediation when conflicts with colleagues require resolution for compelling professional reasons.
8. The social worker should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
9. The social worker who serves as an employer, supervisor, or mentor to colleagues should make orderly and explicit arrangements regarding the conditions of their continuing professional relationship.
10. The social worker who has the responsibility for employing and evaluating the performance of other staff members, should fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
11. The social worker who has the responsibility for evaluating the performance of employees, supervisees, or students should share evaluations with them.
12. The social worker should not use a professional position vested with power, such as that of employer, supervisor, teacher, or consultant, to his or her advantage or to exploit others.
13. The social worker who has direct knowledge of a social work colleague's impairment due to personal problems, psychosocial distress, substance abuse, or mental health difficulties should consult with that colleague and assist the colleague in taking remedial action.

#### **K. Dealing with Colleagues' Clients - The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.**

1. The social worker should not assume professional responsibility for the clients of another agency or a colleague without appropriate communication with that agency or colleague.

2. The social worker who serves the clients of colleagues, during a temporary absence or emergency, should serve those clients with the same consideration as that afforded any client.

#### **IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations**

##### **L. Commitments to Employing Organization - The social worker should adhere to commitments made to the employing organization.**

1. The social worker should work to improve the employing agency's policies and procedures, and the efficiency and effectiveness of its services.
2. The social worker should not accept employment or arrange student field placements in an organization which is currently under public sanction by NASW for violating personnel standards, or imposing limitations on or penalties for professional actions on behalf of clients.
3. The social worker should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
4. The social worker should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing organization.

#### **V. The Social Worker's Ethical Responsibility to the Social Work Profession**

##### **M. Maintaining the Integrity of the Profession - The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.**

1. The social worker should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
2. The social worker should take action through appropriate channels against unethical conduct by any other member of the profession.
3. The social worker should act to prevent the unauthorized and unqualified practice of social work.
4. The social worker should make no misrepresentation in advertising as to qualifications, competence, service, or results to be achieved.

##### **N. Community Service - The social worker should assist the profession in making social services available to the general public.**

1. The social worker should contribute time and professional expertise to activities that promote respect for the utility, the integrity, and the competence of the social work profession.
2. The social worker should support the formulation, development, enactment and

implementation of social policies of concern to the profession.

**O. Development of Knowledge - The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.**

1. The social worker should base practice upon recognized knowledge relevant to social work.
2. The social worker should critically examine, and keep current with emerging knowledge relevant to social work.
3. The social worker should contribute to the knowledge base of social work and share research knowledge and practice wisdom with colleagues.

**VI. The Social Worker's Ethical Responsibility to Society**

**P. Promoting the General Welfare - The social worker should promote the general welfare of society.**

1. The social worker should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition, or status.
2. The social worker should act to ensure that all persons have access to the resources, services, and opportunities which they require.
3. The social worker should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
4. The social worker should promote conditions that encourage respect for the diversity of cultures which constitute American society.
5. The social worker should provide appropriate professional services in public emergencies.
6. The social worker should advocate changes in policy and legislation to improve social conditions and to promote social justice.
7. The social worker should encourage informed participation by the public in shaping social policies and institutions.

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## Appendix H

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## VIDEOS

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