

**CABRINI UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**BSW PROGRAM**  
**MANUAL OF FIELD EDUCATION POLICIES AND**  
**PROCEDURES**  
**2020-2021 ACADEMIC YEAR**

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## **I. INTRODUCTION**

Welcome to field education at the Cabrini University Department of Social Work. This manual contains policies, procedures and information about the field experience in the BSW program. It contains the rules by which we operate and attempts to provide information to you about the processes involved in managing and successfully completing your field placement.

Field experience is an integral part of social work education, where students begin to connect and integrate theory and practice. Field experiences reinforce student identification with the purposes, values, and ethics of the social work profession. They assist students to integrate learning in the classroom with experiential learning. Thus, concurrent with field placement, students are enrolled in practice classes and field seminars that foster this integration of empirical and practice-based knowledge. Hopefully, in your field experience, you will develop knowledge, increase your skills, and have opportunities to participate in actual social work practice.

The field office, faculty and field instructors work diligently to include and involve students in choices about referral, placement, learning goals, and evaluation. Our goal is for you to have a successful field learning experience. Additional information and forms are located on Cabrini Learn.

The office of Field Education is committed to developing placement opportunities that promote the achievement of professional competence in social work's generalist foundation. Field sites offer a broad array of services to diverse populations in the Philadelphia metropolitan area and surrounding suburbs that reflect the mission, goals and the competencies of the BSW program.

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## **II. FIELD EDUCATION PROGRAM BACKGROUND**

### **A. PURPOSE OF SOCIAL WORK PROFESSION**

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (Council on Social Work Education, 2015).

Social workers uphold the core social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Social workers also follow the Code of Ethics of the National Association of Social Workers. These core values and ethical principles can be found on the NASW website at <http://www.socialworkers.org> and in Appendix 1 of this Manual.

### **B. GENERALIST PRACTICE**

As a BSW degree program, the Cabrini University Social Work program prepares students for generalist social work practice. Our Field Education program is therefore structured around providing opportunities for this generalist practice preparation through the field practicum. Our program defines generalist practice in accordance with the definition articulated by the Council on Social Work Education as follows:

*Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015).*

*The BSW program centers on students' mastery of the nine Social Work Competencies presented by the Council on Social Work Education (below) and the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.*

### **C. ACCREDITATION BY THE COUNCIL ON SOCIAL WORK EDUCATION**

The Social Work program is accredited by the Council on Social Work Education. Our first accreditation was in 1998 and we were reaccredited in 2002 and 2010. As an accredited BSW program, we comply with CSWE's 2015 *Educational Policy and Accreditation Standards*. Within those standards, our program delivers and assesses student mastery of CSWE's nine *Social Work Competencies*. These Competencies, provided below, drive our program's explicit

curriculum including integration of classroom and field experience learning as well as specified requirements and the sequencing of the curriculum ladder. Field education is therefore intentionally designed to offer students opportunities to practice these competencies.

#### ***D. SOCIAL WORK COMPETENCIES***

The nine Social Work Competencies articulated by the Council on Social Work Education (2015) are listed below. Mastery of these Competencies is considered essential preparation for professional generalist practice. The Cabrini University Social Work program curriculum is therefore designed to deliver and provide opportunities for students to master these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

### **III. FIELD EDUCATION PROGRAM POLICIES**

#### ***A. FIELD EDUCATION: SOCIAL WORK'S SIGNATURE PEDAGOGY***

The Council on Social Work Education has identified social work as the signature pedagogy of social work. “Signature pedagogy represents the central form of instruction and learning in which a professional socializes its students to perform the role of practitioner...The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice” (Educational Policy and Accreditation Standards, 2015).

Field education is implemented through field instruction at an agency-based site with a field supervisor in collaboration with the Department of Social Work field office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program’s curriculum.

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skill in planning appropriate use of time and carrying responsibilities for maintaining professionally appropriate relationships with clients, agency personnel, and personnel from other related agencies. Additionally, students develop increasing self-awareness and self-understanding, particularly in relation to the values which they bring to social service providers. This is essential for effective professional practice and should help the student to evaluate his/her commitment to profession of social work. Finally, students are expected to use professional supervision to enhance learning.

The Council on Social Work Education has identified nine core competencies that are essential to generalist social work practice. The social work program at Cabrini has structured its curriculum around these areas of competency, including the field learning contract and the evaluation of student performance in the field.

## ***B. FIELD PLACEMENT PROCESS***

### **Placement Prerequisites**

Field Education is contingent upon acceptance into the Practicum level of the Social Work Program. Please refer to the Social Work Program Student Handbook for detailed explanation of the requirements for acceptance to and retention in the Practicum level. Only those BSW students who are enrolled in practice theory and field seminar courses and who have completed the proper prerequisites will be allowed to enter field education instruction and receive a placement.

### **Credit for Life Experience**

The Cabrini University Social Work program does not grant credit for either life experience or work experience in lieu of any aspect of the Social Work curriculum, including coursework or field practicum.

## **FIELD READINESS**

Students are required to show preparedness for field by demonstrating professionalism in all aspects of the educational process, including interactions with faculty, staff, field agency employees, and peers. Students who are ready to begin field:

- Demonstrate professionalism through earning a grade of B or higher in the pre-requisite course, SOW 311 Preparation for Practice
- Demonstrate the ability to work cooperatively with others;
- Show respect for diverse opinions;
- Model self-awareness and self-control;

- Demonstrate ability to form positive working relationships with clients, faculty, staff, field agency employees, and peers;
- Show ability to work toward resolving one's personal issues that may impair performance in field placement or in the profession;
- Comply with Department of Social Work policies to bring forward any problems in field education.
- Maintain good standing in the Social Work major, including holding a Social Work course grade average of 3.0 or higher and a minimum overall GPA of 2.50.

## **THE APPLICATION PROCESS**

Acceptance to the Field Practicum Program is determined by the Field Coordinator and the Department Chair. Students apply to the Practicum Level in the fall semester of their junior year. The application process involves a meeting with the field coordinator to evaluate students' readiness and appropriateness for field education and, if students meet these criteria, a discussion of placement interests and potential placement options. The field coordinator explains the field placement process and provides instructions on needed steps for students to take such as creating a resume, scheduling an agency interview, etc. Students are expected to follow through with steps to securing their field placement as instructed and according to the time frames provided. Failure to follow through in a timely fashion may be delayed in starting their field placement and therefore in graduating with the BSW degree.

Individual learning needs will be determined through the placement process, which includes completion and submission of a written application and updated resume to the Field Coordinator. The knowledge and skills that students bring into the BSW program and the knowledge and skills that students hope to acquire in preparation for continuing their social work careers will be considered. Students are welcome and encouraged to discuss ideas and preferences with their field coordinator who coordinates the placement process. However, students may not contact field agencies or schedule or participate in interviews without a referral from the office of Field Education

In summary, the requirements for admission to the Field Practicum Program are:

1. Completed prerequisite coursework (SOW 210, SOW 213, SOW 303, PSY 101, SOC 215, and POL 205 or 230) by the second semester of Junior year;
2. Is earning or has earned a grade of B or higher in SOW 311 Preparation for Practice
3. Hold a GPA in the major of 3.0 and an overall GPA of 2.5, with a grade of B or higher in SOW 210
4. Have demonstrated behavior consistent with that of a professional social worker, as explicated in the Professional Behavior Standards of the Cabrini Social Work Department.
5. Have demonstrated commitment and agreement to follow the NASW Code of Ethics
6. Interview with the Field Coordinator and, if required, with the Department Chair
7. Follow all steps for securing a field placement as instructed by the Field Coordinator.

### ***C. FAILURE TO BE ACCEPTED INTO THE FIELD PRACTICUM PROGRAM***

Students may be denied acceptance into the Field Practicum Program for the following reasons:

- Failure to meet one or more of the criteria for acceptance as outlined above;
- Evidence of criminal or unlawful activity that violates the NASW Code of Ethics or preclude securing a field placement;
- Failure to meet the Standards of Professional Behavior for Social Work Students
- Other reasons not outlined above that give rise to serious concern about the student's ability to meet the required professional standards for practice with vulnerable populations.

Failure to be accepted to continue in the social work major will preclude the student from enrollment in Preparation for Practice (SOW 311), Social Work Practice Theory I (SOW 310), and being assigned a field practicum, as well as senior year Social Work requirements. Students who are not accepted into this second phase of the BSW program will be counseled on either postponing this next stage, if appropriate, or on identifying alternative courses of study and switching majors. Students may be terminated from the Social Work major at that time. Decisions regarding students' failure to be accepted into the Practicum level, continuation in the Practicum level, and/or students' status in the Social Work program are determined by the Department Chair and Field Coordinator.

At the close of each semester of field education the Field Coordinator, in consultation with the Department Chair, makes a recommendation regarding the student's qualification to proceed to the next semester of field education. Students who do not meet the criteria and demonstrate adequate progress in meeting field practicum Learning Contract goals, earn unfavorable field evaluations, or earn a grade of below a B field class may be withheld from proceeding to the next semester of field placement. In such cases, the student may be terminated from the Social Work major or required to repeat the semester of field and corresponding class in the next academic

### ***D. CONFIRMATION OF FIELD PLACEMENT***

The office of Field Education will confirm students' placements in writing or by email to the field instructor. Students are responsible for returning the Field Confirmation form to the office of Field Education after the interview process is complete. The Field Confirmation must contain all requested contact information and required signatures. Students' hours in the field may not begin until all paperwork is returned, and any hours performed in the field will not be counted until the placement is confirmed.

### ***E. PLACEMENT POLICIES AND PROCEDURES***

#### **BSW Senior Placements**

Senior year field placements are generalist placements designed to provide students with opportunities to engage actively in professional tasks that complement as well as reinforce classroom learning. Students will implement theory-in-practice with individuals, families, groups, organizations, and communities. Students will complete a

minimum of 400 hours in field in their senior year placement. Field-related courses (SOW 411 and 412) may require additional hours as part of the course requirements and course grade.

### **Criminal Records, Child Abuse Clearances, and Background Checks for the Field Education Program and Social Work Practice**

Students should be aware that many field placement agencies, state licensing boards, and employers require background checks that may include FBI, criminal background, child abuse clearances, or other checks based on the specific state or agency's requirements. A positive report (i.e., a record of arrest or conviction) on any background check may result in failure to be accepted into a field placement, rejection of employment applications, and rejection of licensure application. Students whose background check results disqualify them from acceptance into a field practicum may be terminated from the Social Work program. BSW graduates with positive reports may experience failure to obtain licensure, loss of licensure if already obtained, failure to obtain social work employment, or termination from existing employment.

#### Criminal Background Check and Child Abuse Clearances Policy

Students are expected to obtain all needed background records checks promptly as instructed by the field coordinator in order to complete the field placement screening process in a timely fashion and avoid delays to student progress through the BSW curriculum. Failure to complete these background checks on time may result in removal from the program. At the start of the field placement process, students are also expected to notify the field coordinator of any criminal history, arrests, or convictions. Failure to disclose this information may delay the field placement process or lead to inability to secure a field placement and therefore complete the BSW degree.

#### Sex Offenders' Policy

It is the policy of the Cabrini University Social Work department that no applicant with a conviction for a sexual offense may be admitted to the Social Work program. If a current student is discovered to have a current or past sex offender conviction, that student will be removed from the field practicum and terminated from the SOW major immediately.

### **Policy on Professional Behavior**

Any student whose performance in the field placement constitutes a breach of the *NASW Code of Ethics*, and/or Cabrini University Community Standards for Student Conduct will be referred to the field coordinator.

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies (Council on Social Work Education, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures). Good standing and retention in the

Field Education program is contingent upon adherence to the Social Work program's Standards for Professional Behavior (see Appendix 4).

### Ethical Obligations

Students are ethically and professionally bound to:

- Adhere to the NASW (National Association of Social Workers) *Code of Ethics*;
- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and working with others who are different from oneself; and
- Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

### **Professional Commitment**

- A strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the *NASW Code of Ethics*. Behavior judged to be in violation of the current NASW Code of Ethics may result in administrative action.
- A demonstrated commitment to the essential values of social work, which include respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

### **Professional Behavior**

- Behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor that reflect a professional manner.
- Sound judgment in decision making.
- Potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and critique in a positive manner.
- Work and communication with others that is intended to resolve issues directly, professionally, and is geared toward problem resolution while avoiding triangulation.
- Advocacy for him/herself undertaken in an appropriate and responsible manner using proper channels for conflict resolution.
- Willingness to receive and accept classroom feedback and field supervision in a positive manner to enhance professional development.
- Professional and respectful interpersonal behavior with colleagues, faculty, and staff in class and field.

### **Personal Behavior**

#### Stress Management

- Ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
- Use of appropriate self-care and supportive relationships with colleagues, peers, and others when stress affects scholastic and professional performance.

### Emotional Problems

- Use of help for problems that interfere with scholastic and professional performance.
- Recognition of need to engage in counseling or seek support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromising scholastic and other performance;
  - Interfering with professional judgment and behavior;
  - Jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the *NASW Code of Ethics*).

### Harassment

There will be zero tolerance for any form of harassment, which includes but is not limited to the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means including social media.

### Dual Relationships in Field

When assigning field instructors to students, the Department of Social Work adheres to pertinent standards in the *NASW Code of Ethics* concerning dual relationships and conflicts of interest. In the context of field instruction, dual relationships occur when a field instructor maintains a relationship with a student in more than one domain, whether professional social, or business. Dual or multiple relationships can occur simultaneously or consecutively.<sup>3</sup> According to the *NASW Code of Ethics*:

- Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. (standard 1.06[a])
- Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. (standard 1.06[c])
- 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. (Standard 3.02[d])

In order to prevent exploitation or potential harm to students, favoritism, and partiality – and to comply with *NASW Code of Ethics* standards – students and potential field instructors should disclose to the Field Coordinator any dual relationship or conflict of interest. Examples include situations where the potential field instructor has provided clinical services to the student; friendships between the student and potential field instructor; and other professional and business relationships between the student and potential field instructor. (Standard 1.06[c])

### Confidentiality Policy

Students are required to follow the NASW *Code of Ethics* guidelines on privacy and confidentiality and adhere to agency policies regarding clients' rights in all direct service, documentation and case presentation of client information from the field placement.

### **Field Placement at Work Setting**

BSW students may request to do their field placement at their place of employment. To be considered for a placement in an agency of employment a student must prepare and submit a "Proposal for Field Placement at Work Setting". See the field coordinator for application information.

The field instructor for a student seeking a senior work-setting field placement must hold an BSW or MSW degree from a CSWE-accredited institution, have at least two years of post-degree practice, and cannot be his/her regular employment supervisor. If there is no one available in the agency, the services of an experienced MSW with appropriate credentials who works off-site will be considered. Assignments of field instructors within the work setting must comply with the NASW policy on dual relationships. Field instructor availability must meet the requirements universally set for field instructors. The primary field instructor should be available at minimum for one hour a week and should assure that the student receives an additional hour of supervision from staff colleagues or other on-site supervisors, either individually or in a group setting. Under no circumstances will the student pay for the services of a field instructor.

The student must have assignments that are different from the work she or he usually completes. The assignments must be substantive and must meet the requirements of a field setting for a BSW senior-year field education contract.

### Proposal for Field Placement at Work Setting

Students who wish to negotiate special arrangements for a field placement at their current place of employment must use the outline below to complete their proposal and submit it to the Field Coordinator for approval. The agency official with authority to grant permission for release time for the field placement should be contacted before you submit the proposal to Field Coordinator.

The proposal should be typed and dated and include the following information:

- Student name
- Student address
- Student telephone
- Student e-mail
- Name and address of agency including telephone phone number and e-mail addresses
- Description and mission of agency
- Student employee status, including a brief job description; job title and function; client population served; length of time employed in this capacity; name of immediate supervisor and contact information for supervisor.

- Proposed field placement experience, including proposed placement, title and function; setting/location; client population served; MSW field instructor (name, contact information and resume).
- Proposed field instruction learning objectives; assignment/range of tasks to meet learning objectives; proposed field instructor. It is important that students take time to develop a "mini" learning contract using the learning objectives and specific competencies outlined in the field education contract.
- List and describe potential social work practice involvement and/or projects that could be implemented at the agency that are *substantially different* from the tasks/assignments done under "employee status", or job function.
- Develop a list of proposed field instruction learning objectives. (Use objectives in the field instruction curriculum objectives for guidance).
- Proposed days of the week and time frame for operating under title of field instruction student intern.
- Briefly describe the qualifications and experience of proposed field instructor. (A resume or vita must accompany the proposal).

Attached to your proposal you must also have:

- Current resume of proposed field instructor
- Letter from the agency director/administrator stating that s/he has reviewed the proposal and is in agreement.

### **Field Education Calendar**

A calendar of important dates will be published annually by the Field Coordinator. This calendar will outline the dates during each semester that students are expected to be in field. Students are excused from field instruction on regularly scheduled university holidays and vacation periods. If an official weather emergency has been declared and the university is closed, students are not required to be in placement, but they must notify their field instructor and make up the missed time.

Students are responsible for completing the required number of field hours. At the discretion of the BSW department chair, Field Coordinator, and field instructor, some alternative arrangements may be made in cases of extenuating circumstances to facilitate a student's completion of field hours. Prior approval is necessary.

### **Requirement for In-Person Contact with Clients and Constituencies**

Field Practica must provide opportunities for students to master the Nine Social Work Competencies through in-person contact with clients and constituencies.

### **Timetable for Completion of Field Hours**

Field hours are to be scheduled by students with the approval of their agency and field instructor. Students must include in their contracts specific hours for field placement, including beginning and ending dates, days and times of scheduled field hours, and the contingency plans to make up any missed work. While every attempt is made to accommodate students' schedules, students are required to be available at least one day per week during daytime business hours for field placement. Students are ultimately responsible for being in placement for a total of 400

hours minimum. Field-related courses (SOW 411 and 412) may require additional hours as part of the course requirements and course grade.

### **Policy for Resolving Problems in Field**

Students and field instructors should discuss and attempt to resolve issues that occur in field placement as part of the supervisory process. Students are expected to bring issues to the supervision agenda.

Following discussions in supervision, the beginning step for students and field instructors toward resolution of an issue is to involve the faculty liaison or field coordinator at any point that an issue is not manageable. A conference will be held with the student, faculty liaison, and field instructor to discuss the nature and parameters of the problem, to consider alternatives, clarify expectations, and formulate a plan. At any point in this process, any party may also involve the Field Coordinator.

A written record of the discussion and follow-up plan will be documented by the field coordinator.

If the problem is not resolved as a result of the above procedure, the issue will be referred to the Chair.

It should be noted that no placement will be terminated or changed without consultation with the relevant parties, e.g., the Field Coordinator, the student's field instructor and the student. Any change in field placement must be approved by the Field Coordinator.

### **Mid-Semester Placement Changes**

Mid-semester placement changes may require the student to extend field hours to complete agency orientation, rewriting a learning contract and attending to individual learning needs and agency needs.

### **Grades in Field**

Student must earn a grade of B or higher in Field (411, and 488) in order to be retained in the Social Work major. To receive a satisfactory grade in Field, a B or higher, students are required to complete the three components of field education: placement assignments, required supervision, and field seminar. Students' grades are determined by their faculty liaison with input from the field instructor through the Field Evaluation completed at the end of the semester. An unsatisfactory grade (C, D or F) will result in termination from the program. Students who fall below those criteria will be removed from the field practicum, thus delaying completion of the BSW degree by at least one year and potentially resulting in termination from the Social Work major.

#### Incomplete

An Incomplete ("I") grade in Field must be cleared in order to continue in field the next semester. Students must contract with their faculty liaison/advisor to complete all hours,

placement assignments and supervision and must have a Satisfactory (“S”) grade by the beginning of the next semester.

### **Student and Agency Arrangements for Staff, Interns and Volunteers**

Students in field placement are expected to observe the same practices required by the agency for its employees, including (but not be limited to) criminal background checks (BCI), medicals tests (for example, TB), documentation of such tests or immunizations, fingerprinting or Health Insurance Portability and Accountability Act (HIPAA) training.

## ***F. POLICIES AND PROCEDURES FOR SELECTING FIELD SETTINGS***

The BSW Program is located within the School of Humanities and Social Sciences. It utilizes approximately 25 community agencies and organizations for field education each year. These community resources include a range of placements offered in urban and suburban settings. The field education program is continuously developing new field placement opportunities to meet the educational needs and interests of students.

All field placements are coordinated through the Field Coordinator who oversees the entire field placement process. While students may bring ideas about specific potential placement sites to the Field Coordinator, students are not permitted to seek placements on their own.

Making contacts with agencies outside of the process laid out by the Field Coordinator represents failure to follow process and may result in the student not being permitted to continue with field education.

The field office maintains a database of all available placements. Ultimate responsibility for assuring that new and continuing placement settings and field instructors meet the school’s requirements rests with the Field Coordinator. The Social Work Field Education Handbook contains all policies and procedures for placing students and evaluating student learning and agency effectiveness. The Department of Social Work recognizes the need for high-quality field placements that can provide a range of learning experiences in a professional environment. The following qualifications for field settings are considered necessary conditions:

- The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics, and methods of social work.
- The agency personnel have a commitment to social work education and professional training.
- The agency operates within Cabrini policy that prohibits discrimination on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, or sexual orientation.
- The agency will provide a qualified field instructor who meets the qualifications for a BSW supervisor.
- The agency assures that the field instructor's overall assignment provides sufficient time and resources within the work schedule to develop learning opportunities and tasks, to prepare for and provide individual and group (if applicable) supervision, to attend school-sponsored orientation and training, and to complete evaluations.

- The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.

The agency provides adequate facilities, equipment, and learning opportunities appropriate to the students' responsibilities during the period of placement.

### **Practicum Instructor Qualifications**

The qualifications for instructors supervising students at the Cabrini University include:

- Possession of the BSW degree (minimum degree for supervising BSW students) or MSW degree. The field instructor's BSW or MSW degree must be from a CSWE-accredited institution.
- A minimum of two years of post-degree experience (for a BSW supervising a BSW student) or post-master's social work practice for a minimum of two years (for an MSW supervising a BSW or MSW student).
- Demonstrated competency in the field of practice being used for the practicum.
- Interest in mentoring and supervising students and a willingness to make reasonable adjustments to his/her schedule to meet the learning needs of students.
- In instances where a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the Cabrini Social Work program assumes responsibility for reinforcing a social work perspective.

## ***G. POLICIES AND PROCEDURES FOR MONITORING STUDENTS***

### **Placing and Monitoring Students**

While a student is in the process of being placed in a field setting, the Field Coordinator is responsible for tracking their placement process.

The Field Coordinator also serves as the student's primary contact prior to the start of field placement. The field coordinator monitors their experience and progress in field and serves as the primary contact for both the student and field instructor regarding any issues in field.

Placements are collaboratively made between the student and field team based on the student's interests and learning needs. In general, the process follows these steps:

- By the spring semester of their junior year, BSW students complete and submit the Field Placement Application, including a current resume, and meet individually with a field team member to discuss their learning interests, needs and unique circumstances as they apply to field.
- The Field Coordinator reviews the completed application and begins to coordinate the placement assignment process.
- Based on the above information and available field placements, the student is tentatively assigned to a field placement.

- Students interview with the social worker at their tentative field placement in order for both parties to confirm that the placement is a good match. Once the student and the field instructor agree to the placement, the field instructor completes a placement confirmation form.
- If the field instructor and/or the student decide the placement is not a good fit, the field team works with the student on another option. Because the school is responsible for determining the qualifications of field instructors and community organizations, as well as the appropriateness of educational experiences, students are asked not to approach possible placement settings to secure their own internships, but to work cooperatively with the Field Coordinator. Students are encouraged to contact the Field Coordinator with ideas about new placement settings.

### **Changing a Field Assignment**

Each student is assigned to a field placement at the beginning of fall term and is expected to remain in that assignment for the entire academic year. However, a student may seek a change in field placement when problems unrelated to the student's performance make continuation in the placement an issue. Examples of reasons to consider changing a placement include:

- Inadequate resources in the organization to support field placement (insufficient space, clients, supervisory time, loss of field instructor, etc.).
- Learning experiences in the organization are too limited.
- Irreconcilable personality or ideological differences between field instructor and student (another form of “mismatch”) as corroborated by the Field Coordinator.
- Organization substantially changes its administrative structure, creating a chaotic situation and adversely affecting student learning opportunities.
- Excessive travel time or distance. In some cases, significant student responsibilities (e.g., family or employment) may interfere with commuting to placement.

### **Procedures for Addressing Field Concerns and Changing Placement**

If any member of the field placement trio – student, field instructor, or field coordinator – thinks the field placement should end, a process of information sharing needs to occur.

- Field instructor and student discuss the concerns.
- Field instructor, student, and field coordinator discuss the concerns and explore alternatives. If a solution is not found within the agency, a decision to terminate the placement is made by the Field Coordinator who notifies the field instructor.
- Student and field coordinator explore other placement options and the student is replaced.

The field coordinator responsibilities listed below relate to maintenance of contact with field education settings:

- Informs the organization of the school's expectations regarding the content and structure of field education and aids the organization and the field instructor in planning and implementing this content.
- Communicates with field instructors about the school's curriculum and any changes in the program. When applicable, interprets relevant school policies and procedures.

- Conducts an onsite review/evaluation conference with the field instructor and the student during each semester, reviews and signs the Student Evaluation, assigns the student's grade based on the field instructor's recommendation and the field coordinator's professional assessment.
- Advocates, as needed, for the student to gain access to learning experiences within the organization and the professional community.
- Serves as a consultant to the field instructor in regard to concerns about the student's learning and any other questions that arise for the field instructor.

## ***H. POLICIES AND PROCEDURES FOR SUPPORTING STUDENT SAFETY***

Students are given the following safety guidelines during Field Seminar and further discussion is always encouraged.

### **Guidelines for General Personal Risk Reduction**

- Walk with a sense of purpose. Be aware of your body language.
- Be alert! Don't walk "in a daze." For example, be aware of strangers who approach and speak to you. Keep a safe distance and keep moving.
- Walk on the outside of the sidewalk so you are away from possible hiding places.
- Do not walk on the side of the street where you see a group of people loitering.
- Be aware of safe places such as stores, library, schools and community centers in areas where you are walking or visiting that you might use as a refuge.
- Do not carry a purse or bag. If you must carry one, conceal it, or use a shoulder bag or backpack.
- Assess multi-story buildings for safety. If you need to take an elevator, check out the interior before entering. If it appears unsafe, wait for the next elevator.
- If you need to take the stairs in a multi-story building, be aware of who is in the stairwell and how far apart the exits are.

### **Risk Reduction in the Field**

- Learn to appreciate realistic limitations. Be reasonable about what is, and is not, possible. Know when to stay and when to leave.
- Keep your own work area as safe as possible: keep it clear of items that could become harmful to anyone involved in a physical intervention. For example, keep objects which could be used as weapons (e.g., sharp objects) hidden from view.
- When possible, collect historical information (in regards to clinical presentations, diagnosis, and behavioral concerns) about clients you will be working with. When working with clients with violent or aggressive behavior in their histories, alert other staff members prior to beginning your session that assistance might be needed. When possible, leave the door to the office ajar and always sit or stand closest to the door. Act calmly, maintain professional demeanor, and seek assistance when needed. An emotional or aggressive response to a distraught individual is likely to reinforce or escalate the aggression.

- When possible, avoid walking away from a person who is escalating. Acknowledge the person's feelings and try to talk them down. Encouraging a person to sit down may sufficiently delay or divert the possibility of an attack. Usually, it is most important to demonstrate rapport rather than authority.
- Observe the process as you interact with a client who is being aggressive. Identify which of your actions seem to calm and which seem to inflame, and act accordingly.
- Avoid sudden movements or issuing ultimatums or strident commands. Whenever possible, allow the person to make behavioral choices. Directives or alternatives should be stated calmly, concretely, and in action terms.
- Do not touch the individual you are trying to calm down.
- If you are threatened or injured while in field placement, or are involved in an incident where your safety is or could be compromised, the incident should immediately be reported to your field coordinator at 610-902-8359.

## ***I. POLICIES AND PROCEDURES FOR EVALUATING STUDENT LEARNING (INCLUDING THE FIELD EVALUATION)***

The Field Learning Contract and the Student Evaluation are documents used to guide and evaluate students' progress toward mastery of social work practice behaviors and competencies. The Field Learning Contract outlines specific activities at the student's field placement setting that will facilitate this growth and allow for demonstration and evaluation. The student and field instructor, in consultation with the field coordinator, develop the Field Learning Contract at the beginning of the placement, revising as needed. The End of Semester Student Field Evaluation provides the list of competencies and associated practice behaviors that students are expected to master. The student and field instructor complete the evaluation at the end of every term to document the student's progress toward mastering professional practice behaviors and competencies.

The Field Learning Contract serves to articulate the schedule and activities that support the student's development of competence. These social work learning activities are site-specific and individualized with the goal of facilitating the student's successful professional development as outlined in the End of Semester Evaluation. It is expected that students will have various experiences that allow them to be evaluated on all the required practice behaviors. The student, field instructor, and task supervisor (where applicable) initially develop the plan during the first three weeks of field placement. The field coordinator is available to the student and the field instructor for consultation regarding appropriate learning activities. It is expected that the plan will be reviewed and updated to assure that activities continue to be relevant and available and to add any new activities.

The practice behaviors/core competencies are useful guides for field instructors and students in identifying educational activities (e.g., cases, projects, meetings, etc.) that promote the development and demonstration of these skills. The ongoing evaluation of a student's performance is an integral part of the field instructor's responsibilities. During weekly supervision sessions, the field instructor can help the student identify specific performance strengths and weaknesses, evaluate progress toward mastering competencies, and demonstrate practice behaviors.

Unsatisfactory Performance in Field: The policy on unsatisfactory performance in field is outlined in the Cabrini Field Education Manual. The field instructor plays a major role in identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. A remediation meeting should be held to identify those elements of performance that are unsatisfactory, to develop a plan for the student to be supported to make the identified changes, and to identify a date by which they will meet to review whether the needed changes have occurred.

If the student does not demonstrate adequate growth in the specified areas within the allotted period of time, the field coordinator should notify the BSW Program Director and field instructor and call for a review. If a field instructor recommends a failing grade in field, or if a student is asked to leave a placement with no opportunity for remediation, the field coordinator consults with the BSW Program Director. Together, they will decide that either the concerns: a) Warrant a review, or b) Do not warrant Review, in which case the Field Coordinator will develop a

Remediation Plan for addressing the concerns.

If there is a need to enter an interim grade, the field coordinator will enter a grade of “Incomplete.” After an appropriate amount of time, if the student’s performance has not improved, the field coordinator will assign a failing grade and the following steps will be implemented:

- The student has been warned that his or her performance is unsatisfactory;
- The area(s) of professional skill, knowledge, judgment, and/or ethics which are lacking have been clearly defined;
- The student has been given help to improve his or her performance; and
- The student has had adequate opportunities to improve.

If a student demonstrates unethical behavior by violating the organizational policies and/or NASW Code of Ethics or if a field placement has been terminated with no opportunity to demonstrate improvement, the field coordinator will initiate a review within two weeks of being notified. Assessment related to field instructors and field settings focus on demonstrated availability and willingness to provide regular supervision, to adequately support and challenge students, and to offer an array of appropriate BSW oriented learning experiences that support student demonstration of social work practice behaviors and competencies.

#### Use of Personal Vehicles

Personal vehicles may not be used to transport clients in field placements. Students are cautioned that Cabrini University does not provide insurance coverage for automobiles. At times students are able to use agency-owned vehicles. Students should be familiar with field agency policies related to students’ use of agency vehicles prior to using them.

#### **IV. RESPONSIBILITIES OF THE CABRINI SOCIAL WORK PROGRAM TO ITS STUDENTS IN THE FIELD**

The overall responsibility of the Department of Social Work (DSW) through the office of Field Education is to assure that students have field experiences that increase their knowledge and skill, offer opportunities for integration of classroom and hands-on learning, and assist them in pursuing their individual learning goals. The BSW field seminar instructors, the Field Coordinator, and BSW faculty will assure that students are prepared for field, that they understand the requirements and are able to meet them.

The following include specific responsibilities of the department in relation to its students.

The field office will review applications for field and student resumes to determine students' experience, interests, and ability to meet the demands of field. The field office will work with BSW seminar instructors, faculty, students, and field agencies to match students to an appropriate agency and field instructor. While every attempt will be made to assure a match after the first interview, that is not always possible. Thus, the placement process may be longer than expected.

The DSW is responsible for assuring that your field experiences provide an introduction to professional social work and opportunities for you to achieve BSW competencies. The DSW is responsible for assuring that the field seminar and your Field Coordinator/advisor provide support, information, and assistance to you as you navigate the field experience.

The Field Coordinator is responsible for ensuring that field practica provide opportunities for students to master the Nine Social Work Competencies through in-person contact with clients and constituencies. The Field Coordinator is responsible for maintaining contact with field settings through in-person contact and other methods of communication.

Your field seminar instructor is your Field Coordinator and is responsible for assuring the educational integrity of your field placement. Your seminar Field Coordinator is responsible for assisting you to develop a clear, helpful, and challenging learning contract. Your seminar Field Coordinator is responsible for conferring with you and your field instructor in at least one in-person visit and a phone call, with other appointments as necessary. Your seminar Field Coordinator is responsible for assisting you to deal with problems in the field as outlined in the policy for resolving problems in the field.

As leader/facilitator of your field seminar, your Field Coordinator is responsible for reading and providing feedback on all of your written assignments. She or he is responsible also for assessing your personal and professional growth as indicated in your discussion in the field seminar. As leader/facilitator of your field seminar, your Field Coordinator is responsible for your academic advisement while you are in foundation or advanced field. You have the right to seek formal academic advisement at any time during your experience. As leader/facilitator of your field seminar, your liaison advisor is responsible for determining and assigning your academic grade for the seminar and your field experience.

## **V. RESPONSIBILITIES OF THE CABRINI SOCIAL WORK PROGRAM DEPARTMENT TO AGENCIES AND FIELD INSTRUCTORS**

The overall responsibility of the office of Field Education of the Department of Social Work is to provide the most positive learning experience for students through establishing a collaborative working relationship with the field instruction agency and its designated field instructors. The following include specific responsibilities of the Cabrini University Department of Social Work (DSW).

The DSW will assess student learning needs, apply curriculum requirements, and match students to an agency that most adequately meet those needs. The DSW will offer orientation and training seminars each year to assure that field instructors are informed about recent trends in working with students in internships, adult learning, issues of diversity, ethics and values, applying academic content to the field, and changing classroom curriculum.

- The Social Work Program will plan formal and informal orientation sessions in order to prepare students for their field placement experience. Field orientation is provided by the Field Coordinator and the school teaching faculty; specific orientation is provided through consultation with the faculty liaison/advisor and the field instructor.
- The Social Work Program will be responsible for assigning a student to a faculty member who will serve as liaison to the field instructor and as liaison/advisor to the student. The faculty liaison is required to confer with the student and the field instructor through a minimum of one phone contact and one site visit, with other communication as needed.
- The Social Work Program will confer with students and field instructors to establish a learning contract to be approved by the Field Coordinator that is compatible with agency functioning, student learning needs, and the mission and curriculum of the Social Work Department.
- The Social Work Program will provide student evaluation guidelines in compliance with field instruction course objectives and curriculum.
- The Social Work Program will decide matters of grades (passing, failing, incomplete, and eligibility for graduation). This is done in part based upon review of the field instructor's written final evaluation of the student.
- When applicable, the Social Work Program will determine recommendation for placement termination or transfer (based upon consultation with the agency field instructor).

## **VI. RESPONSIBILITIES OF FIELD PRACTICUM AGENCY**

Field education is a vital part of the student's academic trajectory, and it is crucial for the agency to understand its role. The following are specific responsibilities of the agency to the student and the Department of Social Work.

- The agency and field instructor's philosophy will be compatible with the values and ethics of the profession and with the educational objectives of the Department of Social Work.

- The agency will accept students without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital status or veteran's status (except in those special circumstances permitted or mandated by law).
- The agency will provide students with an orientation to its programs, policies and procedures, including safety awareness and training within the context of the setting.  
The agency will provide adequate physical office space, computer, telephone, and access to records to support the student's performance within the field.
- The agency will allow the field instructor sufficient time to participate in regularly scheduled supervision with the social work intern, meetings and contacts with faculty liaisons from the Department of Social Work, orientations and trainings for field instructors as well as sufficient time for critical analysis and evaluation of the student's written work and overall evaluation of student's performance in field.
- The agency will encourage students to participate in staff meetings and other educational opportunities available in the agency.
- The agency's staff will be of sufficient size to maintain and develop the basic program of the agency without heavy reliance on students.
- The agency will be in good standing in the community and in the profession and should qualify for membership in those local, state, or national organizations appropriate to its field of service.
- The agency will demonstrate an active interest in research through its willingness to provide opportunities for students to engage in research projects required by the school in accordance with Institutional Review Board (IRB) rules and regulations.

## **VII. RESPONSIBILITIES OF FIELD INSTRUCTORS**

The field instructor is the agency's employee who will provide on-site supervision and instruction to the students. Below are the expectations of the Field Instructor in that role.

- The field instructor will communicate the field placement program to other members of the agency staff in order to create a climate conducive to learning and to facilitate the use of agency resources which will help meet the student's learning needs.
- In collaboration with the student(s), the field instructor will select appropriate learning assignments and develop a written learning contract that is consistent with the objectives of field instruction and the agency's goals and purposes.
- The field instructor will provide continuous supervision to students throughout the duration of the field placement.
- The field instructor will schedule a minimum of one hour of planned and uninterrupted supervision each week with the student. A minimum of one-hour of face-to-face, uninterrupted supervision is required with the primary social work supervisor. The second hour may be group or individual supervision with the same or a different assigned supervisor.
- The field instructor will report to the Field Coordinator any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
- The field instructor will establish a plan for reviewing and evaluating student's progress through periodic review of students' recording, audio, or videotaping; direct

observation; student's work with a co-worker or with a client system; written documents appropriate to tasks/assignments, a proposal or grant, policy, or minutes of a meeting. Usually a combination of these means of review and evaluation will be used.

- The field instructor will provide an on-going evaluation of the student's performance, including a formal written evaluation at the end of each semester on the Department of Social Work evaluation form. The student and field instructor are both required to participate in and sign the evaluation. The evaluation form must be returned to the faculty liaison by the deadline announced in the calendar of important dates provided by the Field Coordinator.
- The field instructor will submit updated resumes to the office of Field Education or other proof of a degree from a CSWE-accredited Department of Social Work. Field instructors must have a minimum of two years of post-graduate practice experience.

## **VIII. RESPONSIBILITIES OF THE STUDENT**

The Department of Social Work views BSW students as adult learners with varying degrees of experience, knowledge and skills. It is expected that students will take an active role in planning and implementing their field instruction experience.

- Students will complete the process of applying to field and following up with their referral to field placement in a timely and professional manner. Students are required to report back to the office of Field Education by submitting a Field Confirmation form. Final responsibility for approving the field placements rests with the Field Coordinator.
- Students are required to complete all on-boarding requirements, as stated by their assigned field placement agencies, prior to the field start date. This may include clearances, medicals, etc. Failure to complete these requirements according to the timeline and instructions provided by the Field Coordinator may result in loss of placement and ability to move forward in Social Work major.
- Students will function as social work professionals in the field placement. Students will abide by the *NASW Code of Ethics* and the Cabrini University Code of Student Conduct.
- Students are expected to abide by the policies and regulations of the assigned agency. This includes functioning within the agency time schedule, maintaining records required by the agency, and adherence to agency dress code, if any.
- Students in field placement are expected to observe the same practices required by the agency for its employees, including (but not be limited to) criminal background checks (BCI), medicals tests (for example, TB), documentation of such tests or immunizations, fingerprinting or HIPAA (Health Insurance Portability and Accountability Act) training. Students will report to the Field Coordinator any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.  
Students will conduct research in accordance with the *NASW Code of Ethics* and the agency or University's Institutional Review Board (IRB) rules and regulations.
- Students will prepare for and actively participate in the teaching/learning conference with the field instructor in mutually determined ways delineated at the beginning of the semester through the Learning Contract. As part of their participation, students will inform field instructors of the online availability of their class syllabi and enlist their field

instructor's assistance in meeting the requirements for completion of classroom/academic assignments in the field.

- Students will participate in field evaluations with the field instructor. Students are required to sign the written evaluations and may add comments in the space provided. Participants are required to sign the form, and no comments shall be added after the student and the field instructor sign the evaluation.
- Full-time students generally spend 8 hours per week in the field during the junior year and 16 hours per week during the advanced year in the agency for fifteen weeks each semester. Any modification to the required field hours will require prior approval of the field agency, the Field Coordinator, and the BSW department chair.
- If students have grave disagreements with the process or content of the learning experiences at the field setting, or with the field instructor, they must first talk to the field instructor. If there is no resolution, students must consult their faculty liaison. If the problem cannot be worked out with the field instructor, see Policy for Resolving Problems in Field.

## **IX. STUDENTS' RIGHTS AND RESPONSIBILITIES TO PARTICIPATE IN FORMULATING AND MODIFYING POLICIES AFFECTING FIELD EDUCATION**

Students are encouraged to provide the program with honest feedback about their field education experiences. Two formal tools are used as channels for students to inform field education policies and procedures. These tools are the Student Evaluation of the Field Practicum Agency and the Student Evaluation of the Field Education Experience at Cabrini University. These evaluations afford students opportunities to address the strengths and limitations of the field practicum and of the field education program. The results of these evaluations are utilized by the field coordinator in her development and improvement of specific field practica and of the field education component of the program's curriculum. Additionally, students are expected to keep the field coordinator apprised of any concerns/problems in their field placement agency. The student will schedule individual conferences with the field coordinator when problems arise in the field. When difficulties persist, the Chair of the Social Work Program may be involved by either faculty or student.

## **X. APPENDICES**

### **APPENDIX 1 – NASW CODE OF ETHICS**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

#### **Preamble**

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

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

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

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

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

#### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

### **Ethical Principles**

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

**Value:** *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply

them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

- **1.01 Commitment to Clients**

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

- **1.02 Self-Determination**

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

- **1.03 Informed Consent**

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

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

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

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

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

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

- **1.04 Competence**

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

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

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

- **1.05 Cultural Competence and Social Diversity**

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

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

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

- **1.06 Conflicts of Interest**

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

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

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

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

- **1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile

machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

- **1.08 Access to Records**

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

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

- **1.09 Sexual Relationships**

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

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

other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

- **1.10 Physical Contact**

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

- **1.11 Sexual Harassment**

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

- **1.12 Derogatory Language**

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

- **1.13 Payment for Services**

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision

of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

- **1.14 Clients Who Lack Decision-Making Capacity**

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

- **1.15 Interruption of Services**

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

- **1.16 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

- **2.01 Respect**

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

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

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

- **2.02 Confidentiality**

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

- **2.03 Interdisciplinary Collaboration**

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

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

- **2.04 Disputes Involving Colleagues**

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

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

- **2.05 Consultation**

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

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

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

- **2.06 Referral for Services**

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

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

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

- **2.07 Sexual Relationships**

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

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

- **2.08 Sexual Harassment**

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

- **2.09 Impairment of Colleagues**

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

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

- **2.10 Incompetence of Colleagues**

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

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

- **2.11 Unethical Conduct of Colleagues**

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

- **3.01 Supervision and Consultation**

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

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

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

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

- **3.02 Education and Training**

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

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

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

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

- **3.03 Performance Evaluation**

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

- **3.04 Client Records**

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

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

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

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

- **3.05 Billing**

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

- **3.06 Client Transfer**

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

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

- **3.07 Administration**

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

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

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

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

- **3.08 Continuing Education and Staff Development**

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

- **3.09 Commitments to Employers**

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

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

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

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

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

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

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

- **3.10 Labor-Management Disputes**

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

- **4.01 Competence**

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

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

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

- **4.02 Discrimination**

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

- **4.03 Private Conduct**

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

- **4.04 Dishonesty, Fraud, and Deception**

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

- **4.05 Impairment**

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

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

- **4.06 Misrepresentation**

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

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

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

- **4.07 Solicitations**

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

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

- **4.08 Acknowledging Credit**

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

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

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

- **5.01 Integrity of the Profession**

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

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

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

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

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

- **5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

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

- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

- **6.01 Social Welfare**

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

- **6.02 Public Participation**

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

- **6.03 Public Emergencies**

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

- **6.04 Social and Political Action**

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

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

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

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

## **APPENDIX 2 – CSWE COMPETENCIES**

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession.

Social Workers also understand the role of other professions when engaged in inter-professional teams.

Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.

Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Social workers engage in practices that advance social, economic, and environmental justice.

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.

Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers use practice experience and theory to inform scientific inquiry and research;

Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.

#### Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.

Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Social workers assess how social welfare and economic policies impact the delivery of and access to social services;

Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Social workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.

Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers select and use appropriate methods for evaluation of outcomes.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **APPENDIX 3 – STANDARDS FOR PROFESSIONAL BEHAVIOR FOR CABRINI UNIVERSITY SOCIAL WORK MAJORS**

Social Work students are expected to demonstrate professional and ethical behavior in all situations. The standards below represent professional and appropriate behavior for BSW students and professional social workers. Student should be made aware that since professionalism requires the ability to exercise professional and ethical judgment in unique situations, indicators for concern and corrective action may be prompted by student behaviors and responses not explicated in the specific criteria below.

These professionalism standards are used for admissions and retention screening purposes to evaluate students' professional, personal, and interpersonal appropriateness and readiness to pursue the BSW degree and professional social work. They are included in program admissions criteria for applicants to the Social Work major and for retention criteria for current Social Work majors. Applicants who do not meet these criteria may be disqualified from admission to the Social Work major. Current majors who demonstrate unprofessional behavior may be terminated from the Social Work major. Current majors who demonstrate unprofessional behavior during semesters when they are in a field practicum may be removed from the field practicum and, therefore, terminated from the Social Work major.

The following are considered standards for professional behavior:

1. Reliability and accountability demonstrated in areas including but not limited to:
  - a. Regular attendance and promptness to class, meetings with faculty, and field practicum hours;
  - b. Submits work on time and, in cases of emergency, proactively communicates with faculty to make arrangements;
  - c. Promptly completes steps required for field practicum arrangements, such as meeting with the Field Coordinator, completing a resume, scheduling agency interviews and arriving on time, completing required background checks, and prompt attendance at all scheduled field practicum hours;
  - d. Follows all instructions and timelines provided by the Field Coordinator regarding obtaining and maintaining a field practicum
  - e. When in field placement, wears attire considered appropriate for the specific field setting. When uncertain about dress standards, consults with field supervisor and/or field coordinator;
  - f. Uses academic advising constructively and follows through with recommendations; attends scheduled advising meetings and takes responsibility for keeping track of remaining requirements for the Social Work major, general education core curriculum, and graduation from Cabrini.
  - g. Demonstrates time management and organization skills.
2. Professional conduct including behaviors such as:
  - a. Respectful and collegial interactions with fellow classmates, faculty, and agency personnel, clients, and other community constituents;
  - b. Works collaboratively with others and fulfills obligations to contribute to group work;
  - c. Participates actively in class;

- d. When experiencing difficulty in a class or field placement, asks questions and seeks feedback, using appropriate time frame and channels;
- e. Demonstrates openness and willingness to learn from constructive feedback;
- f. Addresses concerns and problems directly and constructively by going through appropriate channels (i.e. faculty, advisors, department chair, field coordinator) and refrains from negative, unproductive, and unprofessional handling of such issues (e.g. complaining, using indirect or inappropriate channels to vent concerns);
- g. Demonstrates the ability to focus on learning and maintain collegial and productive interactions even when faced with difficult personal circumstances;
- h. Responds with respect, non-judgment, and openness to people, cultures, backgrounds, experiences, values, and worldviews that are different from one's own, and approaches diversity and difference as a learner (cultural humility).
- i. Uses social media appropriately
- j. Adheres to the NASW Code of Ethics
- k. Adheres to the Cabrini Community Standards of Student Conduct

Areas for Concern and Possible Action:

Unprofessional conduct such as those behaviors mentioned below will prompt a meeting with the department chair and/or field coordinator and may result in probation in the major, removal from the field practicum, or termination from the major.

1. Pattern of inconsistent class attendance and/or lateness, late or missed work, missed scheduled meetings with social work faculty.
2. Failure to communicate proactively with faculty when obstacles to attendance and timely submission of work arise.
3. Failure to submit field-related materials or take steps required for field arrangements on time, i.e. resume, background checks, scheduling and attending interviews or meetings with agency supervisors and personnel.
4. Missing field hours without prior arrangements made with both the field coordinator and the agency field supervisor. Failure to notify both field supervisor and the field coordinator of any circumstances that prevent prompt attendance at field.
5. Missing field hours: Missing field hours is grounds for removal from the field practicum and, therefore, failure of the field course. Failing the field course will prompt a discussion about termination from the major.
6. Violations of the behavioral expectations of the specific field placement agency.
7. Disrespectful behavior or verbal threats towards peers, faculty, or agency staff or clients.
8. Physical aggression towards others.
9. Violation of the Cabrini Community Standards for Student Conduct.
10. Academic Honesty violations according to the Cabrini University Academic Honesty policy
11. Violations of the NASW Code of Ethics.
12. Language or behavior that reflects hatred, hostility, or disrespect towards people based on their culture, background, ethnicity, race, religion, gender, sexual orientation, or any other aspect of diversity and difference.
13. Failure to notify Social Work department chair and field coordinator of any criminal record or outstanding criminal cases.

## **APPENDIX 4 – STUDENT FORMS**

1. Student Interview Response Confirmation Form
2. Student Evaluation of the Agency
3. Student Learning Contract
4. Biweekly Field Report
5. Field Application
6. Evaluation of Student Performance in Field Practicum (Field Evaluation)

**CABRINI UNIVERSITY  
STUDENT/AGENCY INTERVIEW RESPONSE FORM**

**FIELD PLACEMENT FOR:** Fall 20 \_\_\_\_ Spring 20 \_\_\_\_

Student Name: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**Agency Information:**

Agency Name: \_\_\_\_\_  
Placement Address: \_\_\_\_\_  
Agency Phone: \_\_\_\_\_  
Field Instructor: \_\_\_\_\_

FI Phone: \_\_\_\_\_ FI Email: \_\_\_\_\_  
Days in Placement: \_\_\_\_\_ Hours: \_\_\_\_\_

**Placement Interview Outcome:**

Date of Interview: \_\_\_\_\_  
 Placement appears mutually satisfactory  
 Placement is not mutually satisfactory. Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Field Instructor Signature  
\_\_\_\_\_

Student Signature  
\_\_\_\_\_

Field Coordinator Signature  
\_\_\_\_\_

Date of Approval \_\_\_\_\_

BY SIGNING YOUR NAME ABOVE, YOU ARE AGREEING WITH THE TERMS AND  
CONDITIONS OUTLINED BY THE AGENCY Re: WORK SCHEDULE, HOURS, LOCATION, ETC.

**CABRINI UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**BSW STUDENT EVALUATION OF THE AGENCY**

Student: \_\_\_\_\_

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

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

Title: \_\_\_\_\_

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

It is important that the student be given the opportunity to evaluate their field practicum agency. This evaluation is useful to assist the student, the Field Instructor, and the Social Work Field Coordinator in both understanding and improving the practicum experience.

Once completed, this form is to be submitted to the Social Work Field Coordinator.

**Each item should be evaluated according to the following scale:**

**0 = Unsatisfactory   1 = Poor   2 = Average   3 = Good   4 = Outstanding Agency**

**Field Instructor**

- \_\_\_\_ The Field Instructor's practice is clearly guided by social work values.
- \_\_\_\_ The Field Instructor sees field practicum instruction primarily as an educational experience.
- \_\_\_\_ The Field Instructor helps students to identify their strengths and weaknesses.
- \_\_\_\_ The Field Instructor develops appropriate learning experiences geared to student's individual needs.
- \_\_\_\_ The Field Instructor uses resources outside the agency to familiarize the student with contemporary service delivery systems.
- \_\_\_\_ The Field Instructor is an effective teacher.
- \_\_\_\_ The Field Instructor defines clearly her or his role and expectations for students.
- \_\_\_\_ The Field Instructor is readily accessible and available.

**Agency**

- \_\_\_\_ I had no concerns for my personal safety in this agency.
- \_\_\_\_ I had no concerns for the safety of my property in this agency.
- \_\_\_\_ I had opportunity to link theory and practice to achieve my learning contract goals.
- \_\_\_\_ There is clarity about programs and methodology used at the agency.
- \_\_\_\_ The administrator and staff respect professional education, thus accept the student learning outcomes/competencies of the field education program.
- \_\_\_\_ Basic progress at the agency is maintained without reliance on students.
- \_\_\_\_ Volume and flow of progress offer students a wide range of learning opportunities consistent with the practicum student learning outcomes/competencies.
- \_\_\_\_ For the most part, supports are available such as suitable desk space, a telephone, a computer, supplies, interviewing facilities, clerical support, and transportation costs incurred in provision of services.

**Comments:**

**Signatures**

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

Field Education Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**CABRINI UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
BSW LEARNING CONTRACT**

<b>Student Name:</b>	<b>Academic Year:</b>
<b>Placement Agency Name:</b>	
<b>Agency Field Instructor:</b>	<b>Phone:</b>
<b>Field Liaison:</b>	<b>Phone:</b>
<b>Weekly Schedule for Practicum Hours:</b>	

**Total Hours:** This practicum involves a total of 200 hours to be completed between September/ January and December/May (specify dates). Practicum hours must be scheduled relatively evenly each week throughout the academic term. No time should be scheduled during university holidays or semester breaks unless approved in advance by the Field Liaison and/or Field Education Coordinator.

**Supervisory Meetings:** A weekly supervisory meeting between the student and the agency field instructor will be scheduled on \_\_\_\_\_ (day) at \_\_\_\_\_ (specify time).

**Terms and Conditions:**

1. No more than sixty-four (64) hours may be credited toward the BSW student’s total practicum time before a Learning Contract has been submitted to the Field Liaison.
2. This Learning Contract may be revised with the consent of all parties. Revisions must be in writing and signed by the Agency Field Instructor, Field Coordinator, and student. The Learning Contract should be periodically reviewed during the practicum to determine whether revisions are necessary. Copies of the contract are to be distributed as specified below.
3. The parties agree to adhere to the established policies and procedures of the BSW Field Education Program. These are described in the BSW Field Education Handbook (currently under revision). The Field Coordinator may be contacted for updates and to address any questions that arise pertaining to policies and procedures related to the BSW practicum.
4. The student shall not be employed by the agency during the term of this contract unless standards have been met to qualify the practicum as an employment based field practicum.
5. The Learning Contract should include learning activities for each learning objective addressed in the student evaluation with learning activities that provide students with opportunities at the micro, mezzo and macro

The following competencies have been established by the Council on Social Work Education and will serve as learning objectives. Please list at least three **learning activities** under each competency that will facilitate the student’s professional development in each of these areas.

practice levels.

1. Student demonstrates ethical and professional behavior.

Learning Activities:

1. Demonstrates professional demeanor in behavior, appearance and communications.

2. Apply ethical decision making models to client systems in field.
  3. Use supervision and consultation to guide professional judgment and behavior.
2. Student engages diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.  
Learning Activities:
    1. Identifies client strengths and challenges wrought by diversity at the micro, mezzo and macro levels.
    2. Define and discuss cultural humility as it relates to your field placement.
    - 3.
    - 4.
3. Student participates in advancement of human rights and social, economic and environmental justice.  
Learning Activities:
    1. Student advocates for human rights on behalf of an individual, group or community.
    2. Engage in practices that advance social, economic and environmental justice.
    - 3.
    - 4.
4. Engage in practice informed research and research-informed practice.  
Learning Activities:
    1. Develop a research question(s) based on practice experience.
    2. Use and translate research evidence of field topics to inform and improve practice.
    - 3.
    - 4.
5. Student engages in policy practice.  
Learning Activities:
    1. Identify social policy (ies) relevant to field experiences on the local, states and federal levels.
    - 2.
    - 3.
    - 4.
6. Student will engage with individuals, families, groups, organizations and communities.  
Learning Activities:
    1. Use empathy, reflection, and interpersonal skills to engage diverse client systems.
    2. Apply knowledge of human behavior in the social environment
    - 3.
    - 4.
7. Student will assess individuals, families, groups, organizations and communities.  
Learning Activities:
    1. Develop mutually agreed upon intervention goals and objectives.
    - 2.
    - 3.
    - 4.
8. Student will intervene with individuals, families, groups, organizations and communities.  
Learning Activities:
    1. Critically choose and implement intervention to achieve practice goals with varied client systems.

- 2.
- 3.
- 9. Student will evaluate practice with individuals, families, groups, organizations and communities.  
 Learning Activities:
  - 1. Be able to select and use appropriate methods for evaluation of practice outcomes.
  - 2.

**Add lines as needed.**

**Signatures:** The parties acknowledge their understanding and consent to this Learning Contract with their signatures below

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Agency Field Instructor

\_\_\_\_\_

Date

\_\_\_\_\_

Agency Task Supervisor

\_\_\_\_\_

Date

\_\_\_\_\_

Field Liaison/Coordinator

\_\_\_\_\_

Date

**Assignment: BIWEEKLY STUDENT FIELD REPORT (411-488)**

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

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

Dates Worked and Field Hours

Date	# of Hours in Field

Supervision with Field Instructor (date, time, duration)

Date	Time	Duration

Issues discussed in supervision (identify which brought by student and which by field instructor)

\_\_\_\_\_

Challenges during this period

\_\_\_\_\_  
\_\_\_\_\_

What you did, need to do to meet the challenges identified above

\_\_\_\_\_  
\_\_\_\_\_

Successes during this period

\_\_\_\_\_  
\_\_\_\_\_

Question(s) for field coordinator/liaison

\_\_\_\_\_

Face-to-Face contact with client systems during this period: YES\_\_\_\_ NO\_\_\_\_

## **Cabrini University Department of Social Work BSW Field Education Application & Information Sheet**

The Field Education Office coordinates the placement process for all students; students are not to secure their own internships. The process for placement begins in the semester prior to beginning field and includes submitting a field application, an interview with field staff, and an agency interview. BSW students are typically in field Tuesday and/or Thursday. During your field placement you will attend a field seminar which will meet on either Mondays or Wednesdays. More information on Field Education is available from the Field Coordinator.

### **Applying for Field Education**

You must have completed all prerequisite social work courses and have a minimum of 2.5 GPA before you can enter field. You will need to register for the field seminar course (411) and submit a completed field application including all attachments. When you submit your completed application to the field office you can schedule an interview with the field coordinator. Be prepared to discuss your interests and any information that might affect your placement or performance in field during this interview.

Cabrini University seeks to comply fully with the Americans with Disabilities Act of 1990 (ADA). Students requesting accommodations based on a disability must contact the Disability Resource Center by phone at 610-902-8572 or email at [drc@cabrini.edu](mailto:drc@cabrini.edu). Please make the field coordinator aware of any requested accommodations.

Field placements will be within a **20-mile radius of the University**. It is the student's responsibility to provide reliable transportation to the agency. Students should discuss their available modes of transportation during the interview with the Field Coordinator. Students who plan to drive must possess a valid driver's license with appropriate automobile insurance coverage. **Placements further than a 20-mile radius of Cabrini may be arranged with the agreement of the student and verification of reliable transportation and scheduling arrangements.**

Field agencies may require a criminal background check, drug screening, and/or specific vaccinations prior to accepting a student as an intern. Field agencies may also check with registries such as the Child Abuse Registry and Sex Offender Registry. The student may be responsible for paying for these. Agencies make the decision about whether information discovered in the course of the background check will affect the acceptance or rejection of the student for an internship within the agency.

### **The Application Process**

Students are required to submit a completed application for Field to the Field Coordinator, Grace 248, by the announced deadline. It is the student's responsibility to apply for their field experience by the stated deadline. Students missing the stated deadlines may be delayed in receiving a placement. **A complete application for Field includes: the Field application form and a copy of your current resume. Information about how to complete the application will be discussed either in Junior Field Seminar or in another social work class as needed.**

When you submit your completed Field Application to the Field Coordinator, you will sign up for an individual interview to discuss your learning needs and placement possibilities. If you have any questions or concerns about the application process for your BSW field assignment, please contact the Field Coordinator at 610-902-8359.

## Student Internship Agreement

Please read the following agreement carefully before signing. You will be held responsible for these responsibilities and information. You will not be eligible to enter field until you have signed the agreement and initialed each item.

As an applicant for Field Education, I agree to the following:

- \_\_\_\_\_ 1. To act professionally and ethically. This includes, but is not limited to, adhering to the Code of Ethics of the National Association of Social Workers, maintaining confidentiality, and giving priority to the rights and needs of clients over my own.
  
- \_\_\_\_\_ 2. To adhere to the Cabrini University Student Code of Conduct. This includes refraining from use of alcohol or drugs and other behaviors restricted by the Code. I understand that a positive drug screening will make me ineligible for field.
  
- \_\_\_\_\_ 3. To disclose fully and honestly the information requested by the Field Office.
  
- \_\_\_\_\_ 4. To follow the policies, procedures, programs and operating standards of the placement agency.
  
- \_\_\_\_\_ 5. To authorize the Department of Social Work faculty to discuss my learning needs, progress and other information relevant to my internship with other faculty members, Field Instructors, Task Supervisor and agency contact persons as they deem necessary.
  
- \_\_\_\_\_ 6. If my field work or professional development is not deemed satisfactory by social work faculty, agency, or me, either party has the right and the responsibility to request reassessment of my suitability to continue in the field.
  
- \_\_\_\_\_ 7. Prior to beginning my internship I will read the Field Manual and be responsible for understanding the information it contains. I will be familiar with all field guidelines, policies and procedures, including:
  - Process for securing a field placement
  - Attendance policies
  - Evaluation and grading
  - Procedures for problems solving, requesting changes and terminations in field.

**By signing below, I agree to the above responsibilities, and to know and adhere to field policies and procedures. I give my written consent to the Department of Social Work at Cabrini University to disclose information from my education records to the internship agency as required by the School for placement in an internship.**

**I understand that any violations of this agreement can result in my removal from the internship, and may affect my ability to complete the BSW program.**

---

Student signature

Date

**Cabrini University- Department of Social Work  
BSW Field Application**

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID# (required): \_\_\_\_\_ Overall GPA (most recent) \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ Mobile Phone: (\_\_\_\_) \_\_\_\_\_

Cabrini Email address: \_\_\_\_\_

2. Your Address While Attending Cabrini:

\_\_\_\_\_

\_\_\_\_\_

City	State	Zip
------	-------	-----

3. Permanent Home Address (if different from above):

\_\_\_\_\_

\_\_\_\_\_

City	State	Zip
------	-------	-----

4. Where will you reside during placement? Campus \_\_\_\_\_ Home \_\_\_\_\_

5. a. Do you have a valid driver's license? Yes \_\_\_ No \_\_\_

b. Will you use a car for transport to and from field placement? Yes \_\_\_ No \_\_\_

6. Are you bilingual? Yes \_\_\_ No \_\_\_

If yes, which language(s) \_\_\_\_\_

Proficiency Level: beginner \_\_\_\_\_ intermediate \_\_\_\_\_ advanced \_\_\_\_\_

7. Are you requesting any accommodation under the Americans with Disabilities Act of 1990 (ADA)?

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

8. Dual Roles/ Conflict of Interest

Previous experiences, dual roles or potential conflicts of interest can affect the suitability of certain internship placements or a student's performance in field. While these do not necessarily rule out a placement, the Field Coordinator must have this information prior to beginning the placement process to help ensure appropriate placements. The Field Coordinator will also help you determine how to present such issues during agency interviews.

If you are unsure about an item, please include it and discuss it during your Field Office interview. The following questions are to assist this discussion; however there may be other issues that should be considered. **Students are responsible for making the Field Coordinator aware of any experiences that could impact your internship placement.**

- a. Are you or a close family member receiving (or have you received) services from an agency that could become a potential internship for you? Yes\_\_\_\_\_ No\_\_\_
  - b. Do you have any family members or close friends employed by any agencies that could become a potential internship for you? Yes\_\_\_\_\_ No\_\_\_
  - c. Are there any issues that might affect your functioning in your internship? For example, a recent death in the family, a recent significant life event, issues that may have required counseling, etc. Yes\_\_\_\_\_ No\_\_\_
  - d. Are there any other issues that might affect your performance or placement in field? Yes\_\_\_\_\_ No\_\_\_
9. Have you had any legal involvement? This includes, but is not limited to, drug or alcohol related charges, bad checks, traffic violations, speeding, shoplifting, assault, verbal threats, etc. Yes\_\_\_ No\_\_\_

Have you ever been convicted of a felony? Yes\_\_\_\_\_ No\_\_\_\_\_

10. Please briefly state the types of services, agencies and populations you would like to work with upon graduation:

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11. What do you consider to be your strengths?

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12. What do you feel you need to learn in field? For example, engaging others, comfort with diversity, community resources, assessment skills, case note writing, etc.

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13. What are some of the services, agencies, or populations you hope to work with in your internship?

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**My signature below signifies that all information on this application is true and valid. I understand that providing incomplete or false information can make me ineligible for a field internship.**

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**Student signature**

**Date**

**Please take a moment to review the checklist below to see if you have a completed packet:**

- An application complete with your signatures**
- A copy of your current resume and an electronic copy sent to the Field Coordinator's mailbox – [jml485@cabrini.edu](mailto:jml485@cabrini.edu).**
- A photocopy of your current driver's license or state ID**

For Field Office use only: .

Complete application received from student by: \_\_\_\_\_ Field signature

## **APPENDIX 5 – FIELD AGENCY DESCRIPTIONS**

### Agency List

- Bryn Mawr Terrace Rehabilitation Center – Rehabilitation and skilled nursing
- Catholic Social Services of Bucks County – Family multiservice center
- Chester County ARC – Adults and children with intellectual disabilities
- Chestnut Hill Lodge – Rehabilitation and skilled nursing
- Crossroads Hospice – Home and facility based hospice services
- Delaware County ARC – Advocacy for adults with intellectual disabilities
- Delaware County Parole and Probation – Court system services for persons with mental illness
- Easter Seals – Home and center-based services for children with multiple disabilities and to their families
- Highland Park Elementary School – School social work
- Hospitality Center of Norristown – Day services for persons with serious mental illnesses
- Lower Merion Counseling Services – multiservice center for adults with acute and chronic mental illnesses
- Main Line Health Center for Addictive Disease – rehabilitation for opiate addiction
- Mercy-Fitzgerald Manor Care - Rehabilitation and skilled nursing
- Montgomery County Women’s Center – services to women with emphasis on intimate partner violence
- Nationalities Services Center – Settling refugees
- Neshaminy Rehabilitation and Long Term Care Facility - Rehabilitation and skilled nursing
- Roxborough Memorial Hospital – chronic and acute care of multitude of patients and needs
- St. Edmond’s Home for Children – residential facility for children with multiple disabilities
- St. Thomas Aquinas Center – Community-based center for immigrants, asylees and refugees
- Temple University Hospital – labor, delivery and maternity
- Turning Points for Children – child welfare, reunification and foster care services
- Womanspace – residential facility for women with addictions and or mental illness

**SENIOR FIELD PLACEMENT EVALUATION FORM**  
**Social Work 411-Fall/488-Spring**

Name of Student: \_\_\_\_\_

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

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

Field Work I (SOW 411)

Field Work II (SOW 488)

Total Hours Student Completed in Field: \_\_\_\_\_ (200 Hours Required for Each Semester)

This evaluation provides an opportunity for field instructors to assess the student's knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing student performance. The evaluation should be a mutual process, with the student actively involved and signing this form once completed. Field instructors should write a brief narrative addressing Items I through V below and complete *Performance Outcomes* in accordance with the Council on Social Work Education 2015 competencies on the following pages.

- I. Briefly list or describe the activities the student has been involved in during the semester.
  
  
  
  
  
  
  
  
  
  
- II. Identify the student's strengths as you observed his/her field activities.
  
  
  
  
  
  
  
  
  
  
- III. What areas do you think the student needs to improve?
  
  
  
  
  
  
  
  
  
  
- IV. What is the student's potential for working in the profession of social work?
  
  
  
  
  
  
  
  
  
  
- V. Other comments

**Rating Scale for Evaluation of Field Placement Performance**

**Instructions:** The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national

accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The intern excelled in consistently understanding and applying this practice behavior.

4 =The intern performed above expectations most of the time in understanding and application.

3 =The intern met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The intern has not as yet met the expectations in this area for understanding and/or application, but gives indication s/he will do so in the near future.

1 =The intern has not met the expectations in this area, and does not give Indication s/he will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the Field Seminar. The grade that is assigned will be based on: overall evaluation of the student’s performance in field per the field instructor’s evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student’s performance in the competency area specified

**To the Field Instructor:** You are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<p><u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            5    4    3    2    1         </div>
<p><u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            5    4    3    2    1         </div>
<p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            5    4    3    2    1         </div>
<p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            5    4    3    2    1         </div>
<p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            5    4    3    2    1         </div>

<b>Competency 2: Engage Diversity and Difference in Practice</b>		<b>Comments</b>
Practice Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		<b>Comments</b>
Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<b>Competency 4: Engage in Practice-informed research and Research-informed Practice</b>		<b>Comments</b>
Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<b>Competency 5: Engage in Policy Practice</b>		<b>Comments</b>
Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		<b>Comments</b>
<p><u>Practice Behavior 17:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<p><u>Practice Behavior 18:</u> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		<b>Comments</b>
<p><u>Practice Behavior 19:</u> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<p><u>Practice Behavior 20:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<p><u>Practice Behavior 21:</u> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<p><u>Practice Behavior 22:</u> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		<b>Comments</b>
<p><u>Practice Behavior 23:</u> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	
<p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5    4    3    2    1	

<p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><b>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</b></p>		<p><b>Comments</b></p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

Please check one of the following:

- This intern has excelled in field placement by performing above expectations for interns.
- This intern has met the expectations of the field placement.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

Recommended Grade: \_\_\_\_\_

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student's performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Seminar (SOW 411, SOW 488) class you must receive a passing grade from both the class and the internship experience. Likewise, you must pass both the Field Seminar (SOW 488) and Senior Seminar (SOW 412) classes in order to finish the sequence or graduate. If you fail either, you will need to repeat both concurrently.

Comments:

Signature of Field Instructor: \_\_\_\_\_  
\_\_\_\_\_

Date:

**THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:**

My field instructor and Coordinator of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

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

Intern's Signature: \_\_\_\_\_  
\_\_\_\_\_

Date:

**\*\*\*Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, Cabrini University Social Work Department, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and faculty members as appropriate will then be held to discuss the disagreement.