

Joint Master of Social Work Program

FIELD INSTRUCTION MANUAL



2010/2011

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FIELD INSTRUCTION IS THE



OF SOCIAL WORK EDUCATION

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THE JOINT
MASTER OF SOCIAL WORK
PROGRAM



Dear JMSW Student,

As you prepare to enter the next phase of your social work education, we congratulate you on your accomplishments. Education for professional social work practice requires that all students complete internships. In our Joint Master of Social Work program, you will complete a minimum of 900 clock hours of field instruction under the supervision of a Master-level social worker. Your *JMSW Field Instruction Manual* will be your guide during your field instruction experiences. Please review this document carefully.

We would like to thank our Co-Directors of Field Instruction who have arranged for a wide variety of internship sites appropriate for MSW field instruction. We also thank the internship sites and field instructors that have taken on this important task. We assure you that your internships will provide you with the experiences and instruction you will need to become an advanced generalist Master-level social worker. Combined with your coursework in the classroom, your internship learning experiences during your matriculation in this program will be exciting and challenging.

On behalf of our faculty, we wish you success as you begin our JMSW field instruction program. Please take advantage of the opportunities you will have to develop knowledge, skills, values, and competencies with your field instructor and your faculty field liaison. Together, we look forward to your successful completion of our Joint Master of Social Work program.

Arnold Barnes, Ph.D.
Co-Director

Professor Sue Dennison, MSW
Co-Director



Dear Students and Colleagues,

Welcome to the Field Instruction Program of our Joint MSW Program. This *Field Instruction Manual* contains basic information you will need to know in order to have a rewarding field experience. It is to be used by students, field instructors, faculty field liaisons, and field advisory committee members as a resource. It is supplementary to the universities' bulletins and handbooks. Any feedback that you may have about this manual would be appreciated and valued.

Field instruction is truly the *heart of social work education*. It is where students learn to apply the theory they have been taught in the classroom. It is about teaching, learning, and contributing to individuals, groups, and communities. The field is truly where students have the opportunity to develop and demonstrate competence as a social worker.

We wish for all of you a successful year of teaching, learning, and providing services that will make a difference in the lives of the people you serve. Let us know if we can be of assistance to you.

Sincerely,

Professor Janet H. Kanode, MSW, LCSW
Co-Director of Field Instruction
UNCG

Professor Phyllis Latta, MSW,
Co-Director of Field Instruction
NC A&T SU

THE JMSW PROGRAM

Grounded in the liberal arts, the JMSW curriculum program provides foundation students with a theoretical and applied education in generalist social work. The advanced curriculum ensures that students are prepared to engage in independent social work practice with individuals, families, small groups, organizations, and communities in their chosen concentration, advanced generalist practice with either people affected by health or mental health issues or with families & youth at risk.

Competency Basis of the JMSW Curriculum

The JMSW Program's competency-based curriculum complies with the Council on Social Work Education's (CSWE) 2008 Educational Policy and Accreditation Standards (EPAS). CSWE has delineated 10 core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

Ten Core Social Work Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social & economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Competency-based social work education provides a curriculum through which students can demonstrate the integration and application of the 10 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines "competency" as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills" (CSWE, 2008, p. 3). CSWE has operationalized these core competencies by identifying 41 foundation practice behaviors, each of which is associated with a specific competency. These 41 practice behaviors are addressed in the JMSW foundation curriculum, which is comparable to the preparation BSW students receive as generalist practitioners. These 41 practice behaviors are incorporated into the Foundation Field Evaluation Form which is located in Appendix C.

MSW education is designed to produce advanced practitioners who

synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in specialized areas of practice. In areas of specialization [concentration], advanced practitioners assess, intervene, and evaluate to promote human and social well-

being. To do so, they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration. (CSWE, 2008, p. 8)

Therefore, CSWE requires that MSW programs identify advanced-level practice behaviors that reflect the focus of their concentration (specialization) curriculum. The JMSW Program has 17 advanced-level practice behaviors, also associated with the 10 core competencies. These are unique to the program's two areas of concentration: advanced generalist practice with families and youth at risk and advanced generalist practice with people affected by health and mental health issues. These practice behaviors are incorporated into the JMSW Advanced Internship Evaluation Form in Appendix C.

JMSW Advanced Generalist Practice Model

The JMSW faculty's conceptualization of the advanced generalist model for this program has developed over time, based on findings from the program's feasibility study, the social work literature on advanced generalist practice, input from focus groups comprised of practitioners in the program's target region, changes in the environment and context of social work practice in North Carolina, faculty experience with the program since 1997, and feedback from field instructors, alumni, and other community members over the years.

The faculty has defined the JMSW advanced generalist model as comprising the following four elements:

1. evidence-based, eclectic approach to direct practice to address complex, often chronic, problems in functioning;
2. indirect practice to enhance the ability of organizations and communities to meet human needs;
3. utilization and creation of research and evaluation within the practice context; and
4. multicultural and cross cultural competence in practice with all systems levels.

Within each of two concentrations, advanced generalist practice with people affected by health and mental health issues and advanced generalist practice with families and youth at risk, students learn how to engage in social work practice, as defined above, from a strengths-based, ecological perspective and within the ethical framework of the National Association of Social Workers' Code of Ethics.

JMSW Plans of Study

The JMSW Program offers three plans of study within which students can master the core competencies and practice behaviors: a two year full-time plan, a three year part-time plan, and an advanced standing plan. The two-year and three-year plans require 60 credit hours and include an identical foundation curriculum. These courses provide the educational foundation for the advanced (concentration) curriculum, which, when combined, provide students with opportunities to learn and demonstrate all 41 foundation practice behaviors. The advanced

standing program plan, which is open to highly qualified students with a BSW degree from a CSWE-accredited program, requires 42 credit hours (as of summer 2011, 36 credit hours will be required). Students with such a BSW degree are presumed to have mastered the 10 core competencies at the foundation level, along with all 41 of the foundation practice behaviors. Upon completion of the summer bridge courses, advanced standing students enter the concentration curriculum in the fall and take 2 semesters of full-time coursework. The three plans of study are located in Appendix G.

THE JMSW FIELD INSTRUCTION PROGRAM

Field Instruction as Signature Pedagogy

According to CSWE (2008), a “signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner” (p. 8). In social work, this signature pedagogy is field instruction.

Field Instruction

The JMSW Field Instruction Program provides directed learning opportunities through social work internships. Students perform professional generalist and advanced generalist practice activities which allow them to develop the core competencies required to be effective master’s level social workers. Through structured internships, they have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to evidence based practice. Evidence based practice refers to models of practice based on research findings related to effectiveness as well as client context, values, expectations, and desires. On-site supervision is provided by a field instructor. All field instructors also have master’s degrees in social work. The roles for each of these positions are described later in this section.

Field instruction socializes graduate students to the internship site, to practice, and to the profession. Students develop skills in direct and indirect services, including in policy, planning, and administration. Supervision will be an interactive process where students will assume responsibility for their professional growth and practice decisions.

Upon completion of the of field instruction program, two and three year students will have a total of 1,008 hours in field internships. Advanced Standing students will have to complete a total of 672 hours.

The foundation internship is one semester. Two-year students complete this internship in their second semester, working 24 hours per week in an internship site. Three-year students complete this internship in their second summer, working 40 hours per week for 9 weeks. The purpose of the foundation field internship is to provide opportunities for students to develop and demonstrate the 41 foundation practice behaviors. Students are typically placed in internship site that is different from where they would be placed in their advanced internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. Students must complete a total of 336 hours of practice in their foundation internship.

The advanced internship is in a setting that is appropriate to the student’s concentration. Two-year students complete this internship in their second year, and three-year students complete this internship in the third year. Advanced standing students complete the concentration internship only. For all three program plans of study, students work 24 hours per week in an advanced internship for two semesters. The purpose of the concentration internship is to provide opportunities for students to further develop and demonstrate the 17 advanced practice behaviors within their concentration in evidence-informed practice. Students must complete 672 hours of

practice in their concentration internship and demonstrate the 17 practice behaviors associated with their concentration.

Field Seminar

Both internships are accompanied by a field seminar, which is taught by the student's faculty field liaison. The field seminar courses provide students with the opportunity to process learning in their internship with an emphasis on social work theory, knowledge, ethical principles, and skills to practice. The faculty field liaison also works with the student and field instructor to assure that the student's educational needs are being met and that the student is performing satisfactorily in the field. Throughout the foundation and advanced internships, field instruction is directed, monitored, assessed and educationally supported by the JMSW faculty field liaison.

JMSW students are required to successfully pass all field instruction and seminar courses in order to complete the program. Only students who have been admitted to the JMSW Program and who have completed all prerequisite course work are admitted to the JMSW field instruction program.

Roles and Responsibilities

Co-Directors of Field Instruction

The Co-Directors of Field Instruction (one from each university) are responsible for planning, implementing, monitoring, and evaluating the field instruction program, in collaboration with the JMSW Program Co-Directors and faculty. Their specific responsibilities include:

1. Locating and approving qualified internship sites and field instructors.
2. Assessing students' eligibility and readiness for field internship.
3. Assigning students to internship sites.
4. Developing and distributing a field instruction calendar.
5. Training new field instructors.
6. Developing and facilitating in-service workshops for field instructors.
7. Planning and coordinating the field instruction seminar.
8. Assigning students to faculty field liaisons.
9. Developing students' performance evaluation instruments.
10. Conversing with field instructors and others at internship sites throughout the semester.

11. Providing guidelines to faculty field liaisons, field instructors, and students for students' performance evaluations.
12. Providing for continued evaluation of internship sites, field instructors, faculty field liaisons, and the field instruction program.
13. Writing, updating, and distributing the field instruction manual.
14. Developing and distributing the field instruction directory.
15. Maintaining appropriate records for the program.
16. Selecting a field advisory committee.
17. Co-chairing the field advisory committee.
18. Participating in the resolution of faculty field liaison/field instructor/student problems that cannot be resolved at the faculty field liaison level.
19. Designing all forms for the program.
20. Writing program reports, memos, statistics, etc.
21. Planning and directing end-of-year field instructors' appreciation activities.

Faculty Field Liaisons

Faculty liaisons are faculty members from both universities whose primary responsibility is to ensure that students' internship experiences meet their educational needs and students have the opportunity to develop and demonstrate competency in social work practice. They serve as links between the JMSW and the field internship site and must maintain regular contact with students and field instructors in order to assess field performance and provide supportive services and resources as needed. Faculty field liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. Their specific responsibilities include:

1. Visiting assigned students in their field internship sites and conferring with students and field instructors regarding students' performance. A minimum of two visits/contacts per semester are required, more visits/contacts may take place if there is a need.
2. Assisting students and field instructors in identifying and implementing educational opportunities and tasks that will allow students to develop and demonstrate competence.
3. Interpreting the JMSW Program's policies, procedures, and expectations of field internship sites.

4. Participating in the resolution of student/internship problems.
5. Maintaining contact with students through field instruction seminars, additional internship visits as required, and student field logs.
6. Assigning grades for field instruction.
7. Participating in the student's performance evaluation process.
8. Participating in the ongoing evaluation of the field instruction program.
9. Assisting Co-Directors of Field Instruction in identifying field internship sites.

Field Instructors

The primary field instructor for all JMSW students must have the MSW from a CSWE-accredited program. When there is no MSW on-site, another master's level professional may provide task supervision. One to two hours per week of face-to-face supervision must be provided by an MSW. All field instructors must also have a minimum of two to three years of post-master's practice experience and one year of employment in the internship site.

Field instructors are responsible for the students' training in the internship. They must be interested in teaching and be supportive of students. Field instructors are assigned by the internship site and approved by the Co-Directors of Field Instruction. All new field instructors are strongly encouraged to attend field instructors' orientation and training offered by the JMSW Field Instruction Program. Field instructor responsibilities include:

1. Orienting the student to the internship.
2. Providing adequate working space for the student.
3. Assisting the student in developing appropriate learning experiences related to the appropriate practice behaviors (foundation and advanced).
4. Selecting appropriate assignments that will allow the student to develop and demonstrate the core competencies and practice behaviors.
5. Early in the internship, assigning culturally diverse cases that offer varying degrees of complexity to draw upon students' practice skills.
6. Monitoring and coordinating the student's work in the internship.
7. Holding planned **weekly** supervisory conferences with students for a minimum of one to two hours and collaborating with the student to identify issues to be addressed in supervision.

8. Providing written feedback on student's process recording and other field assignments
9. Participating in the evaluation of the student's performance.
10. Conferring with the student's faculty field liaison.
11. Attending orientation and training.
12. Working collaboratively with the student and field faculty liaison to resolve any student performance issues that may arise, as outlined in the policy on due process.
13. Participating in the ongoing evaluation of the field instruction program.

Students

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of responsibility for their education in their internships. Their responsibilities include:

1. Committing to the required hours of internship per week and being present at the internship during designated times. (Required hours per week will vary between full-time and part-time students).
2. Actively participating in field seminar and completing all field seminar assignments, including maintaining a field log.
3. Developing a learning agreement that includes specific learning tasks that will provide students with the opportunity to develop and demonstrate social work competencies and practice behaviors appropriate to the foundation or advanced internship.
5. Functioning professionally in accordance with the NASW Code of Ethics.
6. Complying with all field instruction policies and procedures.
7. Complying with all internship site policies and procedures, including confidentiality, dress code and internship hours.
8. Participating actively in weekly supervisory conferences with field instructor and taking responsibility, along with the field instructor, for identifying issues to be addressed in supervision.
9. Participating in ongoing self-evaluation and identification of strengths and weaknesses.
10. Evaluating field instructor, internship site, faculty field liaison, and the internship assignment process.

Field Advisory Committee

The Field Advisory Committee is comprised of social work practitioners and administrators from various human service agencies, including internship sites; JMSW faculty; and JMSW alumni; and students currently enrolled in the JMSW program. This Committee is one of the ways that current JMSW students have input into policies and practices involved in the JMSW Field Instruction Program. Further, this committee serves a supportive function and assists with ongoing evaluation of the JMSW Field Instruction Program. Its responsibilities include:

1. Maintaining awareness of the changing social work environment and its implications for manpower needs and educational preparation.
2. Meeting at designated times to assess, plan, and evaluate the JMSW Field Instruction Program.
3. Recommending changes in program content and administration of the field instruction program with the knowledge that final decisions are made by the Co-Directors of Field Instruction in consultation with the JMSW faculty.

JMSW FIELD INSTRUCTION POLICIES

General Information

1. Students are not to secure their internship sites. Internships are assigned by the Co-Directors of Field Instruction. Students will be provided necessary information for contacting internship sites and scheduling an interview.
2. Internship assignments will be dependent upon the availability of appropriate agencies and other organizations that provide social work services.
3. Agencies/organizations that are owned/operated/managed by friends, family members, or other students cannot be used as internship sites. Family members or friends of a student cannot serve as a field instructor.
4. Access to dependable, reliable transportation is critical. Students should possess a valid driver's license with appropriate automobile insurance coverage. Transportation to agencies and transportation costs are the sole responsibility of students. Some agencies, however, will reimburse for mileage.
5. The Co-Directors of Field Instruction make every effort to ensure appropriate matches between student interests and internship sites. Sometimes, during the process of assigning students to internships either the student or the internship site may question the match. Should this occur, either or both parties may request an internship reassignment.
6. The JMSW Program is under no obligation to arrange interviews for more than three field internships per student.
7. Students are required to complete 336 foundation internship hours. Advanced (Concentration) year students are required to complete 672 internship hours.
8. Students must obtain professional liability insurance, available at a low student rate through NASW or through a state sponsored insurance plan, prior to the beginning of an internship. Students must provide proof of coverage to the Co-Directors of Field Instruction before they will be allowed to begin their internship.
9. Some sites may require students to have a background check and/or drug testing and submit the results before the internship begins. Some internship sites cover these costs. If not, JMSW students are responsible for paying for these. Students must be aware that some sites may require ongoing random drug testing throughout the internship.

Professional Ethics and Conduct

Students are expected to adhere to the standards regarding professional values, ethical conduct, and behaviors identified in the National Association of Social Work Code of Ethics and the National Association of Black Social Workers Code of Ethics while in their internship. Students are expected to be familiar with these codes and demonstrate their understanding of these standards in the application of knowledge and practice skills in their internship settings. See Appendix I for the NASW Code of Ethics and Appendix J for the NABSW Code of Ethics.

An important issue for internship students concerns confidentiality of case records and recordings. Work on case records and documentation should occur at the internship; client or organizational records should not be removed for any purpose. Summaries of case records and video- and audio-taping of clients for course assignments should be conducted with the knowledge and written consent of the field instructor, the knowledge of the faculty field liaison, and with the permission of clients. Students should follow their internship site's policies and procedures in regard to record confidentiality.

Academic Integrity Policy

Academic integrity is important to success in graduate school as well as later in students' professional life as social workers. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. If students are to fully benefit from their internship experiences and be properly evaluated for their field performance, the field instructor, field liaison, and student must work together in an environment that affirms these values. Work that violates these values is incompatible with the goals of field instruction and the NASW Code of Ethics and will not be tolerated. Violations of the academic integrity policy will be considered serious academic and ethical offenses and will be dealt with as such. All students are expected to foster the spirit of academic honesty at all times and to encourage that spirit among others.

Students are encouraged to review both the UNCG Academic Integrity Policy on line at <http://academicintegrity.uncg.edu/> and the NCA&TSU Academic Dishonesty Policy in the Graduate Bulletin on line at <http://www.ncat.edu/~gradsch/graduatecatalog/2008-2010%20Graduate%20Catalog.pdf> (page 26). Students are encouraged to discuss the meaning of academic integrity with your field instructor and faculty liaison. If any work or assignment appears unclear or presents questions related to academic integrity, students must talk with the field instructor and/or field liaison to obtain further clarification.

Liability Issues & Insurance Coverage Requirements

Personal Automobile Liability Coverage

Many internship sites require that students transport clients. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage. Students should address the issue of transporting clients during the interview with internship site staff.

Personal Risk and Injury

On-the-job (i.e., internship) injuries may occur. Students who become injured while at the internship site, or out on internship-related business, are to notify their field instructor and faculty field liaison immediately.

The universities expect internship sites to provide students with access to first aid and emergency care for illness or accidents occurring on the property operated or owned by the internship site. The site may charge students normal fees for health care services. Such fees may be waived or later reimbursed should it be found that the internship site was negligent in providing a safe working environment.

Professional Liability Insurance

We live in a litigious society where professional liability insurance coverage has become more and more necessary for helping professionals. Students are required to purchase coverage that will protect them against possible lawsuits. JMSW students can purchase this professional liability insurance through one of two sources.

NASW provides a reasonably priced policy for student members. Applications for NASW membership and professional liability insurance through NASW are available in the JMSW offices at both universities. Refer to NASW website (www.socialworkers.org) for more information.

University Professional Liability Insurance is available through the University where the student is officially enrolled. Information about how to purchase this type of insurance can be obtained through the Field Instruction Office on the appropriate campus.

Students must show proof of professional liability coverage to the Co-Directors of Field Instruction before they will be allowed to begin an internship.

Absences

Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from their internship. Students are expected to work out these arrangements with the field instructor. The faculty field liaison will be informed of absences of more than one day per semester. Plans for making up extended absences (e.g., prolonged illness) must be discussed with the faculty field liaison and the field instructor. The faculty field liaison, in collaboration with the field instructor, will determine if prolonged absences due to illness, death in the family, etc., will need to be made up.

Inclement Weather/Snow Days

Students are to make every effort to report to their internships during inclement weather and follow internship site policies regarding closings. If it is impossible for students to get to the internship, and the site remains open, the hours will need to be made up. Students are responsible for developing a plan for making up missed internship hours with the field instructor and the faculty field liaison. If the University is closed due to the weather, it is considered an excused field day.

Internship Site Holidays/University Holidays/Other Closings

Students may take any holiday or other closing observed by the internship site without penalty as long as the student is able to verify that the minimum required clock hours for internship are met. Students are not required to be present at their field sites on University holidays. If students need to take a religious holiday off and this date is not observed by the field site or University then students must notify their field instructor in advance and make appropriate arrangements.

Compensatory Time/Overtime

Some students may need to work over time in the internship, depending on the internship site and students' assigned tasks. Such overtime may earn compensatory time for students. Students and field instructors must discuss compensatory time and overtime early in the internship. Any time given to the student as compensatory must also be approved by the faculty field liaison. When an internship regularly requires more than 24 hours per week then this situation should be carefully considered and evaluated by both the field instructor and faculty field liaison as to its impact on the student's educational and learning experience. Students are to be aware that generally, regardless of their compensatory time, they are not allowed to finish their total internship hours before the ending date for field internships as posted on the field calendar.

Monetary Compensation

In accordance with written University policy, as stipulated in the JMSW Field Instruction Agreement (VIII), provision for monetary compensation to students must be arranged under separate agreement between the student and the internship site. The site must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the internship site.

Stipend Supported Internships

Stipend supported internship experiences are not routinely available. However, there are some sites, especially for advanced internships, that may offer paid internships. The JMSW Co-Directors of Field Instruction will always present such stipend supported internship opportunities to all qualified JMSW students during the orientation to the JMSW Program. This information is also shared with all students during the field orientations and the annual field agency fair. Students who have further questions about applying for these internships should consult with the Co-Directors of Field Instruction.

Early Completion of Internship

Students and field agencies are expected to adhere to the official Field Instruction Calendar for the current academic year. The foundation internship takes place during the first year from January to April/May for two-year full-time students and during the summer for three year part-time students. The advanced internship occurs August through April/May for two-year full-time, three year part-time, and advanced standing students. Any deviation from the printed calendar must be discussed in a timely manner with the faculty field liaison and approved by the Co-Directors of Field Instruction. Students are responsible for documenting their field instruction hours using the Field Log form provided by the faculty field liaison.

Sexual Harassment

The sexual harassment of internship students by any field instructor, employee, or representative of the internship site will not be tolerated. To ensure students are placed in an internship that affords an environment conducive to learning and free of sexual harassment, field sites and field instructors will receive a copy of the universities' policies on sexual harassment (see Appendix E 1 & 2). Additionally, each field internship site will be asked to provide the Field Instruction Program with a copy of its sexual harassment policy, which shall be kept on file in the Field Instruction office. If the internship site does not currently have such a policy, the JMSW Field Instruction Program will strongly urge its development.

Nondiscrimination

The JMSW Field Instruction Program must abide by the nondiscrimination policies as set forth in the Graduate School Bulletin at each university and the Universities/Agency Instructional Agreement. The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation (see Appendix E 3 & 4).

Life/Work Experience

No field instruction credit will be allowed for student's life and/or work experience.

Employment

During the semesters in which students are enrolled in field instruction, it is recommended that they do not engage in any outside employment in order to make optimum use of the field instruction experience. When employment is essential, it is recommended that work hours be scheduled on Friday evenings and the weekend. Work schedules must not conflict with field instruction assignments or the field seminar.

GUIDELINES AND CRITERIA FOR APPROVAL OF INTERNSHIP SITES AND FIELD INSTRUCTORS

The Co-Directors of Field Instruction are continuously searching for possible internship sites. New sites come to the attention of the field directors through inquiries and by recommendations from faculty, students, alumni, and/or the Field Advisory Committee. Following are the criteria and procedures for approving new internship sites.

Internship and Field Instructor Criteria

1. The site should be located within a geographic area currently used by the JMSW Program. Sites more than 150 miles from the campuses will require special evaluation.
2. Field instructors must have an MSW with a minimum of two to three years of post-MSW practice and at least one year in their current position.
3. The internship site should be willing to provide necessary release time for the field instructor to attend required orientations and training workshops, supervisory conferences with students, and evaluation conferences with faculty field liaisons and students.
4. The internship site must be able to provide structured learning experiences deemed appropriate for graduate level social work students and which meet JMSW Program expectations and allow students opportunities to develop and demonstrate CSWE designated competencies and practice behaviors.
5. The internship site and field instructor must be willing to allow the student to have early hands-on experience with internship clientele.

Procedures for Approval of New Internship Sites

1. Initial requests or recommendations of new sites will be made to the Co-Directors of Field Instruction.
2. The Co-Directors of Field Instruction will make an initial visit to potential internship sites for the purpose of meeting administrators and prospective field instructors.
3. If the Co-Directors of Field Instruction approve the internship site, program information and forms will be sent to the site for completion and return.

Procedures for Approval of New Field Instructors

1. Prospective new field instructors should send the completed Field Instructor Profile to the Co-Directors of Field Instruction to document that they meet the criteria for field instructors.

2. Co-Directors of Field Instruction confirm whether potential field instructors meet requirements.
3. Field Instructors that meet all criteria for field instructor selection are asked to complete Field Instruction Orientation training within their first year of participating in the field instruction program.

FIELD INTERNSHIP PROCEDURES

Foundation Field Internship

Criteria for Admission to the Foundation Field Internship

Only students who have met the following criteria will be admitted to the **Foundation Field Instruction** program:

1. Completed **all** prerequisite foundation courses in accordance with academic performance requirements set forth by the JMSW Program and the university administration's Graduate School Bulletin.
2. Enrolled concurrently in required foundation courses.
3. Successfully interviewed with the JMSW Co- Directors of Field Instruction.
4. Successfully interviewed with potential field instructor to confirm internship and returned a signed JMSW Field Internship Assignment form to the Co-Directors of Field Instruction.

Planning for the Foundation Internship

In planning for the **Foundation Internship**, students participate in the following sequential process:

- Step 1: The Co-Directors of Field Instruction will provide information about the foundation internship during field orientation.
- Step 2: Students complete the Field Instruction Application package by the deadline listed on the foundation field calendar (both are available at www.jmsw.org).
- Step 3: The Co-Directors of Field Instruction will interview each field applicant.
- Step 4: The student will receive a prospective internship site assignment and schedule an interview with the prospective field instructor. Deadline dates for all student interviews are listed on the field calendar.
- Step 5: The student will visit the internship site and interviews with the prospective field instructor. Students are responsible for having the field instructor complete the JMSW Field Internship Assignment form and return it to the Co-Directors of Field Instruction.
- Step 6: The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted for an internship. One of the Co-Directors of Field will then notify students of their final internship assignment.

Advanced Internship

Criteria for Admission to the Advanced Internship

Students will be eligible for the **Advanced (Concentration) Internship** when the following criteria are met:

1. Successful completion of **all** foundation year courses in accordance with academic performance requirements set forth by the JMSW Program and the university administration's Graduate School Bulletin.
2. Completion of an Advanced Internship application package which includes a letter from the student's foundation internship faculty field liaison and a resume. This package is returned to the Co-Directors of Field Instruction.
3. Upon receipt of the field application, the Co-Directors of Field Instruction will assist students in planning their individualized, educationally directed internship, centered around students' chosen area of concentration.

Planning for the Advanced Internship

In planning for the **Advanced Internship**, students participate in the following sequential process:

- Step 1: The student will use the Advanced Internship Directory to select three internship sites of interest. The sites the student selects must provide experience in the student's chosen concentration.
- Step 2: The student will complete the Advanced Internship Application and submit the completed application, including an updated resume, to the Co-Directors of Field Instruction by the deadline listed on the field calendar.
- Step 3: The student will receive a prospective field internship assignment and schedules an interview with the prospective field instructor(s).
- Step 4: The student will visit the site and interviews with the prospective field instructor(s).
- Step 5: The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted. One of the Co-Directors of Field will notify students of their final internship assignment.

Learning Agreements

The JMSW Foundation Internship Learning Agreement and JMSW Advanced Internship Learning Agreement are both agreed upon between the student and the field instructor with the approval of the faculty field liaison. The purpose of these learning agreements, which includes the JMSW Foundation or Advanced Internship Task Plan, is to plan the internship so the

assigned tasks address the 10 core competencies and the related practice behaviors (i.e., 41 foundation practice behaviors or 17 advanced practice behaviors). Learning experiences delineated for each internship will integrate theory with practice so that students are able to develop and demonstrate the 10 core competencies and related practice behaviors. Examples of suggested learning tasks are included with the JMSW Foundation and Advanced Internship Learning Agreements.

The Learning Agreement should be written by the **third week** of the semester. The faculty field liaison will inform the student of the exact due date. The Learning Agreements are located in Appendix C and can be found on the JMSW website (www.jmsw.org).

Students who are placed in internship sites where they work with elderly clients will also complete the CSWE Gero-Ed Center Geriatric Social Work Competency Scale (see Appendix C). The JMSW Program adopted use of this scale to assess student gerontological competencies as a result of the Gero Innovations - MAC grants funded by CSWE and the Hartford Foundation.

Internship Evaluation

The JMSW Foundation Internship Evaluation and the JMSW Advanced Internship Evaluation are completed at the end of each semester of field instruction and provide an opportunity for the student and the field instructor to assess the extent to which the student is demonstrating either the 41 foundation practice behaviors or the 17 advanced practice behaviors. This evaluation also provides an opportunity for field instructors to identify the student's strengths, challenges, and future learning needs. In addition, any extenuating circumstances that have affected the student's professional learning can be documented. The internship evaluation ensures accountability between the internship site, the field instructor, the JMSW Program, and the student. Ongoing evaluation of the student's performance is an integral part of the field instructor's responsibilities and is a frequent part of weekly supervision sessions.

During the formal evaluation conference near the end of each semester the student and the field instructor should share responsibility in evaluating the student's performance. Ideally, both the field instructor and student complete the field evaluation form and share their evaluations with each other. Both the field instructor and student must have time to read, reflect, and assimilate feedback from one another. They will then meet together to review the evaluation. Changes to the field instructor's evaluation may be made if the field instructor feels they are warranted. All changes are to be included in the final copy of the evaluation which is provided to the faculty field liaison. Students must see the evaluation in its final form and indicate whether they agree or disagree with the field instructor's evaluation, indicating this response in writing on the JMSW Foundation/Advanced Internship Evaluation. The faculty field liaison uses the evaluation as part of the criteria for assigning a grade of Satisfactory/Pass or Unsatisfactory/ Fail for field.

The JMSW Foundation Internship Evaluation is designed around the 10 core social work competencies and the 41 foundation practice behaviors as identified by CSWE. The JMSW Advanced Internship Evaluation is also organized by the 10 core competencies, but includes the 17 advanced practice behaviors that are unique to the JMSW Program. The foundation and

advanced field evaluation forms are located in Appendix C and on the JMSW website (www.jmsw.org).

Grading

Field Instruction

Grades for the field instruction courses will be assigned by the faculty field liaison. In determining the final grade, the faculty field liaison will take into account the field instructor's evaluation of the student's ability to demonstrate the foundation or advanced practice behaviors at an acceptable level. The Satisfactory (**Pass**)/Unsatisfactory (**Fail**) grading system is used for all field instruction courses.

Field Seminar

Students are required to attend semi-monthly seminars that will be conducted by the faculty field liaison. The time and place of the seminars will be determined by individual faculty field liaisons. Seminar topics should be relevant to students' field instruction experiences, and students are required to take an active part in discussions. Seminar attendance and the quality of participation as well as grades earned on specific assignments will be included in the final grade for the Field Seminar courses. In the advanced curriculum, students must complete a Capstone Project in conjunction with the two advanced field seminar classes. A letter grade (A, B, C, F) will be used for all three semesters of field seminar.

Grading Scale Followed in All JMSW Courses:

Percentage	Grade Earned	Descriptive Level of Performance
93%-100%	A	Superior
80%-92%	B	Satisfactory
70%-79%	C	Marginal
Below 70%	F	Failing

NOTE: Incomplete course work and withdrawals will be governed by the policy of the Graduate School with administrative responsibility for the program.

Denial of Admission to, or Suspension from, or Termination from Field Instruction

Reasons for denial of admission to field instruction or suspension or termination from field instruction may include the following:

1. Unsatisfactory academic performance. The appeals process does not apply.¹
2. Failure to complete field instruction prerequisites. The appeals process does not apply.

¹ Note that the student's home institution grade appeal process may apply. The UNCG UNCG Grade Appeal Policy for Graduate Students is at http://www.uncg.edu/grs/bulletin/general_regulations.html#appealgrades. NCA&T Grade appeal policy can be found at <http://www.ncat.edu/~gradsch/cstudents.html>

3. Failure to complete the application to field process. The appeals process does not apply.
4. Unprofessional behavior and/or impairment. The appeals process does apply.

Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the *Student Code of Conduct* at the University of North Carolina at Greensboro (<http://studentconduct.uncg.edu/>) and the *Office of Student Affairs Policies* of North Carolina A&T State University (<http://www.ncat.edu/~deanofst/handbook.htm#studentconduct>) .

Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW Code of Ethics).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested.
5. Habitual tardiness to class or to an internship.
6. Habitual unexcused absences from class or from an internship.
7. Impaired judgement, decision-making, or problem-solving in one's professional life. (also see *Examples of Impairment* below)
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

Suspension or Termination from the Field Instruction Program Due to Unprofessional Behavior and/or Impairment in an Internship

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a JMSW student in an internship:

1. The field instructor should first attempt to address this problem with the student in an arranged meeting.
2. If after this meeting, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress with identified problems the field instructor should immediately contact the faculty field liaison so a joint meeting with the student can be arranged.
3. At this meeting, the field instructor and faculty field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty field liaison should also elicit the student's perception of the problem at this meeting. The student will be informed about the specific changes that will be expected of him/her in terms of the unprofessional/impaired behavior and the date at which student's behaviour will be re-evaluated.
4. The faculty field liaison should prepare a written summary of this conference and send it to the student, the student's educational advisor, and the field instructor, and place a copy in the student's file. The summary must include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The faculty field liaison will also indicate to the student in writing the consequences if the problem is not resolved.
5. If, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress in following the written plan, the faculty field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty will decide if the student is professionally impaired or unprofessional to the extent that suspension or termination from the field instruction program is necessary. Students who are dismissed will have to follow appropriate termination procedures in their field internship. In emergency situations, the Co-Directors of Field Instruction and field faculty liaison may temporarily remove the student from an internship pending discussion at the next faculty meeting.
6. When unprofessional behavior or impairment has surfaced in the internship, the JMSW faculty field liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co- Directors of Field Instruction that the student be reassigned to another field internship.

7. The JMSW Co-Directors of Field Instruction will communicate any decision regarding suspension or termination from the field instruction program or reassignment to a different internship to the student in writing and place a copy of the letter in the student's field file.
8. When a site unilaterally terminates a student from an internship for unprofessional behavior or impairment, without following the above process, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation, develop further plans for reassignment or notify the student of his/her termination from the field instruction program.
 - a. The faculty field liaison and Co-Directors of Field Instruction determine if reassignment of the student is appropriate in light of the student's record of behavior, professional standards and availability/suitability of alternate sites.
 - b. If the decision to reassign is made then the student is notified in writing from the field liaison and a copy of the letter is placed in the student's field file.
9. If the decision to reassign is made, the Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co-Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost and/or to take other steps designed to remediate observed impaired or unprofessional behavior. The student's, new field instructor, and faculty field liaison will make these arrangements.
10. Notwithstanding steps 1-9 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
11. In all instances where a decision is made to terminate the student from the field instruction program due to unprofessional behavior or impairment, then the student may appeal this decision (see below).

Appeals Process for Denial of Admission to Field Instruction or Termination from Field Instruction Due to Unprofessional Behavior or Impairment

Students have the right to appeal denial of admission to or suspension or termination decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or termination, the student must make a written request for an

appeals hearing to both Program Co-Directors of the Joint Master of Social Work Program. . If one of the JMSW Program Co-Directors is directly involved in the situation in question , that person shall recuse him/herself from the appeals process.

2. The JMSW Program Co-Director(s) will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The JMSW Program Co-Director(s) will designate one JMSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the termination process will not be eligible to hear the appeal but may present written information and/or supporting documentation.
3. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the JMSW Program Co-director(s) receive(s) the student's written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding denial, suspension, or termination should be changed. The burden of proof that this decision should be changed will rest with the student.
5. Students may involve an advisor/support person of their choice, including an attorney. The student may consult with this advisor/support; however the student must be the sole author of all written materials presented to the Committee and any advisor/support person will not be allowed to speak for the student during the hearing.
6. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the denial, suspension, or termination from the JMSW Field Instruction Program decision. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter "Committee Report") to the JMSW Program Co-Director(s).
8. The JMSW Program Co-Director(s) will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) of their receipt of the Committee Report. The JMSW Program Co-Director(s) will also place a copy of this Report in the student's file. The JMSW Program Co-Director(s) will notify the JMSW Co-Directors of Field Instruction, JMSW faculty, and other relevant professionals (e.g., field instructor) of the Committee's decision.

9. The Committee Report decision is final and no further appeal is allowed.

Reassignment of Student Due to Non-Performance Issues

A request for student reassignment to another internship may be made when problems unrelated to the student's performance make continuation in the internship site an issue. The faculty field liaison is responsible for determining whether the problem is due to student performance or nonperformance factors.

Nonperformance factors include:

- a. Inadequate internship site resources to support the internship.
- b. Learning experiences in an internship site are too narrow.
- c. Internship site reorganization causes too much disruption in student internship.
- d. Student/internship site match is incompatible in terms of learning opportunities.
- e. Poor match of student with field instructor.

If factors other than student performance create problems in an internship, the following process will be used:

1. Student and field instructor will initially discuss the problem. When the field instructor has attempted to work with the student around challenges that are primarily unrelated to the student's performance (see above examples) then the student's faculty field liaison is contacted to set up a meeting to discuss this situation.
2. Student, field instructor, and faculty field liaison meet and discuss the problem. The faculty field liaison elicits the student and the field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including the establishment of timelines for improvement. If the problem cannot be solved at this level, the faculty field liaison consults with the Co-Directors of Field Instruction. If a solution is not found, the decision to terminate the internship is made by the field instructor and faculty field liaison in consultation with the Co-Directors of Field Instruction in a timely manner.
3. The student must complete the termination process in the original internship unless the field instructor requests otherwise. This process includes completing administrative requirements and termination contacts with assigned clients.
4. The original field instructor must submit to the faculty field liaison a written, up-to-date summary of the student's internship experience, including the reason(s) for termination. This summary must be shared with the student, and it becomes a part of the student's official record. The student may submit a response to the field instructor's summary to the faculty field liaison.

5. When a site unilaterally terminates a student from an internship for reasons other than student nonperformance, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation and develop further plans for reassignment.
6. The Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co-Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost. The student, new field instructor, and faculty field liaison will make these arrangements.

Field Internship in Student's Place of Employment

Field instruction is an educational experience and not an employment experience. Accrediting standards require that students who seek an internship in a site where they are employed must have "release time" for course work and field instruction. Accrediting standards further require that student's internship assignment and field supervisor must differ from those that are associated with the student's current or past employment in that site. The assignment must also involve the student working with a different client population.

Students interested in using their place of employment for an internship will discuss this with the Co-Directors of Field Instruction during the field admission process and submit a written proposal, identifying measures the internship site will take to ensure separation of paid employment and internship duties and activities, as well as differences in supervisor and client population to be served. A Request for Evaluation of Work Site for MSW Internship must be completed (see Appendix B or www.jmsw.org).

Work site internships are complex and are not routinely approved. Therefore, the student and field instructor are to devise a contingency plan for field instruction in cases where such approval cannot be secured.

REFERENCE

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Council on Social Work Education, Inc.

APPENDIX A:
INTERNSHIP AND FIELD INSTRUCTOR FORMS

JOINT MASTER OF SOCIAL WORK PROGRAM

REQUEST FOR MSW FIELD INTERNSHIP

The information provided in this form will be used to assign students to field internships. A complete and specific description of your agency's programs and clientele served will enable the program to better match students and internship opportunities. We appreciate your time to provide this essential information. The form should be signed by the agency director and the MSW Internship Coordinator/Contact Person.

Date: _____

Name of Agency: _____

Name of Department/Unit/Program: _____

Address: _____

Phone: _____ Fax: _____

Name and Title of Executive: _____

MSW Internship Coordinator/Contact Person: _____

Phone: _____ Fax: _____

E-Mail Address: _____

Number of MSW interns your agency will accept:

Foundation full-time students (spring semester only) _____

Foundation part-time students (summer only) _____

Advanced two- and three-year students _____

Advanced standing students _____

Check the practice area(s) which apply to your agency:

Mental Health _____

Mental Retardation _____

Medical/Health _____

Children and Youth _____

Family Services _____

Services to the Aged _____

Community Organization _____

School Social Work _____

Substance Abuse/Addiction _____

Corrections _____

Public Welfare _____

Other (specify): _____

Briefly describe the function and purpose of your agency. Include geographical area:

Briefly describe potential student learning opportunities with individuals, families, and small groups:

Briefly describe potential learning activities with organizations and community systems:

Please provide the following information about the clientele served by this agency.

Age Group of Clients

- Infants (0-18 months)
- Preschool Children
- Elementary School Children
- Adolescents
- Young Adults (18-25)
- Adults
- Elderly (over 65)

Primary Intervention Unit

- Individuals
- Couples
- Families
- Groups
- Organizations
- Communities
- Other (specify): _____

Client Race/Gender

- White Females
- Females of Color
- White Males
- Males of Color

Client Income Status

- Low Income
- Urban Residents
- Rural Residents

What are the primary presenting problems of the clients the student would serve?

Special requirements for students considering this agency:

Transportation needed for field: All the time
 Occasionally
 Never

Agency compensates for agency-incurred travel: Per mile reimbursement
 Use of agency car
 Other (specify): _____

JOINT MASTER OF SOCIAL WORK PROGRAM

FIELD INSTRUCTOR PROFILE

All field instructors should meet the following criteria:

1. Earned a Master or higher degree in social work and have a minimum of two to three years of post-MSW experience.
2. One (1) year's work experience in their current position in the agency.
4. Experience in supervising workers or students.
5. Attend field instructor training related to supervising MSW students.

Below please provide information about each field instructor (including a resume/vita) who will be assigned to the MSW student.

1. Name _____
Position/Title _____ Phone _____
Education:
School where MSW earned _____ Year _____
Area of Concentration/Specialization _____
School where DSW/Ph.D. earned _____ Year _____
Area of Concentration/Specialization _____
Number of years of social work practice experience: _____
Number of years supervisory experience with: staff _____ students _____

2. Name _____
Position/Title _____ Phone _____
Education:
School where MSW earned _____ Year _____
Area of Concentration/Specialization _____
School where DSW/Ph.D. earned _____ Year _____
Area of Concentration/Specialization _____
Number of years of social work practice experience: _____
Number of years supervisory experience with: staff _____ students _____

Signature, Agency Director **Date**

Signature, MSW Coordinator/Contact Person **Date**

APPENDIX B:
FIELD INTERNSHIP FORMS

11. What do you want to gain from the foundation internship experience? Be specific. Include areas of your professional development that you may need to especially address.

12. Explain any issues that may impact your choice of possible internship sites. For example, if a student is a parent with young children, is in recovery for substance abuse, has no car or a suspended driver's license, has caretaking responsibilities for a family member, etc., such issues need to be present to the Co-Directors of Field Instruction **in advance** to assist with planning for your internship. It is the student's responsibility to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

1. Professional Resume

Include **Educational Objective**, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training skills), etc. **NOTE:** The Career Services office on either campus is available to assist students in developing a professionally constructed resume, free of charge.

Use chronological form for resume

**SAMPLE RESUME
(Chronological Form)**

Name
Address
City/State and Zip Code
Phone Number

- EDUCATIONAL OBJECTIVES** This is a brief statement identifying skill development areas in which you are interested.
- EDUCATIONAL EXPERIENCE** Colleges or Universities, dates attended and degrees.
- EMPLOYMENT/VOLUNTEER/
INTERNSHIP EXPERIENCE** List factual information: When, where, for whom you worked/were an intern/volunteered. Use action verbs when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.
- SPECIAL SKILLS** Speak a foreign language; sign language, training skills, etc.

2. Personal/Professional Narrative

In 2-3 pages, prepare a statement including the following: The narrative is to be typed, double-spaced with 1” margins, sides and bottom of each page.

There are some internship situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.

- A. Explain if there are issues which may impact your choice of possible internship sites. (For example; if a student in recovery for substance abuse, has no car or a suspended driver’s license, has caretaking responsibilities for a family member, etc., such issues need to be presented to the Co-Directors of Field Instruction **in advance** to assist with planning for an internship. It is the student’s responsibility to appraise the Co-Directors of Field Instruction of this information.

Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field internship.

- B. Discuss the factors, reasons, motivations which led you to consider social work as your career.

1. Discuss your particular interests in social work
 2. Description of a situation in which you have **asked** for help.
 3. Description of a situation in which **you have given** help.
3. Proof of valid driver's license and automobile insurance (**copy of declaration page** and copy of driver's license).
4. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
- NASW (must be student member **and** pay additional insurance premium) or
 - Through UNCG for the cost \$15.75 for Spring 2011 semester. The payment for the University Insurance is with a money order or bank check made out to UNCG Department of Social Work and given to the UNCG Co-Director of Field Instruction. NO PERSONAL CHECKS.

The application packet, including required documentation and attachments are to be submitted to the Co-Director of Field Instruction on either campus by the due date on the Foundation Instruction Calendar.

JOINT MASTER OF SOCIAL WORK PROGRAM
ADVANCED STANDING INTERNSHIP APPLICATION

Please type or print clearly: Use only black ink.

Date: _____ Internship sought for: Semester/Year _____

Area of Practice: _____

Name: _____

Last

First

M.I.

Student ID#

2. Mailing Address _____

3. Home/Cell Phone: _____ Work Phone _____

4. Anticipated date of graduation: _____

5. Will you be employed this year? Yes _____ No _____ Full-time _____ Part-time _____

6. Have you ever been convicted of any criminal charges, including a felony?
Yes _____ No _____

7. Do you have a **valid** N.C. driver's license? Yes _____ No _____

8. Will transportation be a problem for you? Yes _____ No _____

If yes, please explain:

9. List strengths you have which may contribute to a successful internship:

10. What do you want to gain from the Advanced Internship experience? Be specific. Include areas of your professional development that you may need to especially address:

11. Explain any issues that may impact your choice of possible internship sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver's license, or received services from a campus based program (i.e., Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Instruction prior to internship assignment. It is the responsibility of the student to apprise the Co-Directors of Field Instruction of this information:

Personal/Professional Narrative

In a 2-3 page narrative include the following:

- 1). Discuss factors, reasons and motivations leading to a career in social work.
- 2). Describe a situation in which you requested help as well as one you provided help.
- 3). Why are you pursuing a Master's degree in Social Work? What will you offer the profession once you have obtained the MSW degree?

Narrative is to be typed, double-spaced with 1 inch margins.

Please include the following attachments to complete your application packet:

1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc.
2. Proof of valid driver's license and automobile insurance (**copy of declaration page** and copy of driver's license).
3. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
 - NASW (must be student member **and** pay additional insurance premium) or
 - Through UNCG for the cost of \$15.75 for the 2010-2011 academic year. The payment for the University Insurance is with a money order or bank check made out to UNCG Department of Social Work and given to the UNCG Co-Director of Field Instruction. NO PERSONAL CHECKS.

The application packet, including required documentation and attachments are to be submitted to the Co-Director of Field Instruction on UNCG campus by the due date on the Advanced Standing Instruction Calendar.

JOINT MASTER OF SOCIAL WORK PROGRAM

ADVANCED (CONCENTRATION) INTERNSHIP APPLICATION

Please type or print clearly. Use only blue or black ink.

Date: _____ Internship sought for: Semester/Year _____

Area of Practice: _____

Student Status: Full time ___ Part time ___

1. Name: _____
Last First M.I. University ID#

2. Mailing Address: _____

3. Home/Cell Phone: _____ Work Phone: _____

4. Anticipated date of graduation: _____

5. Have you ever been convicted of any criminal charges, including a felony?
Yes ___ No ___

6. Coursework Completed:

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>
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7. Coursework in Progress:

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>
---------------	-------------------	--------------

8. List three sites, in order of preference, of interest to you for your advanced internship. Select from the **Advanced (Concentration) Internship Directory** in the UNCG Social Work office.

1. _____
2. _____
3. _____

9. Explain any issues that may impact your choice of possible internship sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver's license, or received services from a campus based program (i.e., Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Instruction prior to your internship. It is the responsibility of the student to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc.
2. Proof of valid driver's license and automobile insurance (**copy of declaration page** and copy of driver's license).
3. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
 - NASW (must be student member **and** pay additional insurance premium) or
 - Through UNCG for the cost \$15.75 for the year. The payment for the University Insurance is with a money order or bank check made out to UNCG Department of Social Work and given to the UNCG Co-Director of Field Instruction. **NO PERSONAL CHECKS.**
4. One letter of recommendation from your foundation year faculty liaison.

The application packet, including required documentation and attachments are to be submitted to the Co-Director of Field Instruction on either campus by the due date on the Advanced Instruction Calendar.

JMSW INTERNSHIP ASSIGNMENT FORM

You have been tentatively assigned to the internship site listed below. It is your responsibility to call the prospective supervisor to arrange an interview. **INTERVIEWS MUST BE COMPLETED BY**

At this interview discuss the following:

1. The range of activities that the internship site can provide;
2. What you would like to obtain from the internship;
3. Any issues related to the days and hours that the site requires you to work. Some sites require flexible schedules.
4. Internship site requirements regarding liability insurance;
5. The amount of travel required and whether there is mileage reimbursement;
6. Your future goals and plans in social work.
7. Anything else which comes to mind during the interview.

BE CURIOUS

BE PROFESSIONAL

BE ON TIME

To be completed by the Interviewer: Please complete the bottom portion of this form and return to student at the conclusion of the interview. **Student can only begin their internship upon receipt of this form in the field instruction office on either campus.**

1. Name of student interviewed: _____

2. Agency/Unit/Department: _____

Address: _____

3. Name of Interviewer: _____

4. Place an X in one of the choices below:

___ Yes, I agree to supervise this student during the 2010 – 2011AY.

___ No, I will not be able to accept supervision of this student for the 2010-2011 AY.

Interviewer's Signature

Phone Number

Date

E-MAIL _____ Fax _____

JOINT MASTER OF SOCIAL WORK PROGRAM

REQUEST FOR EVALUATION OF WORK SITE FOR MSW INTERNSHIP

(To be completed by student and returned to one of the Co-Directors of Field Instruction)

This form is to be completed by students who are requesting the use of their place of employment as an internship site **for the Advanced (Concentration) Internship only**. There must be clear differentiation between students' paid work hours and internship. Use of the work site as an internship must have been discussed with the Co-Directors of Field Instruction at the time of application to advanced field instruction. A work site may be approved only if the student's employer is willing to meet all field criteria and requirements.

Approved internship sites must meet the following minimum criteria:

1. Afford learning opportunities to develop and demonstrate the JMSW advanced year practice behaviors for their chosen concentration
2. Value the student's educational experience by making programmatic accommodations to meet the student's learning needs, as necessary.
3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current *JMSW Field Instruction Manual* (www.jmsw.org)

Date: _____

Student-Employee Name: _____
Last First M.I.

Agency: _____

Name of Department/Unit/Program: _____

Agency Address: _____

Phone _____ FAX _____

Name and Title of Executive Officer: _____

Name of Supervisor or Administrator (person who will be initially contacted by the school to explore a work-site internship): _____

Phone: _____ Email: _____

How long have you been employed by this organization? _____

Agency personnel who would be involved in the internship:

Name of proposed field instructor _____ Phone _____

Name of current work supervisor _____ Phone _____

The full time, 2 year program student will be in classes on Monday and Tuesday and in field internship Wednesday through Friday of each week during the academic year. The part time, 3 year program student will be in classes on Saturdays and in field internship Wednesday through Friday of each week during the academic year. Present work supervisor to provide information below about the student-employee's proposed work and internship hours.

Work schedule: Day(s) _____ Time(s) _____
Internship schedule: Day(s) _____ Time (s) _____

Describe student-employee's current duties and responsibilities. Identify your current title/position. How long you have worked for this employer? How long have you held this current title/position? Explain major job-related tasks and activities related to your current position. Include your resume and job description.

Describe student-employee's past duties and responsibilities. Identify other titles/positions held. Explain major job-related tasks and activities related to the past positions held. Include student-employee resume and job(s) description.

Describe all duties and responsibilities required of the student-employee during the internship. Be as specific as possible and attach a written description. Identify the client population and presenting problems most frequently addressed.

Signature of Agency Executive

Date

Signature of MSW Coordinator/Contact Person

Date

APPENDIX C:
LEARNING AGREEMENTS AND INTERNSHIP EVALUATION FORMS



JMSW Foundation Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program: _____

Student: _____ Field Instructor: _____ Faculty Field Liaison: _____

Contract Period: From: _____ to _____ (dates)

Semester: Spring 20____ or Summer 20____

This foundation internship is the first internship in the JMSW Program. JMSW field instruction is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten core competencies that must be adequately addressed in an MSW curriculum as listed below.

List of Ten Core Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social & economic justice.

6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Further, CSWE has operationalized these competencies by identifying 41 foundation year practice behaviors. CSWE defines each competency as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills.” The JMSW field instruction program is considered the signature pedagogy in this new competency based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. As a result of this key role in the instruction of JMSW students, this foundation internship addresses all 41 practice behaviors that, when combined, reflect the essential social work capacities in the ten core competency areas identified by CSWE.

Both this JMSW Foundation Internship Learning Agreement and the JMSW Foundation Internship Evaluation contain the list of the 41 practice behaviors (organized under the ten core competencies) that are to be addressed through planned tasks delineated on this form and evaluated at the completion of the internship. Field instructors and students are referred to the attached list of possible learning activities to utilize as they develop the foundation internship task plan for the attainment of these 41 practice behaviors. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be completed by the student in collaboration with his/her field instructor.

The field instructor is requested to use the rating scale on the next page to evaluate a student’s performance of each practice behavior. This evaluation is completed by circling the corresponding number on the JMSW Foundation Internship Evaluation form that is listed to the right of each practice behavior. In the far right hand column of this internship evaluation form the field instructor can enter any additional comments including “no opportunity was provided for a student to address a particular practice behavior.” After evaluating all 41 practice behaviors, the field instructor is asked to provide an overall summary of the student’s performance during this foundation internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise in regard to either this internship agreement or the internship evaluation.

Rating Scale for 41 Foundation Practice Behaviors

4=Excellent performance of the practice behavior

3=Satisfactory performance of the practice behavior

2=Marginal performance of the practice behavior

1=Poor performance of the practice behavior*

0=Not demonstrated or no opportunity to perform practice behavior

*As soon as a field instructor identifies that a student is performing at a failing level for one and/or more practice behaviors, he/she should first address this issue in supervision with the student. However, if this latter discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve his/her performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 41 practice behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student: _____

Date: _____

Signature of Field Instructor: _____

Date: _____

Signature of Field Liaison: _____

Date: _____

JMSW Foundation Internship Task Plan

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
1. Identify as a professional social worker and conduct oneself accordingly.	<p>Advocate for client access to the services of social work</p> <p>Practice personal reflection and self correction to assure continual professional development.</p> <p>Attend to professional roles & boundaries.</p> <p>Demonstrate professional demeanor in behavior, appearance, and</p> <p>Engage in career-long learning.</p> <p>Use supervision and consultation.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
<p>2. Apply social work ethical principles to guide professional practice.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the NASW Code of Ethics &, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics.</p> <p>Tolerate ambiguity in resolving ethical conflicts.</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
<p>3. Apply critical thinking to inform & communicate professional judgments.</p>	<p>Distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. Analyze models of assessment, prevention, intervention, and evaluation.</p>	
<p>4. Engage diversity & difference in practice.</p>	<p>Recognize the extent to which a culture's structures & values may oppress, marginalize, alienate, or create/enhance privilege & power.</p> <p>Gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
4. Engage diversity and difference in practice.	Recognize & communicate their understanding of the importance of difference in shaping life experiences.	
	View themselves as learners & engage those with whom they work as informants.	
5. Advance human rights and social and economic justice.	Understand the forms & mechanisms of oppression & discrimination.	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
5. Advance human rights & social justice.	<p>Advocate for human rights & social and economic justice.</p> <p>Engage in practices that advance social & economic justice.</p>	
. 6. Engage in research informed practice and practice informed research	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice.</p>	
7. Apply knowledge of human behavior & the social environment.	<p>Utilize conceptual frameworks to guide the processes of assessment.</p> <p>Critique & apply knowledge to understand person & environment.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
8. Engage in policy practice to advance social and economic well-being & to deliver effective social services.	<p>Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>Collaborate with colleagues & clients for effective policy action.</p>	
9. Respond to contexts that shape practice.	<p>Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments & emerging societal trends to provide relevant services.</p> <p>Provide leadership in promoting sustainable changes in service delivery & practice to improve the quality of social services.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
<p>10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities.</p>	<p><i>Engagement</i></p> <p>a) Substantively and effectively prepare for actions with individuals, families, groups, organizations, and communities.</p> <p>b) Use empathy & other interpersonal skills.</p>	
	<p><i>Assessment</i></p> <p>a) Develop a mutually agreed-on focus of work & desired outcomes.</p> <p>b) Collect, organize, & interpret client data.</p> <p>c) Assess client strengths &</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
<p>10. Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, & communities.</p>	<p><i>Intervention</i></p> <p>a) Develop mutually agreed on intervention goals & objectives.</p> <p>b) Select appropriate interventions strategies.</p> <p>c) Initiate actions to achieve organizational goals.</p> <p>d) Implement prevention interventions that enhance client well being.</p> <p>e) Help clients resolve problems.</p> <p>f) Negotiate, mediate, and advocate for clients.</p> <p>g) Facilitate transitions & endings.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
10. Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, & communities	<i>Evaluation</i> Critically analyze, monitor, and evaluate interventions.	

SUGGESTED LEARNING ACTIVITIES FOR COMPETENCY DEVELOPMENT IN FIELD INTERNSHIPS

The following list of experiences serve as suggestions for field instructors to assign student interns and are found to be appropriate learning opportunities for students in developing the 10 core social work competencies at the foundation and advanced levels. This list is intended as suggestions only, and the JMSW faculty encourage field instructors and students to be creative in providing and taking advantage of learning opportunities in the field setting.

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

- Advocate for client access to needed resources.
- Practice self-reflection to make changes that assure continual professional development.
- Attend to professional roles, responsibilities, relationships, and boundaries.
- Demonstrate respect for clients and colleagues through appropriate professional behavior, appearance, and communication.
- Identify resources or engaging in career-long learning.
- Use supervision and consultation.

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the NASW Code of Ethics, IFSE/IASSE ethical principles, and or other social work ethical codes.
- Recognize and manage ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions.

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and clients' lived experience.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4: Intern engages diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference and "intersectionality" in shaping life experiences.
- View themselves as learners and engage those with whom they work as resources for information.

Competency #5: Intern advances human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social, environmental, and economic justice.
- Engage in practices that advance social, environmental, and economic justice.

Competency #6: Intern engages in research-informed practice and practice-informed research.

- Use practice experiences to inform scientific inquiry.
- Use research evidence to inform practice.

Competency #7: Intern applies knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand persons and environments.

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

- Analyze, formulate, and advocate for policies that advance social well-being, human rights and social, environmental, and economic justice.
- Collaborate with clients and colleagues for effective policy action.

Competency #9: Intern responds to contexts that shape practice.

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

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes.
- Collect, organize, and interpret pertinent information at multiple system levels.
- Assess client strengths and challenges.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies with individuals, families, organizations, and communities.
- Initial actions to achieve organizational goals while attending to professional values and ethics.
- Implement prevention interventions that enhance client capacities
- Partner with clients in the process of finding solutions.
- Negotiate, mediate, and advocate for clients from an empowerment perspective
- Facilitate transitions and endings
- Critically analyze, monitor, and evaluate interventions in partnership with clients

Direct Practice with Individuals, Families, and Groups

- Observe the field instructor or others conducting an interview.
- Establish supervision session time and prepare an agenda.
- Read and be familiar with agency policy and procedure manual.
- Read NASW Code of Ethics and agency ethical standards.
- Outreach to clients by telephone or in writing to set up appointments for interviews.
- Listen to a tape-recorded interview or lecture or watch an audiovisual presentation.
- Read old case records or agency reports.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Participate in a one-way mirror observation, either as an observer or as the “subject.”
- Write a diagnostic summary on a specific case.
- Conduct intake interviews and assessments with clients and provide case management services.
- Participate in contracting and developing a service plan.
- Develop and implement interventions.
- Complete documentation.
- Carry a caseload.
- Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
- Assist with set up and co-lead a support group.

Indirect Practice with Organizations and Communities

- Participate on a committee, within the agency and when possible in the community.
- Conduct needs assessment, participate in a community action/coalition group/task force.
- Participate in fundraising activities, engage in grant writing, and explore/participate in program evaluation.
- Engage in research activities to support activities of the organization, assist in agency’s annual report and auditing.
- Assist in public hearings of a proposed law or regulation or prepare public information releases which explain changes in policy or which advocate a point of view.
- Engage in policy development research legislative history of an existing or proposed program
- Engage in advocacy at the legislative/ bureaucratic level.
- Assist with the preparation for a public information program to prepare the general public, related professionals, client groups and other organizations for a new program.
- Participate in meetings of bodies or groups that are organized to assess, plan, and advocate specific community services.
- Participate in voter registration, campaign and organize/disseminate information regarding an important issue.
- Attend a meeting and take notes for supervisory discussion.
- Participate in group or peer supervision.



THE JOINT
MASTER OF SOCIAL WORK
PROGRAM



THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

JMSW Foundation Internship Evaluation

Evaluation Period: From _____ to _____ (dates) Semesters: Spring 20 ____ or Summer 20 ____

Student _____ Field Instructor: _____

Faculty Field Liaison: _____

OVERALL EVALUATION OF FOUNDATION INTERNSHIP PERFORMANCE:

Please bubble-in one of the following:

- This intern has excelled in field internship by performing above expectations for foundation level internships and is ready for an advanced internship.
- This intern has met the expectations of the field internship and is ready for an advanced internship.
- This intern has not met expectations of the field internship and is not yet ready for an advanced internship.

Summary:

Please attach a summary on this student's performance in field this semester.

Signature of Field Instructor _____

Agency _____ Date _____

The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation
- I do not agree with evaluation

Intern's Signature _____ Date _____

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements with the evaluation.

Instructions for Rating Interns on the Practice Behaviors

The 10 core competencies and 41 practice behaviors listed in the form are those established by the Council on Social Work Education.

Under each competency statement are several practice behaviors that are associated with that competency. Rate each **practice behavior** using a rating scale of **Excellent** to **Poor**.

Excellent performance, Satisfactory performance, Marginal performance, Poor performance. Not demonstrated or no opportunity to demonstrate (ND or NO)

A field instructor's additional comments about the rating of each practice behavior can be made in the far right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student's strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor's rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of "Satisfactory" or "Unsatisfactory" (per UNCG Graduate Bulletin) or "Pass" or "Fail" (per NCA&SU Graduate Bulletin) for this course. This grade will be based on the field liaison's overall evaluation of the student's performance in the internship in conjunction with the field instructor's evaluation of the intern's performance in the internship.

	Competency EP 2.1.1.: Intern identifies as a professional social worker and conducts himself/herself accordingly.	Excellent	Satisfactory	Marginal	Poor	ND Or NO	Comments
(1)	Advocates for client access to the services of social work.	O	O	O	O	O	
(2)	Practices personal reflection and self-correction to assure continual professional development.	O	O	O	O	O	
(3)	Attends to professional roles and boundaries.	O	O	O	O	O	
(4)	Demonstrates professional demeanor in behavior, appearance, and communication.	O	O	O	O	O	
(5)	Engage in career-long learning.	O	O	O	O	O	
(6)	Uses supervision and consultation effectively.	O	O	O	O	O	
	Competency EP 2.1.2.: Intern applies social work ethical principles to guide his or her professional practice.						
(7)	Recognizes and manages personal values in a way that allows professional values to guide practice.	O	O	O	O	O	
(8)	Is knowledgeable of, and abides by, the ethical standards of the profession.	O	O	O	O	O	

		Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(9)	Tolerates ambiguity in resolving ethical conflicts.	O	O	O	O	O	
(10)	Applies strategies of ethical reasoning to arrive at principled decisions.	O	O	O	O	O	
Competency EP 2.1.3.: Intern applies social work ethical principles to guide his or her professional practice. (cont'd)							
(11)	Distinguishes, appraises, and integrates multiple sources of knowledge; including research-based knowledge and practice wisdom.	O	O	O	O	O	
(12)	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation.	O	O	O	O	O	
(13)	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues.	O	O	O	O	O	
(13)	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues.	O	O	O	O	O	

	Competency EP 2.1.4.: Intern engages diversity and difference in practice.	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(14)	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	O	O	O	O	O	
(15)	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	O	O	O	O	O	
(16)	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences.	O	O	O	O	O	
(17)	Views herself or himself as a learner and engages those he or she works with as informants.	O	O	O	O	O	
	Competency EP 2.1.5.: Intern advances human rights and social and economic justice.						
(18)	Understands the forms and mechanisms of oppression and discrimination.	O	O	O	O	O	
(19)	Advocates for human rights and social /economic justice.	O	O	O	O	O	

	Competency EP 2.1.5.: Intern advances human rights and social and economic justice. (cont'd)	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(20)	Engages in practices that advance social and economic justice.	O	O	O	O	O	
	Competency EP 2.1.6.: Intern engages in research-informed practice and practice-informed research.						
(21)	Uses practice experience to inform scientific inquiry.	O	O	O	O	O	
(22)	Uses research evidence to inform practice.	O	O	O	O	O	

		Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
	Competency EP 2.1.7.: Intern applies knowledge of human behavior and the social environment.						
(23)	Utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation.	O	O	O	O	O	
(24)	Critiques and applies knowledge to understand person and environment.	O	O	O	O	O	
	Competency EP 2.1.8.: Intern engages in policy practice to advance social and economic well- being and to deliver effective social work services.						
(25)	Analyzes, formulates, and advocates for policies that advance social-well-being.	O	O	O	O	O	
(26)	Collaborates with colleagues and clients for effective policy action.	O	O	O	O	O	

		Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
	Competency EP 2.1.9.: Intern responds to contexts that shape practice.						
(27)	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.	O	O	O	O	O	
(28)	Provides leadership in promoting sustainable changes in service delivery & practice to improve the quality of social services.	O	O	O	O	O	
	Competency EP 2.1.10.: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.						
	EP 2.1.10 (a) Engagement						
(29)	Substantively & affectively prepares for action with individuals, families, groups, organizations, & communities.	O	O	O	O	O	

	EP 2.1.10 (a) Engagement (cont'd)	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(30)	Uses empathy and other interpersonal skills.	O	O	O	O	O	
(31)	Develops a mutually agreed-on focus of work and desired outcomes.	O	O	O	O	O	
	EP 2.1.10 (b) Assessment						
(32)	Collects, organizes, and interprets client data.	O	O	O	O	O	
(33)	Assesses client strengths and limitations.	O	O	O	O	O	
(34)	Develops mutually agreed-on intervention goals and objectives.	O	O	O	O	O	
(35)	Selects appropriate intervention strategies.						
	Competency EP 2.1.10.: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.						
	EP 2.1.10. (c) Intervention						
(36)	Initiates actions to achieve organizational goals.	O	O	O	O	O	

	EP 2.1.10 (c) Intervention (cont'd)	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(37)	Implements prevention interventions that enhance client capacities.	O	O	O	O	O	
(38)	Helps clients resolve problems.	O	O	O	O	O	
(39)	Negotiates, mediates, and advocates for clients.	O	O	O	O	O	
(40)	Facilitates transitions and endings.	O	O	O	O	O	
	EP 2.1.10. (d) Evaluation						
(41)	Critically analyzes, monitors, and evaluates interventions.	O	O	O	O	O	



JMSW Advanced Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program: _____

Student: _____ Field Instructor: _____ Faculty Field Liaison: _____

Contract Period: From: _____ to _____ (dates)

Semesters: Fall 20____ Spring 20____

This advanced internship is the second internship in the JMSW Program and provides students with the opportunity to apply their learning the concentration of their choice: advanced generalist practice with people affected by health and mental health issues or families and youth at risk. JMSW field instruction is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten core competencies that must be adequately addressed in an MSW curriculum as listed below.

List of Ten Core Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social & economic justice.
6. Engage in research-informed practice and practice-informed research.

7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

CSWE defines each competency as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills.” Programs are expected to identify advanced practice behaviors related to these competencies for the concentration(s) they offer. JMSW faculty have identified 17 advanced practice behaviors related to each of the two concentrations. The JMSW field instruction program is considered the signature pedagogy in this new competency based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Both this JMSW Advanced Internship Learning Agreement and the JMSW Advanced Internship Evaluation contain the list of the 17 practice behaviors (organized under the ten core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluations form. Field instructors and students are referred to the attached list of suggested learning activities to utilize as they develop the field task plan for the attainment of these 17 practice behaviors. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

The field instructor is requested to use the rating scale on the next page to evaluate a student’s performance of each practice behavior. This evaluation is completed by circling the corresponding number on the JMSW Advanced Internship Evaluation form that is listed to the right of each practice behavior. In the far right hand column of this internship evaluation form the field instructor can enter any additional comments including “no opportunity was provided for a student to address a particular practice behavior.” After evaluating all 17 advanced practice behaviors, the field instructor is asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise in regard to either this internship agreement or the internship evaluation. In addition, the field instructor should refer to the JMSW Advanced Internship Task Plan as they complete the evaluation on a student at the end of each semester.

Rating Scale for the 17 JMSW Advanced Practice Behaviors

4=Excellent performance of the practice behavior

3=Satisfactory performance of the practice behavior

2=Marginal performance of the practice behavior

1=Poor performance of the practice behavior*

0=Not demonstrated or no opportunity to perform practice behavior

*As soon as a field instructor identifies that a student is performing at a failing level for one and/or more practice behaviors, he/she should first address this issue in supervision with the student. However, if this latter discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve his/her performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 17 practice behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student: _____

Date: _____

Signature of Field Instructor: _____

Date: _____

Signature of Field Liaison: _____

Date: _____

JMSW Advanced Internship Task Plan

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
1. Identify as a professional social worker and conduct oneself accordingly.	Articulate the social work knowledge, values, and skills related to practice with people affected by health/mental health issues or families and youth at risk.	
2. Apply social work ethical principles to guide professional practice.	Apply social work ethical principles to advanced professional practice.	
3. Apply critical thinking to inform & communicate professional judgments.	Use conceptual frameworks, theory, and knowledge to understand behavior and context and to inform practice with people affected by health/mental health issues or families and youth at risk.	

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
4. Engage diversity and difference in practice.	Incorporate an understanding of cultural context in social work practice with people affected by health/mental health issues or families and youth at risk.	
	Demonstrate leadership in promoting cultural competency in organizational contexts.	
5. Advance human rights and social and economic justice.	Advocate at multiple levels to reduce disparities for oppressed groups.	

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
6. Engage in research informed practice and practice informed research	Critically appraise and apply research findings to advanced practice.	
.	Evaluate client outcomes in advanced practice.	
7. Apply knowledge of human behavior & the social environment.	Synthesize and apply bio-psycho-social and spiritual theories to advanced practice with people affected by health and mental health issues or families and youth at risk.	

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
8. Engage in policy practice to advance social and economic well-being & to deliver effective social services.	Explain the implications of policies and policy changes.	
	Advocate for policies that advance social and economic justice.	
9. Respond to contexts that shape practice.	Collaborate to produce sustainable systemic change.	
	Develop or modify an existing program to respond to client needs.	

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities.	Develop & maintain processes that encourage clients to be equal participants in development of goals & the attainment of desired outcomes in with people affected by health and mental health issues or families and youth at risk.	
	Conduct a comprehensive multidimensional client/family assessment using multi-axial classification systems, assessment tools, & the strengths perspective in with people affected by health and mental health issues or families and youth at risk.	

Competencies	Practice Behaviors	Tasks to Address Practice Behaviors
	<p>Critically evaluate, select, & implement best practice & evidence-based interventions to address problems with people affected by health and mental health issues or families and youth at risk.</p>	
	<p>Evaluate and adjust interventions to achieve intended outcomes in practice with people affected by health and mental health issues or families and youth at risk.</p>	

SUGGESTED LEARNING ACTIVITIES FOR COMPETENCY DEVELOPMENT IN FIELD INTERSHIPS

The following list of experiences serve as suggestions for field instructors to assign student interns and are found to be appropriate learning opportunities for students in developing the 10 core social work competencies at the foundation and advanced levels. This list is intended as suggestions only, and the JMSW faculty encourages field instructors and students to be creative in providing and taking advantage of learning opportunities in the field setting.

All students are expected to engage in the activities that are denoted with an asterisk ().*

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

- Attend interdisciplinary conferences and case presentations as an observer or participant.
- Attend professional workshops, seminars, and lectures in the community using field placement time.
- Participate with field instructor in developing and writing up the learning agreement. *
- Join and participate in local/national professional organizations (e.g., NASW, NABSW, Federation of Student Social Workers).

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.

- Ask student to discuss ethical or value issues in relation to specific cases.
- Encourage student to attend the NASW-NC annual Ethics Conference.
- Keep a daily log of experiences in field and reactions to them.

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

- Ask student to discuss complex case in supervision.
- Ask student to discuss policy issue related to case.
- Have student present complex case at team meeting & respond to questions.

Competency #4: Intern engages diversity and difference in practice.

- Take a walk through a specific kind of neighborhood.
- Make home visits.

Competency #5: Intern advances human rights and social and economic justice.

- Ask student to do presentation either in or outside agency on how services can advance human rights and social/economic justice for targeted clients.
- Ask student to research how agency services could be more responsive to social and economic justice issues for clients.

Competency #6: Intern engages in research-informed practice and practice-informed research.

- Keep statistical reports as required of regular agency staff.

- Assist in the design or organization of an information system to collect program information data.
- Assist on the design or execution of an experiment or demonstration project to aid in policy formation.

Competency #7: Intern applies knowledge of human behavior and the social environment.

- Read about the psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

- Collect material or data through information or structured means, and analyze and organize the material in support of some point of view or to aid in a policy decision.
- Analyze program operations data and prepare reports on the analysis that reveals the consequences of a specific law or regulation.
- Analyze the consequences and feasibility of a proposed law or regulation.
- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
- Assist in writing the program's policy and procedure manual.
- Prepare a written regulation on a new or revised administration policy or procedure.

Competency #9: Intern responds to contexts that shape practice.

- Visit other agencies and service delivery systems in the local community. *
- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation, and behaviors of persons entering the service delivery system as well as of those who serve them.
- Have the student go through the service delivery system as if he/she were a client.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities

Direct Practice with Individuals, Families, and Groups

- Observe the field instructor or others conducting an interview.
- Listen to a tape-recorded interview or lecture or watch an audiovisual presentation.
- Read old case records or agency reports.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Participate in a one-way mirror observation, either as an observer or as the "subject."
- Write a diagnostic summary on a specific case.
- Conduct interviews with clients and provide direct counseling services.
- Carry a caseload.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Set up and lead or co-lead a group.

Indirect Practice with Organizations and Communities

- Serve as a member or observer of the system's peer review, quality control, or audit process.
- Plan, lead, and conduct a fund-raising activity.
- Participate (or assume a leadership role) on a committee to plan a major workshop.
- Participate in orienting new students or staff to the agency.
- Write a report for the administrator of the program.
- Act as a consultant to an individual, a group, or a program.
- Assist in public hearings of a proposed law or regulation or prepare public information releases which explain changes in policy or which advocate a point of view.
- Prepare administrative regulations that implement legislation.
- Assist in the formulation of legislation.
- Assist in collection and analysis of data to make decisions about specific program alternatives to deal with a defined problem.
- For a service program, assist in the definition of service units, preparation of budget and determination of unit costs, and plan for personnel requirements.
- Participate in negotiations for establishment of a new program or major modification of existing programs.
- Assist in the preparation of a grant proposal.
- Assist in the evaluation of program proposals.
- Carry responsibility for a public information program to prepare the general public, related professionals, client groups and other organizations for a new program.
- Organize operations data from agencies in a community to show a pattern of service, such as area services and kinds of clients served, and analyze the consequences of the pattern of service for the community.
- Collect, organize and interpret administrative data that clarify what an organization is doing, the effect of its programs, and the changes of its operations over time.
- Evaluate the costs and effectiveness of specific administrative policies or procedures.
- Assist in budget formulation and presentation.
- Plan and carry out sessions to instruct employees in new procedures or policies.
- Assist in a community survey to analyze community needs or opinions for service planning.
- Participate in inter-organizational planning, such as negotiating interagency agreements or changes in procedure or policy; or compiling and presenting information and data to effect changes in relationships between agencies.
- Participate in meetings of bodies or groups that are organized to assess, plan, and advocate specific community services.
- Assist in obtaining financial support for a community service.
- Assist in the application of accounting and program evaluation techniques for the purpose of more rational community decision-making in the allocation of available resources.
- Assist in the organization of a community in response to a vote referendum on service expansion or to prepare a community for a change in the pattern of organization of services among agencies.
- Attend a meeting and take notes for supervisory discussion.
- Participate in group or peer supervision.
- Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.



JMSW Advanced Internship Evaluation

Evaluation Period: From _____ to _____ (dates) Semester: Fall 20__ Spring 20__

Student: _____

Field Instructor: _____

Faculty Field Liaison: _____

Indicate Area of Concentration:

- Families & Youth at Risk
- Health/Mental Health

OVERALL EVALUATION OF ADVANCED INTERNSHIP PERFORMANCE:

Please Bubble-in one of the following:

- This intern has excelled in field internship by performing above expectations for advanced level internships.
- This intern has met the expectations of the advanced field internship.
- This intern has not met expectations of the advanced field internship.

Summary:

Please attach a summary on this student's performance in field.

Signature of Field Instructor _____

Agency _____

Date _____

The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation
- I do not agree with evaluation

Intern's Signature _____

Date _____

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements with the evaluation.

Instructions for Rating Interns on the Practice Behaviors:

The 10 competencies listed in the form are those established by the Council on Social Work Education). Under each competency statement are advanced practice behaviors that are associated with that competency for the JMSW Program. Please rate each **practice behavior** according to the following scaled criteria from "Excellent performance" to "Not demonstrated or no opportunity to perform practice behavior (ND or NO)":

[Excellent performance, Satisfactory performance, Marginal performance, Poor performance, Not demonstrated or no opportunity to perform practice behavior (ND or NO)]

A field instructor's additional comments about the rating of each practice behavior can be made in the far right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student's strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor's rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of "Satisfactory" or "Unsatisfactory" (per UNCG Graduate Bulletin) or "Pass" or "Fail" (per NCA&SU Graduate Bulletin) for this course. This grade will be based on the field liaison's overall evaluation of the student's performance in the internship in conjunction with the field instructor's evaluation of the intern's performance in the internship.

	Competency EP 2.1.1.: Intern identifies as a professional social worker and conducts himself/herself accordingly.	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(1)	Articulate the social work knowledge, values, and skills related to practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
	Competency EP 2.1.2.: Intern applies social work ethical principles to guide his or her professional practice.						
(2)	Apply social work ethical principles to advanced professional practice.	O	O	O	O	O	

	Competency EP 2.1.3.: Intern applies critical thinking to inform and communicate professional judgments.	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(3)	Use conceptual frameworks, theory, and knowledge to understand behavior and context and to inform practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
	Competency EP 2.1.4.: Intern engages diversity and difference in practice.						
(4)	Incorporate an understanding of cultural context in social work practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
(5)	Demonstrate leadership in promoting cultural competency in organizational contexts.	O	O	O	O	O	

		Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
	Competency EP 2.1.5.: Intern advances human rights and social and economic justice.						
(6)	Advocate at multiple levels to reduce disparities for oppressed groups.	O	O	O	O	O	
	Competency EP 2.1.6.: Intern engages in research-informed practice and practice-informed research.						
(7)	Critically appraise and apply research findings to advanced practice.	O	O	O	O	O	
(8)	Evaluate client outcomes in advanced practice.	O	O	O	O	O	

	Competency EP 2.1.7.: Intern applies knowledge of human behavior and the social environment.	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(9)	Synthesize and apply bio-psychosocial and spiritual theories to advanced practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
	Competency EP 2.1.8.: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.						
(10)	Explain the implications of policies and policy changes in practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
(11)	Advocate for policies that advance social and economic justice.	O	O	O	O	O	

	Competency EP 2.1.9.: Intern responds to contexts that shape practice.	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(12)	Collaborate to produce sustainable systemic change.	O	O	O	O	O	
(13)	Develop/ modify an existing program to respond to client needs.	O	O	O	O	O	
	Competency EP 2.1.10.: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.						
	EP 2.1.10. (a) Engagement						
(14)	Develop and maintain processes that encourage clients to be equal participants in development of goals and the attainment of desired outcomes in practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	

	EP 2.1.10. (b) Assessment	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(15)	Conduct a comprehensive, multidimensional family assessment using multi-axial classification systems; standardized assessment tools; and the strengths perspective with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	
	EP 2.1.10.(c) Intervention						
(16)	Critically evaluate, select, and implement best practices and evidence-based interventions to address identified problems in practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	

	EP 2.1.10. (d) Evaluation	Excellent	Satisfactory	Marginal	Poor	ND or NO	Comments
(17)	Evaluate and adjust interventions to achieve intended client outcomes in practice with people affected by health and mental health issues or families and youth at risk.	O	O	O	O	O	

Geriatric Social Work Competency Scale
Developed by the Hartford Practicum Partnership Program
and revised /adopted by the CSWE Gero-Ed Center

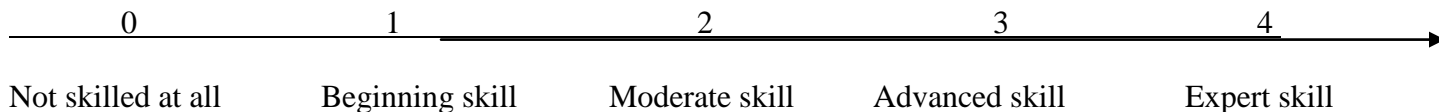
To Be Used For Rating Student Competency Attainment

The following is a listing of skills recognized by gerontological social workers as important to social workers effectively working with and on behalf of older adults and their families. Completion of this scale requires careful self-assessment and recognition that few practitioners would receive the rating of 4 for all skills. This scale can capture self-assessment of scale development across the learning continuum, from BSW, to MSW and post-MSW.

Please use the scale below to thoughtfully rate your current skill:

- 0 = Not skilled at all (I have no experience with this skill)
- 1 = Beginning skill (I have to consciously work at this skill)
- 2 = Moderate skill (This skill is becoming more integrated in my practice)
- 3 = Advanced skill (This skill is done with confidence and is an integral part of my practice)
- 4 = Expert skill (I complete this skill with sufficient mastery to teach others)

Please note that field supervisors could also use this scale to assess students' competencies.



Please add any comments and/or suggestions regarding the skills in each section.

I. VALUES, ETHICS, AND THEORETICAL PERSPECTIVES Knowledge and value base, which is applied through skills/competencies.	Skill Level (0-4)
1. Assess and address values and biases regarding aging	
2. Respect and promote older adult clients' right to dignity and self-determination.	
3. Apply ethical principles to <i>decisions</i> on behalf of all other clients with special attention to those who have limited decisional capacity	
4. Respect diversity among older and adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation).	
5. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families	

6. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).	
7. Relate social work perspectives and related theories to practice with older adults (e.g., person-in environment, social justice).	
8. Identify issues related to losses, changes, and transitions over their life cycle in designing interventions	
9. Support persons and families dealing with end-of-life issues related to dying, death, and bereavement.	
10. Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice	

Comments _____

II. ASSESSMENT	Skill Level (0-4)
1. Use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems.	
2. Adapt interviewing methods to potential sensory, language, and cognitive limitation of the older adult.	
3. Conduct a comprehensive geriatric assessment (bio-psychosocial evaluation).	
4. Ascertain health status and assess physical functioning (e.g., ADLs and IADLs) of older clients.	
5. Assess cognitive functioning and mental health status of older clients (e.g., depression, dementia).	
6. Assess social functioning (e.g., social skills, social activity level) and social support of older clients.	
7. Assess caregivers' needs and level of stress.	
8. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam).	
9. Develop clear, timely, and appropriate service plans with measurable objectives for older adults.	
10. Reevaluate and adjust service plans for older adults on a continuing basis	

Comments _____

III.INTERVENTION	Skill Level (0-4)
1. Establish rapport and maintain an effective working relationship with older adults and family members.	
2. Enhance the coping capacities and mental health of older persons through a variety of therapy modalities (e.g., supportive, psychodynamic).	
3. Utilize group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).	
4. Mediate situations with angry or hostile older adults and/or family members.	
5. Assist caregivers to reduce their stress levels and maintain their own mental and physical health.	
6. Provide social work case management to link elders and their families to resources and service.	
7. Use educational strategies to provide older persons and their families with information related to wellness and disease management (e.g., Alzheimer's disease, end of life care).	
8. Apply skills in termination in work with older adults and their families.	
9. Advocate on behalf of clients with agencies and other professionals to help elders obtain quality services.	
10. Adhere to laws and public policies related to older adults (e.g., elder abuse reporting, legal guardianship, advance directives).	

Comments _____

IV. AGING SERVICES, PROGRAMS, AND POLICIES	Skill Level (0-4)
1. Provide outreach to older adults and their families to ensure appropriate use of the service continuum.	
2. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers.	
3. Identify and develop strategies to address service gaps, fragmentation, discrimination and barriers that impact older persons.	
4. Include older adults in planning and designing programs.	
5. Develop program budgets that take into account diverse sources of financial support for the older population.	
6. Evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults.	

7. Apply evaluation and research findings to improve practice and program outcomes.	
8. Advocate and organize with the service providers, community organizations, policy makers, and the public to meet the needs and issues of a growing aging population.	
9. Identify the availability of resources and resource systems for older adults and their families.	
10. Assess and address any negative impacts of social and health care policies on practice with historically disadvantaged populations.	

Comments _____

APPENDIX D:

JMSW FIELD INSTRUCTION PROGRAM EVALUATION INSTRUMENTS

JOINT MASTER OF SOCIAL WORK PROGRAM

STUDENT EVALUATION OF FIELD INSTRUCTION PROGRAM

TO BE COMPLETED BY INTERN

Do not write your name on this form

We are asking you to provide your perceptions of the field instruction program so we can continue to make improvements to the program. Results from students will be aggregated in summary reports. None of the information you give will be provided to the agency, Co-Directors of Field Instruction, or Faculty in any way that your responses can be identified with you.

Faculty Liaison: _____ Date: _____

Field Internship Site/Program _____

Field Instructor(s): _____

Background Information Form

Please choose the below items that best describe you. Check, or bubble-in, **only one per question.**

1. What is your gender?

Male	Female
<input type="radio"/>	<input type="radio"/>

2. What is your race?

- African American/Black
- Caucasian/White
- Hispanic/Latino
- Asian or Pacific Islander
- Native American
- Biracial
- Multiracial
- Other (specific):

3. What is your age category?

- under 21 years
- 21 – 25
- 26 – 29
- 30-39
- 40- 49
- 50 –59
- 60-64
- 65 or above

4. While completing your field internship during the academic year (fall and spring or spring only), how often did you work on a paid job (excluding a paid internship)?

- Not applicable, I did not work
- less than 5 hours per week
- 5 to 9 hours per week
- 10 – 19 hours per week
- 20 – 29 hours per week
- 30 – 39 hours per week
- 40 hours per week
- 41 or more hours per week
- other (specify)

5. How far did you travel one-way **to your field internship** starting from your home on one field day (e.g., Wednesday only)?

- less than 10 miles
- 11 to 20 miles
- 21 to 30 miles
- 31 to 40 miles
- 41 to 50 miles
- 51 or more miles
- other(specify) _____

6. Was this field internship the type of setting you would like to pursue in your career after graduation?

- | | | |
|-----------------------|-----------------------|-----------------------|
| No | Maybe, Not Sure | Yes |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Directions

Please rate these areas of the Field Instruction Program in terms of their ability to provide you a quality learning experience. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

5=Excellent 4=Good 3=Moderate 2=Fair 1=Poor

I. Pre-Internship	5	4	3	2	1
1. The internship process was helpful in selecting an internship (e.g., application, agency directory, Co-Directors' interview, field agency interview).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The overall quality of the field agency supervision was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The overall quality of the field liaison activities and support was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The overall usefulness of the Internship Learning Agreement/Evaluation was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Applicability of field seminar assignments:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall quality of field seminar:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Overall quality of the entire field experience instruction:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Classroom education in preparation for field instruction:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How would you assess your own readiness for beginning MSW practice? 0 0 0 0 0

5 4 3 2 1

II. The Field Instructor

10. The Field Instructor was available and accessible when needed. 0 0 0 0 0

11. The Field Instructor maintained regularly scheduled supervisory conferences. 0 0 0 0 0

12. The Field Instructor gave clear and concise directions and instructions when I began new tasks/assignments. 0 0 0 0 0

13. The Field Instructor assigned stimulating, challenging tasks. 0 0 0 0 0

14. The Field Instructor was able to focus on the 10 Core Competencies and assimilate them to my practice behaviors. 0 0 0 0 0

15. The Field Instructor encouraged me to talk about concerns, questions, and issues related to assigned tasks. 0 0 0 0 0

16. The Field Instructor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult to discuss. 0 0 0 0 0

17. The Field Instructor shares his/her feelings and thoughts. 0 0 0 0 0

18. The Field Instructor created an atmosphere which was safe and supportive. 0 0 0 0 0

19. The Field Instructor allowed me to think and work through problems and issues which arose related to clients. 0 0 0 0 0

20. The Field Instructor permitted me to make my own mistakes. 0 0 0 0 0

21. The Field Instructor gave helpful feedback and constructive criticism. 0 0 0 0 0

22. The Field Instructor was flexible. 0 0 0 0 0

23. The Field Instructor demonstrated a detailed and accurate grasp of policy and procedures in the agency. 0 0 0 0 0

24. The Field Instructor discussed career concerns and opportunities. 0 0 0 0 0

25.	Overall, the Field Instructor was helpful.	O	O	O	O	O
26.	The Field Instructor provided and/or arranged for adequate orientation to the agency.	O	O	O	O	O
III. The Agency		5	4	3	2	1
27.	The agency provided a variety of learning experiences.	O	O	O	O	O
28.	Agency staff treated me as a staff person rather than a volunteer.	O	O	O	O	O
29.	The agency was supportive and assisted in helping meet the 10 Core Competencies and practice behaviors.	O	O	O	O	O
30.	The agency was flexible in terms of its rules, structures, and policies.	O	O	O	O	O
31.	Agency resources (e.g., office supplies, work space, office equipment) were accessible.	O	O	O	O	O
IV. The Faculty Field Liaison		5	4	3	2	1
32.	The liaison provided additional orientation to the Joint Field Instruction Program.	O	O	O	O	O
33.	The liaison was clear in his/her expectations of the student intern.	O	O	O	O	O
34.	The liaison was clear in directions and instructions related to field and seminar assignments.	O	O	O	O	O
35.	The liaison was accessible to and approachable by the student intern.	O	O	O	O	O
36.	The liaison provided adequate consultation and resources to facilitate and support learning.	O	O	O	O	O
37.	The liaison encouraged student responsibility in meeting the 10 Core Competencies and required practice behaviors.	O	O	O	O	O
38.	The liaison created an atmosphere in which the student could openly share concerns and problems related to the internship.	O	O	O	O	O
39.	The liaison modeled appropriately professional behavior and attitudes.	O	O	O	O	O
40.	The liaison maintained adequate communication between the student, agency and school during the year.	O	O	O	O	O

Please answer the following question in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?

	Yes	No	Why or Why not?
42. Would you recommend this supervisor to another social work intern?	<input type="radio"/>	<input type="radio"/>
43. Would you like to be employed by this agency?	<input type="radio"/>	<input type="radio"/>
44. Would you recommend this agency as an appropriate internship for another social work intern?	<input type="radio"/>	<input type="radio"/>

45. List the most significant learning experiences for you in this internship.

46. How was your liaison most helpful to you?

47. How was your liaison least helpful to you?

JOINT MASTER OF SOCIAL WORK PROGRAM

FIELD INSTRUCTOR EVALUATION OF FACULTY FIELD LIASONS

TO BE COMPLETED BY FIELD INSTRUCTOR

Faculty Liaison: _____ Date: _____

Semester: _____ Year: _____

This instrument is designed to assess the Field Instructor's perception of how effect the Faculty Field Liaison was in working with the field instructor and student. Results from field instructors will be aggregated in summary reports. None of the information you give will be provided to the Faculty Field Liaisons in any way that your responses can be identified with you.

Please bubble-in your response to each of the items honestly and carefully.

1. Effectiveness of faculty field liaison in explaining roles, tasks, expectations, requirements of the JMSW Field Instruction Program.
 - Faculty field liaison did not explain roles, tasks, expectations.
 - Faculty field liaison provided some information, but did not clearly explain roles, tasks, and expectations.
 - The faculty field liaison clearly explained roles, tasks, and expectations.

2. Consultation with field instructor regarding the 10 CSWE core competencies and the practice behaviors.
 - Faculty field liaison provided no consultation regarding the core competencies and practice behaviors.
 - Faculty field liaison provided some consultation, but did not clearly explain the competencies and practice behaviors.
 - Faculty field liaison clearly explained the competencies and practice behaviors.

3. Consultation to student and field instructor regarding field seminar assignments to be completed in the field internship setting.
 - Faculty field liaison provided no consultation regarding field seminar assignments to be completed in the internship.
 - Faculty field liaison provided incomplete consultation regarding field seminar assignments.
 - Faculty field liaison provided clear and complete consultation regarding field seminar assignments.

4. Communication with field instructor during the semester to monitor student's performance, growth, and development.
 - Faculty field liaison made no visits or contacts.
 - Faculty field liaison had limited contact with field instructor.
 - Faculty field liaison had adequate contact with field instructor.

5. Provision of information and learning resources to field instructor and student as needed.
 - Faculty field liaison provided no information or resources.
 - Faculty field liaison provided some information and resources.
 - Faculty field liaison provided all appropriate information and resources as needed.

6. Effective assistance provided to field instructor for evaluating student performance.
 - Faculty field liaison provided no assistance.
 - Faculty field liaison provided some, but not adequate, assistance given.
 - Faculty field liaison provided clear and thorough assistance provided.

7. Please provide comments, suggestions and observations that would be helpful in improving the quality of the JMSW Field Instruction Program.

APPENDIX E:
UNIVERSITY POLICIES

APPENDIX E-1

NCA&TSU SEXUAL HARASSMENT POLICY

The policy of North Carolina Agricultural and Technical State University is that all employees and students, regardless of race, color, religion, sex or national origin, shall be free from sexual harassment from any University employee in connection with any University relationship or activity. No academic or personnel decisions shall be made on the basis of a granting or denial of sexual favors. All employees and students are guaranteed the right to work and/or study in an environment free from sexual harassment.

Sexual harassment is defined as deliberate, unsolicited and unwelcome verbal, non-verbal and/or physical conduct of a sexual nature or with sexual implications, which has or may have direct employment or academic consequences resulting from the acceptance or rejection of such conduct.

Verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- (a) Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, academic or student status; or
- (b) Submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual; or
- (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities or student experience or creating an intimidating, hostile or offensive working, academic or student life environment [adapted from 29 CFR 1604.11(a)].

APPENDIX E-2

UNCG SEXUAL HARASSMENT POLICY AND PROCEDURES

Approved by UNCG Board of Trustees
February 9, 1995.

I. Statement of Policy

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University's policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University's employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

A. Applicability

This policy applies to all applicants for employment and admission to University programs, officers and employees of the University, students, and persons who serve the University as its agents and are under the control of the University. Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

B. Sexual Harassment — Definition

Two categories of sexual harassment are recognized:

1. Quid Pro Quo

Sexual harassment presented as a "bargain" (quid pro quo). Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes "bargained-for sexual harassment" when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome.

As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to direct others who have authority over the victim.

2. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another’s work, academic performance, or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening, and unproductive. However, there is no requirement that evidence of actual emotional or psychological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated and pervasive course of conduct whereas “bargained-for sexual harassment” can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

APPENDIX E-3

NCA&TSU NONDISCRIMINATION POLICY AND INTEGRATION STATEMENT

North Carolina Agricultural and Technical State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, North Carolina Agricultural and Technical State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of white students.

North Carolina Agricultural and Technical State University supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

APPENDIX E-4

UNCG DISCRIMINATORY CONDUCT (Approved by the Chancellor, April 27, 1990)

The University's educational and employment practices are consistent with Section 103 of *The Code of the University of North Carolina*, which states as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis on merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

In addition, the University complies with North Carolina General Statute 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, and other federal and state laws relating to discrimination in educational programs and employment. In addition, the University complies with provisions of state and federal law that require that reasonable accommodation be made for known qualified handicapped persons. In accord with Executive Order 11236, the University has in place an Affirmative Action Plan that states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, national origin, creed, religion, sex, age, handicapping condition, or political affiliation.

Statement of Nondiscrimination on the Basis of Sexual Orientation

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty, and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff, and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 334-5513. Staff, faculty, or members of the public may contact the UNCG AA/EEO Officer at 334-5009.

APPENDIX F:
GUIDELINES AND SUGGESTIONS

APPENDIX F-1

GUIDELINES FOR FIELD INSTRUCTORS

- I. Orientation to Internship
 - A. Introduction to internship personnel.
 - B. Discussion of personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
 - C. Discussion of the organization and structure of the internship site. An organizational chart that gives the various departments and positions as well as sources of funding is helpful.
 - D. The philosophy and objectives of the internship should be discussed with the student.
 - E. Community resources: Student will be made aware of the network of community resources, particularly the community resources that are related to the internship in which the student is placed.
 - F. Reading materials: The field instructor will provide the student assigned reading that relates to the agency. This includes manuals, case records, articles pertaining to interventions, conditions and medications of served population(s) and any other particular information specifically related to the internship. (Note: Assignment of reading to fill time is not recommended.)

- II. Field Instructor/Student Relationship
 - A. Planning for the student's arrival is extremely important. Knowledge of the student's background and particularly of the student's objectives is helpful in making the preliminary plans. Each student's resume is provided to the internship site. Staff is free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignments the first week of the internship and that the assignments be increased within the second to third week.
 - B. Contracting: Upon beginning field internship, the students and field instructors begin to plan the field experience by completing the Learning Agreement, identifying specific learning tasks and activities that will allow students to develop and demonstrate the competencies and practice behaviors. The Learning Agreement must be completed by the date set by the faculty field liaison (usually by the third week of class).

- C. Individual Supervision Conferences: Supervision is key to a successful internship. Through supervision, the student and field instructor plan, organize, review and evaluate the internship experience and the student's performance. The Learning Agreement will be reviewed throughout the internship to assure the student is completing the tasks and activities identified to address the Core Competencies and practice behaviors. Field instructors must have weekly conferences with students, consisting of 1-2 hours, face to face supervision. Field instructors are to help students as they examine their attitudes toward the populations with who they are working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student develops an agenda that is submitted to the supervisor prior to the conference and takes responsibility for planning of the issues to be discussed in the conference.

III. Internship Learning Experiences

- A. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments need to be selected on the basis of students' individual needs and abilities. Each student is to be given increasing responsibility and be encouraged to work independently as the semester progresses.
- B. Students are to be engaged in providing services. Their experiences will include assessments, formulation of goals, and assisting clients in following through with goals. Students are to demonstrate practice behaviors by completing tasks appropriate to the internship settings, as identified in the Learning Agreement. Examples of suggested tasks and activities are included as part of the Learning Agreement.
- C. Each student is responsible for adhering to internship site regulations and schedules. This includes being fully acquainted with the policy and procedure manual(s), documentation, letter writing, and completing appropriate forms. Not only are students to perform within the agency but, they are expected to also attend conferences, workshops, and participate in professional meetings as part of ongoing professional development.

APPENDIX F-2

SAFETY TIPS: WHAT CAN I DO?

Following is a reference list of everyday techniques for general safety.

1. Act assertive and confident. Look sure of yourself.
2. Don't look vulnerable.
3. Wear sensible clothing. This includes limited use of jewelry.
4. Try to know where you are going.
5. Be careful about carrying a weapon (Mace, pepper spray) — it can be turned against you.
6. Carry a whistle or other noisemaker.
7. Always be aware of everything around you.
8. Trust your instincts.
9. Make sure someone knows where you are going and when you'll return. Sign out and in.
10. Travel in teams when possible.
11. Carry your car keys in your hand.
12. Do not carry a purse.
13. Keep your arms free.
14. Don't give out information about yourself or your family.
15. Always lock the car when leaving.
16. Check the rear seat and under the car before re-entering.
17. Keep doors locked and windows up while driving.
18. If someone bumps your car, do not stop. Drive to a visible, lighted area.

19. Carry a map.
20. Time your visits: arrive after 10 a.m.; leave before 3 p.m.
21. Ask colleagues about unknown geographical areas or cultural groups.
22. A cellular phone can be a useful safety tool, but can be tempting to thieves.
23. Let someone know when you are finished in the field for the day.

William Griffin
Brendan Associates, ILRS, Inc.

APPENDIX G:
JMSW PLANS OF STUDY

THE ADVANCED STANDING PLAN OF STUDY

Summer Bridge Courses

SOWK 705/SWK 624 Social Work Practice and Human Diversity	3
SOWK 707/SWK 626 Social Work Research Methods	3
SOWK 731/SWK 631 Social Work with Individuals and Families: Theory and Practice *	3
SOWK 732/SWK 632 Social Work with Groups, Communities and Organizations *	<u>3</u>
Total **	12

Concentration Curriculum

Fall Semester

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK 710/SWK 637 Social Work with Families I OR	
SOWK 712/SWK 638 Social Work in Health and Mental Health I	
<i>Concentration Course (CHOOSE ONE)</i>	
SOWK 706/SWK 633 Social Welfare Policy and Analysis II	3
Section 1: Families and Youth at Risk <u>OR</u>	
Section 2: Health/Mental Health	
SOWK 718/SWK 634 Research Designs and Data Analysis for Social Work Practice	3
SOWK 722/SWK 635 Field Instruction II	5
SOWK 723/SWK 636 Field Seminar II (including Capstone Project)	<u>1</u>
Total	15

Spring Semester

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK 711/SWK 642 Social Work with Families II <u>OR</u>	
SOWK 713/SWK 643 Social Work in Health and Mental Health II	
SOWK 716/SWK 639 Social Work in Administration	3
SOWK 724/SWK 640 Field Instruction III	5
SOWK 725/SWK 641 Field Seminar III (including Capstone Project)	1
Elective	3
Total	15

Total hours for concentration curriculum **30**

Total hours for JMSW Program ** **42**

* Effective Summer 2011, these 2 advanced standing courses will no longer be required or offered.

** Effective Summer 2011, first semester hours will be 6 rather than 12.

*** Effective Summer 2011, total number of credit hours will be 36.

THE TWO-YEAR PLAN OF STUDY

Foundation Curriculum

First Semester (Fall)

SOWK700/SWK620 Human Behavior & Social Functioning I	3
SOWK701/SWK621 Social Welfare Policy & Analysis I	3
SOWK705/SWK624 Social Work Practice & Human Diversity	3
SOWK703/SWK622 Social Work Practice with Individuals & Families	3
SOWK704/SWK623 Social Work Practice with Groups	<u>3</u>
Total	15

Second Semester (Spring)

SOWK702/SWK625 Human Behavior & Social Functioning II	3
SOWK708/SWK627 Social Work Practice with Communities & Organizations	3
SOWK707/SWK626 Social Work Research Methods	3
SOWK709/SWK628 Field Instruction	5
SOWK719/SWK629 Field Seminar I	<u>1</u>
Total	15
Total hours for professional foundation	30

Concentration Curriculum

First Semester (Fall)

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK710/SWK637 Social Work with Families I <u>OR</u>	
SOWK712/SWK638 Social Work in Health and Mental Health I	
<i>Concentration Course (CHOOSE ONE)</i>	
SOWK 706/SWK 633 Social Welfare Policy and Analysis II	3
Section 1: Families and Youth at Risk <u>OR</u>	
Section 2: Health/Mental Health	
SOWK718/SWK634 Research Designs & Data Analysis for Social Work Practice	3
SOWK721/SWK635 Field Instruction II	5
SOWK723/SWK636: Field Seminar II (including Capstone Project)	<u>1</u>
Total	15

Second Semester (Spring)

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK711/SWK642 Social Work with Families II <u>OR</u>	
SOWK713/SWK643 Social Work in Health and Mental Health II	
SOWK716/SWK639 Social Work in Administration	3
SOWK724/SWK640 Field Instruction III	5
SOWK725/SWK641 Field Seminar III (including Capstone Project)	1
Elective	3
Total	15
Total hours for concentration curriculum	30

Total hours for JMSW Program

60

THE THREE-YEAR PLAN OF STUDY

Year One

First Semester (Summer)

SOWK 701/SWK 621: Social Welfare Policy and Analysis I 3

Second Semester (Fall)

SOWK 700/SWK 620: Human Behavior and Social Functioning I 3

SOWK 703/SWK 622: Social Work Practice with Individuals and Families 3

Third Semester (Spring)

SOWK 705/SWK 624: Social Work Practice and Human Diversity 3

SOWK 704/SWK 623: Social Work with Groups 3

Total hours for first year 15

Year Two

First Semester (Summer)

SOWK 709/SWK 628&629: Field Instruction and Seminar I 6

Second Semester (Fall)

SOWK 702/SWK 625: Human Behavior and Social Functioning II 3

SOWK 708/SWK 627: Social Work Practice with Communities and Organizations 3

Third Semester (Spring)

Concentration Course (CHOOSE ONE) 3

SOWK 706/SWK 633: Social Welfare Policy and Analysis II

Section 1: Families and Youth at Risk OR

Section 2: Health/Mental Health

SOWK 707/SWK626: Social Work Research Methods 3

Total hours for second year 18

Year Three

First Semester (Summer)

SOWK 716/SWK 639: Social Work in Administration 3

Second Semester (Fall)

Concentration Course (CHOOSE ONE): 3

SOWK 710/SWK 637 Social Work with Families I OR

SOWK 712/SWK 638 Social Work in Health and Mental Health I

SOWK 718/SWK 634: Research Design and Data Analysis for Social Work Practice 3

SOWK 722/SWK 635: Field Instruction 5

SOWK723/SWK636: Field Seminar II (including Capstone Project) 1

Third Semester (Spring)

Concentration Course (CHOOSE ONE): 3

SOWK 711/SWK 642: Social Work with Families II OR

SOWK 713/ SWK 643: Social Work in Health and Mental Health II

SOWK 724/SWK 640: Field Instruction

SOWK725/SWK641: Field Seminar III (including Capstone Project) 6

Elective 3

Total hours for third year 27

APPENDIX H:
FIELD CALENDARS



2010-2011 JMSW FIELD INSTRUCTION SUMMER CALENDAR (ADVANCED STANDING STUDENTS)

Wednesday, May 26 10:00 am. – 12:00 noon **Mandatory Field Instruction Orientation**
Wednesday, June 9 (ALL Advanced Standing Students)
Wednesday, July 14 186 Stone Building
UNCG Campus

SCHEDULED FIELD INTERVIEW DAY

Wednesday, June 2 9:00 am. – 5:00 pm. 187 Stone Building
UNCG Campus

Friday, June 25 **Tentative Internship Assignment**
June 28 – July 17 **Interviews with Prospective Agencies**
Friday, July 23 **Agency Confirmations due**

Wednesday, August 25 9:00 am. – 12 noon **FIRST DAY OF FIELD INSTRUCTION**
and
Field Instruction Orientation
(All students, field instructors, and faculty
field liaisons attend)
NCA&TSU Memorial Student Union
Exhibit Hall

Note to students: See Advanced Year Calendar for important Fall 2010 and Spring 2011 dates.



**2010-2011 JMSW FIELD INSTRUCTION CALENDAR
(ADVANCED YEAR STUDENTS)**

IMPORTANT FALL SEMESTER 2010 FIELD INSTRUCTION DATES

Wednesday, August 25	9:00 am. – 12:00 noon	FIELD INSTRUCTION ORIENTATION and FIRST DAY OF FIELD INSTRUCTION (All students, field instructors, and faculty field liaisons attend) NCA&TSU Memorial Student Union Exhibit Hall
Friday, September 17		STUDENT LEARNING AGREEMENTS DUE
October 11 – 12		FALL BREAK
Friday, October 29	10:00 am. – 12:00 noon	AGENCY FAIR Elliot University Center (EUC) Cone Ballroom UNCG Campus
November 24 – 26		THANKSGIVING BREAK
Friday, December 3		LAST DAY OF FIELD INSTRUCTION FOR FALL SEMESTER and FIELD EVALUATIONS DUE
Thursday, December 9	9:00 am. – 5:00 pm.	FIELD INSTRUCTION WORKSHOP (Field Instructors Only) NCA&TSU Memorial Student Union Stallings Ballroom B
Friday, December 10		FINAL GRADES DUE

IMPORTANT SPRING SEMESTER 2011 FIELD INSTRUCTION DATES

Monday, January 10, 2011	SPRING SEMESTER CLASSES BEGIN
Wednesday, January 12, 2011	SPRING FIELD INSTRUCTION BEGINS
March 5 – 13	SPRING BREAK
Thursday, April 21	LAST DAY OF FIELD INSTRUCTION and FINAL EVALUTIONS DUE
9:00 am. - 11:00 am.	END OF YEAR CELEBRATION (Location TBA)
Friday, April 22	SPRING HOLIDAY
Wednesday, April 27	FINAL GRADES DUE

NOTE TO STUDENTS: Faculty field liaisons will provide dates, times, and meeting locations for seminars.



**2010-2011 JMSW FIELD INSTRUCTION CALENDAR
 (FOUNDATION YEAR STUDENTS)**

**MANDATORY FIELD INSTRUCTION ORIENTATIONS
 (ALL Foundation Year Students)**

Thursday, September 16	1:00 pm. – 3:30 pm.	Edwards Lounge 219 Stone Building UNCG Campus
Friday, October 22	9:00 am. – 4:00 pm.	NCA&TSU Student Memorial Union Stallings Ballroom B

Required Text: Thomlison, B. & Corcoran, K. (2008) The Evidence-Based Internship: A Field Manual. New York: Oxford University Press.

SCHEDULED FIELD INTERVIEW DAYS

Friday, October 1	9:00 am. – 5:00 pm.	UNCG, 187 Stone Building
Friday October 8	9:00 am. – 5:00 pm.	UNCG, 187 Stone Building

OTHER IMPORTANT FALL SEMESTER 2010 FIELD INSTRUCTION DATES

Friday, October 22		Tentative Internship Assignments
October 25 – November 19		Interview with Prospective Agencies
Friday, October 29	10:00 am. – 12:00 noon	Agency Fair Elliot University Center (EUC) Cone Ballroom UNCG Campus
Friday, November 19		Agency Confirmations Due
Thursday, December 9	9:00 am. – 5:00 pm.	Field Instruction Training Workshop (Field Instructors Only) NCA&TSU Student Memorial Union Stallings Ballroom B

IMPORTANT SPRING SEMESTER 2011 FIELD INSTRUCTION DATES

Monday, January 10, 2011	Spring Semester classes begin
Wednesday, January 12, 2011 9:00 am. – 12 noon	FIRST DAY OF FIELD INTERNSHIP and FIELD INTRUCTION ORIENTATION Elliot University Center (EUC) Alexander Room (#055) UNCG Campus (All students, field instructors, and faculty field liaisons attend)
Friday, February 4	Student Learning Agreement due
Tuesday, February 8	Area of Practice Form due (signed by faculty advisor)
March 5 – 13	SPRING BREAK
Friday, February 25	Application for Advanced Field Internship due
Friday, April 1	Tentative Advanced Internship Assignments
April 4 – 30	Interview with Prospective Agencies
Thursday, April 21	LAST DAY OF FIELD INSTRUCTION and FINAL EVALUTIONS DUE
	9:00 am.- 11:00 am. END OF YEAR CELEBRATION (Location TBA)
Friday, April 22	SPRING HOLIDAY
Wednesday, April 27	FINAL GRADES DUE

NOTE TO STUDENTS: Faculty field liaisons will provide dates, times, and meeting locations for seminars.

APPENDIX I:

NATIONAL ASSOCIATION OF SOCIAL WORKERS

CODE OF ETHICS

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

**Approved by the 1996 NASW Delegate Assembly
and
revised by the 1999 and 2008 NASW Delegate Assemblies**

Preamble

The primary mission of the social work profession is to enhance human well-being and help [to] meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing 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 changes 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 files against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abuse 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

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 worker's primary goal is to help people in need and to address social problems.*

Social workers elevate service to others about 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 worker's social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

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.

I. Social Worker's Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional

judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before 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, gender identity or expression, age, marital status, political belief, religion, immigrant status, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in that 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 the 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 or when laws or regulations require disclosure without a client's consent. 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 worker provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individuals' 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 vent 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 sex-usual 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 circumstance when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
 - (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.
- 1.14 **Clients Who Lack Decision-Making Capacity**
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.
- 1.15 **Interruption of Services**
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
- 1.16 **Termination of Services**
- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
 - (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes, such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the 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 wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the

disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social worker's own interest.
- (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 interest 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 services is required.
- (b) Social workers who refer clients to other professional 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 where 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 committee).
- (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 that 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 and 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 worker. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
 - (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
 - (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
 - (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

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

4. Social Workers' Ethical Responsibilities as Professionals

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

- 4.07 Solicitations
- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
 - (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.
- 4.08 Acknowledging Credit
- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
 - (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

- 5.01 Integrity of the Profession
- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
 - (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
 - (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
 - (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
 - (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.
- 5.02 Evaluation and Research
- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
 - (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

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APPENDIX J:

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

CODE OF ETHICS

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS
CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

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