Social Work Field Manual

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This Undergraduate Field Placement Manual has been developed for the use of all individuals involved in the Field Placement sequence: Students, Field Instructors, Field Placement Agencies, Faculty Liaisons and Faculty of the Social Work program. The Manual, also available on line at www.msudenver.edu/socialwork/, provides an overview of the Field Placement program, including policies, procedures, requirements and guidelines, all of which are critical to the successful operation of the program. Providing students with a successful Professional Field Placement Experience involves a working partnership among a group of participants all of whom have as common goals the support of the social work community and the education of tomorrow's social work professionals.

We welcome you as participants in this challenging endeavor and look forward your active involvement in every phase of the program.

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# Table Of Contents

## Part I: The Social Work Program Context:

- Metropolitan State University of Denver 5
- Social Work Program Rationale and Mission 7
- Social Work Program Goals and Objectives 8
- Generalist Social Work Practice 10
- Field: The Basic Structure 11
- Field Advisory Board 14
- Affiliation Agreement: Description of Responsibilities 15
- Criteria for Selection as a Field Agency 20
- Employment in the Field Agency 21
- Insurance Coverage 22
- Use of Personal Automobile 23
- Supervision 24
- Outline for Weekly Supervision 25
- Overview of the Curriculum 26
- Relationship of Field to the Course Curriculum 32
- Problem Resolution Procedure 35
- Field Disruption Policy 36
- Student Performance Review 37
- Affirmative Action Plan 44
- NASW Code of Ethics 45
- CSWE Educational Policy and Accreditation Standards 69

## Part II: Course Materials 76
Metropolitan State University of Denver
Fact Sheet

A fully accredited, four-year institution, Metropolitan State serves nearly 23,000 students and educates more undergraduate Coloradans than any other university or university in the state.

MSU Denver empowers students to create their own success through its unique attributes:

- An individualized and relevant education in urban Denver.
- High-quality academics and an unsurpassed faculty that add up to Colorado’s best value in education.
- Connections and choices that only a large urban university can offer.
- A four-year degree that impacts our students’ lives and their communities.

One of the largest public baccalaureate institutions in the country, MSU Denver has experienced steady enrollment increases in 11 of the past 12 years. The University has the second-largest undergraduate student population in Colorado and more than 317,000 Coloradans have taken classes at MSU Denver for career advancement and personal enrichment.

MSU Denver boasts more than 65,000 alumni, nearly 80 percent of whom stay in Colorado after graduation. These graduates fuel Colorado’s economy as teachers, social workers, business owners, pilots, scientists, nurses and more.

A Bold Goal of Preeminence
Toward achieving its long-term goal of becoming the preeminent public urban baccalaureate college in the nation, MSU Denver is undertaking a number of new initiatives:

- MSU Denver received authorization from the Colorado State legislature in 2009 to add master’s programs to its degree offerings. Initially, the College plans to offer master’s degrees in accounting, teacher education, and social work, beginning as early as fall 2010.
- Additional initiatives are listed on the web site at www.msudenver.edu

Best Value in Higher Education
MSU Denver’s exceptional faculty dedicated to teaching and the level of academic excellence they expect combine with the lowest tuition of the state’s five largest institutions to equal the best educational value in Colorado. The cost of resident tuition and fees for 15 credit hours in the 2009-10 academic year is:
MSU Denver: $1,819  
UNC: $2,558  
CSU: $3,159 minimum, more charged for certain upper-division courses and high-demand programs  
CU-Denver: $3,270 to $3,479 depending on class year  
CU-Boulder: $3,966 up to $5,891 depending on program

In addition, more than $95 million in college scholarships, grants, loans and work-study opportunities are disbursed each year to MSU Denver students. And, through the Internship Center, MSU Denver students annually work in 1,000 internships at 600 local businesses.

**A Core Value: Diversity**
MSU Denver attracts a diverse student body. Classrooms provide a rich mixture of age groups, socioeconomic classes, ethnic backgrounds and lifestyles. Students of all ages go to MSU Denver, from 16 to 70 and beyond. The median age is 23.

MSU Denver enrolls the highest number of students of color (more than 5,600 in fall 2009, nearly 25 percent of its student population) of all four-year colleges in the state. The College ranks second in the state in graduating Latino students.

- *Diverse: Issues in Higher Education* ranks MSU Denver among the top 100 institutions in the nation in awarding baccalaureate degrees to students of color.

**Academics**
MSU Denver offers 54 major fields of study and 82 minors and awards bachelor of science, bachelor of music, bachelor of arts and bachelor of fine arts degrees through its three schools: Business, Letters, Arts and Sciences, and Professional Studies.
To best meet the needs of its students, the College holds day, night and weekend courses at the downtown Auraria Campus and at its two suburban satellite campuses, Metro South and Metro North. The College also offers an extensive number of online courses. General Studies requirements can be taken entirely online and 17 majors can be completed through a combination of online, weekend and evening courses.

For more information about MSU Denver please visit our Web site: [www.msudenver.edu](http://www.msudenver.edu).
Mission Statement – The Social Work Major

The Department of Social Work at Metropolitan State University of Denver is committed to educating and training BSSW professionals in generalist social work practice so that they may provide direct and indirect services to minority and majority clients. The focus of the department is on problems that often affect oppressed minorities representing people of color (African American, Hispanic, Native American, Asian American) and other diverse populations (women and children, gays and lesbians, the developmentally delayed and the aging). The department is committed to helping those individuals in need and working toward leadership in the social, economic and political context that often fosters painful and socially unjust human conditions.

The needs of metropolitan Denver and other areas warrant a generalist perspective in which students are able to identify the destructive impact of negative interactions between individuals and systems in their environment. Such interactions often have detrimental effects upon the social functioning of individuals, families, groups, organizations, communities and larger systems. Through professional foundation courses and electives, students acquire skills, knowledge, values and ethics required for beginning Social Work practice. Clients are seen as partners in the process of working toward mutually agreed upon goals rooted in generalist practice. Using problem-solving methods aimed at individual and group empowerment, the impact of historic and current negative valuations of diverse, populations at risk may slowly be mitigated.

Accreditation

The Social Work Major is accredited by the Council on Social Work Education. The Social Work Major received initial accreditation in February 1997 and was reaccredited in 2008 for another eight years.

Advanced Standing in Graduate School

Students who graduate with a B.S. in social work from an accredited undergraduate social work department may apply for advanced standing (where available) in social work graduate programs (M.S.W.).
Goals and Objectives

I. Goals:

The goals of the Social Work Program reflect the urban mission of The Metropolitan State University of Denver and the purposes of the Social Work profession. The goals are:

1. To prepare students for generalist Social Work practice with diverse, populations at risk, including individuals, families, groups, organizations, communities and larger systems.

2. To prepare students for entry-level, professional practice in social agencies that address the needs of diverse, urban populations.

3. To provide students with the knowledge and skills for understanding the dynamic nature of social problems, social policies social agencies and social change in the context of the urban environment as an evolving ecological system.

4. To provide an ethical foundation to guide students in beginning and continued professional social work practice in keeping with social work knowledge, skills, and values.

5. Prepare graduates to further develop their potential for life-long learning and continued professional growth and development.

II. Objectives:

The objectives of the Social Work Program reflect its urban mission and goals. The Professional Field Placement is an essential component in providing the practice environment for, and evaluation of, the students' achievement of these objectives. All objectives are evaluated, in part, through the students' functioning in the field placement. Graduates will be able to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Demonstrate the values of the social work profession with an understanding of and respect for the positive value of diversity including ethnic minorities, gays/lesbians, the aging, women/children and the developmentally disabled.

3. Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Integrate practice, research and policy skills to understand and ameliorate the distress of diverse populations who often experience(d) social and economic injustice.

5. Understand and interpret the history of the Social Work profession and contemporary structures and issues.
6. Begin generalist practice with the theoretical knowledge and the skills essential for Social Work with diverse client systems of all sizes.

7. Apply the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, sociological and cultural) across the life span to their understanding of the interactions among individuals and between individuals and families, groups, organizations and communities.

8. Formulate, influence, and analyze the impact of social policies on diverse populations, workers and agencies.

9. Evaluate research studies, apply findings to practice, and evaluate their own practice interventions and those of other relevant systems.

10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

11. Utilize supervision and consultation when applying generalist social work knowledge and skills on behalf of all client systems.

12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.
Generalist Social Work practice endeavors to help diverse, populations who have experienced historic or current social and economic injustice. This includes majority and minority individuals, families, groups, organizations and communities who are having problems in social functioning and in daily living. An ecological perspective identifies these problems as coming from a variety of sources, as the person interacts with the environment. Using problem-solving methods aimed at individual and group empowerment, the impact of historic and current negative valuations of oppressed populations may slowly be mitigated. Consequently, interventions may require concurrent work with more than one system. This underscores the basic principle of undergraduate generalist social work practice, which is the use of the problem solving process to assess and intervene at the micro, mezzo and macro levels.

Undergraduate generalist social workers are capable of fulfilling many roles associated with this process including advocate, teacher, mediator, enabler and broker. They are able to conduct needs assessments and establish goals. Clients are seen as partners on the process of working toward mutually agreed upon goals rooted in ethical generalist practice. Generalist social workers may utilize a variety of skills in assisting client systems. These skills include case management, resource referral and development, group facilitation, and community work.

Generalist social workers know how and when to utilize supervision from more experienced social work staff. They are able to practice in an ethical manner within the agency and in the community. They demonstrate the same respect for diversity among colleagues as among clients. Their knowledge and skills are applicable in a variety of settings, with many different populations and problem areas. They are committed to serving oppressed populations as they seek to influence systems toward more humane and responsive interactions.
Field: The Basic Structure

1. **The student is expected to work 16 hours a week at the field placement agency.** The schedule will vary with each agency and should be agreed upon by the agency field instructor and the student prior to or during the first week of placement. Most students will have Monday, and Wednesday and part of one other day available to be in the field.

2. **Field placement begins on the first day of the fall semester and continues through the last day of classes of the spring semester.** The students are on Winter Break for a full month, from mid December through mid January. See the field calendar for exact dates. Although the students are not in class during this time, some placements may require students to be present during part of this time in order to meet client needs. If this is true of your agency, please negotiate break times with your student as early as possible in the fall semester in order to avoid misunderstandings. **The total number of field hours per semester is 240, at 16 hours per week for 15 weeks each semester.** Hours worked during breaks may be used to make up time missed for legitimate reasons during the course of the semester, if agreed upon with the field liaison and agency field instructor. If the agency is closed for a holiday, this time may not be included toward the 240 hours. **Time missed from the field agency, for any reason, must be made up during the course of the semester. A passing grade may not be given unless 240 hours have been completed each semester.**

3. **Field instructors should be M.S.W. or B.S.W. level social workers** (unless otherwise agreed upon by the Field Director, Kathy R. Clark: 303 556-4679, prior to accepting student into the field placement). Field instructors are to meet individually a minimum of one hour a week with each student at a regularly scheduled time.

4. **The students and field instructor will complete a learning contract during the first six weeks of the placement.** This will ensure that the placement is mutually conceptualized by the agency field instructor, student, and field liaison, and that tasks assigned meet the requirements of all concerned. The student and field instructor will sign this contract and it will be given to the field liaison in class. **A new learning contract will be completed for the second semester.** The learning contract may be changed during the course of the semester if it becomes clear that a different assignment would better fulfill the learning needs and goals of the student and agency. The learning contract then becomes the basis for the semester evaluation. These forms are included in this field manual and are available on the web site [http://www.msudenver.edu/socialwork](http://www.msudenver.edu/socialwork). A hard copy must be completed with the student, signed in ink and given to the student to bring to class or mail to online instructors. **Students and Field Instructors are to keep copies so that they can be used for evaluation of student progress.**

5. **Field instructors will complete two written evaluations of the student,** one at the end of each semester. The learning contract form becomes the evaluation form, which is completed based on the student's accomplishment of learning objectives. At the midpoint of the semester, the **field instructor and student are to review the evaluation verbally** so that students are aware of their progress and of any concerns regarding their functioning, and to complete the **Mid Term Evaluation form.** Both field instructors and students will sign the mid term and end of semester evaluations in hard copy. They are to be given to the student to bring to class. The evaluations will be placed in the social work program file for each student, where they will
become part of the student's permanent record.

6. **The field liaison will visit the placement two times during the academic year** to meet with the field instructor and the student. The first visit will be scheduled for early in the first semester. The purpose of the initial visit is to clarify expectations of the agency, the student and the school, to identify areas for personal and professional growth, and set goals for future placement experiences. The learning contract (see #4) may serve as a focus for this discussion. **At the end of first semester or start of second semester there will be a phone conference** between the agency field instructor and the liaison to evaluate the experience to that point, assess progress and issues that may have arisen. If it would be helpful to have a liaison site visit, one can be scheduled at that time. The final site visit, at the end of the year, will provide the opportunity to review, summarize and evaluate the placement experience.

7. **If the agency field instructor has concerns** about the quality of the student's performance, attendance or personal readiness for the placement, the field liaison will be readily available to come to the agency and meet with the student and field instructor. The student or field liaison may also initiate such a meeting at any time that there is concern about the nature or quality of the field placement. Hopefully, these problems will be worked through and the student will successfully finish the placement. Please do not hesitate to discuss potential problems with your field liaison, as early identification allows problems to be addressed before they reach crisis proportions.

8. **If concerns about student performance or ‘fit’ with the field agency cannot be resolved at the level of the student, agency field instructor, and field liaison, the BSW field director is to be contacted:** (Kathy R. Clark, 303.556.4679.) The field director will discuss the situation with the student, agency field instructor and field liaison before any decision is made. At this point, the placement may be maintained with necessary changes on the part of student and/or field agency, the student may be moved to another field agency, or the student may be terminated with cause from the field agency. In case of termination with cause from the field agency, an automatic performance review of the student will be initiated by the field liaison. The field instructor will be asked to attend, or to submit information to the Performance Review Committee.

9. The classroom or on-line portion of the student's field experience is referred to as the **Field Seminar**. For traditional classes, it meets on campus for 2 hours each week of the semester; for on-line classes, the seminar is conducted on-line for each of the 15 weeks of each semester. This time is **not to be included in the 16 hours per week that the student is expected to spend at the field agency.** Students from a variety of field agencies are in field seminar together, ensuring that client system examples, and situations presented for student interaction involve ethnic diversity, populations at risk, and the various levels of systems. Student problem solving is expected to display a grasp of ethical action, which grows out of a firm social work values base, as well as to integrate an understanding of how the issues of social and economic justice affect their client systems.

10. **Class materials from the field seminar are included in this manual.** Materials from other classes should be shared with the field instructors, so that the student's classroom experience is integrated into the placement. In turn, the students will be asked to use examples from placement to illustrate class concepts. Students will use first names only; confidentiality is to be maintained at all times. Only enrolled students can access on-line class discussions.
11. **Each student is expected to have the opportunity to:**
   A. Have an orientation to the agency, which includes organizational structure, functions of the agency and the student's unit, client referral sources, funding sources, and introductions to co-workers.
   
   B. Observe interviews initially, and then directly interview clients and work with systems. Home visits, where part of the agency procedure, are encouraged. **Students are expected to begin to have supervised/observed client system contact by the end of the first month of placement** unless there are extenuating circumstances.
   
   C. Develop relationship skills through on-going contact with client systems for which the student has primary case responsibility.
   
   D. Employ problem-solving techniques to agreed upon problem areas and set appropriate goals with client systems.
   
   E. Do written summaries or regular case recording, and at least once during the second semester, complete a process recording of an interview, with field instructor input.
   
   F. Demonstrate ethical practice based on social work values including respect for the clients' right to confidentiality, understanding of and respect for ethnic diversity, and understanding of the need for social and economic justice for client systems.
   
   G. Have contact, where possible, with micro, mezzo and macro client systems, i.e.: individual, family, group, organization and community.
   
   H. Spend a minimum of 50% of the field placement time in direct contact with client systems. This may include short term or crisis intervention contact, as well as community or organizational contact when the community or organization is the target system. Phone contacts related directly to client system needs are considered to be direct contact.
   
   I. Have regular sessions with field instructor(s) for a minimum of one hour per week to learn to use field instruction for professional growth, client service and accountability.

12. **The student is initially quite dependent** upon the field instructor as s/he begins to learn about the agency, the clients, and his or her own professional role expectations. The successful field placement is one where learning experiences are structured to take into account both this initial dependency and the students' strong desire and growing ability to function as a competent and independent professional. The pace at which new experiences and independent assignments are introduced must be geared to the needs of the individual student. Please consult with your field liaison if for any reason this pacing seems difficult or problematic. **By the end of the placement, the student is expected to be able to function as independently as is expected of an entry-level employee in the position.**

13. **Please do not ask students to do agency paperwork** like revising referral lists, etc., unless they involve contact with community agencies and contribute directly to the student's learning in providing client services.

14. **Translation work should be seen as a secondary role** for the students. The primary focus should be on direct services for client systems assigned to the student.

If you have any questions or comments please call or email your field liaison or the BSW Field Director, Kathy R. Clark at: clarkath@msudenver.edu or 303.556.4679. We are looking forward to working with you!
FIELD ADVISORY BOARD

Mission Statement
It is the mission of the Social Work Field Advisory Board to give input to the Social Work Field Program. Through an exchange of ideas and information, the board works creatively to enhance the functioning of the Field Program on behalf of students, field faculty, agencies, the Social Work Department, and Metropolitan State University of Denver.

Advisory Board Membership

The Field Advisory Board is composed of agency based field instructors who work with the field liaison faculty, and the field directors of the BSW and MSW programs. The board has been instrumental in developing many aspects of the social work field program. Some of the areas in which their participation has been invaluable include development of the learning contract, the placement process, evaluation of students, the student problem solving process, content for field instructor meetings, distance learning, and the BSW Orientation DVD, and the structure of MSW field.

The Field Advisory Board is involved in ongoing program development, evaluation and creative problem solving for the field program. They bring insight, commitment and energy, with a vision of fieldwork as the heart of social work education.

Field instructors, including those who may not be supervising a student during the current year, who would like to participate as members of the advisory board are invited to email the BSW Field Director, Kathy R. Clark, at clarkath@msudenver.edu or the MSW Field Director, Aneesha Bharwani, at abharwan@msudenver.edu.
AFFILIATION AGREEMENT

Between

Metropolitan State University of Denver, Department of Social Work
Campus Box 70, P.O. Box 173362, Denver, CO  80217  303-556-3474

Kathy R. Clark  BSW Field Director  clarkath@msudenver.edu
Aneesha Bharwani  MSW Field Director  abharwan@msudenver.edu
Dr. Christian Intin  SWK Department Chair  citin@msudenver.edu

And

Agency Name____________________________________________________________
Address_________________________________________________________________
Contact Person___________________________________________________________
Phone # and email_________________________________________________________

Agreement to Provide Field Work for Social Work Students
And Description of Responsibilities

This agreement outlines the basic guidelines for the provision of an educationally focused field work experience for undergraduate and graduate social work students. The field work sequence plays a unique role in the educational curriculum, providing the opportunity for students to gain practical experience in providing social work services and treatment to client groups served by a wide variety of social agencies.

The participating community agencies, the students and the University are engaged in a mutually beneficial partnership in the provision of field work experiences. Within the framework of this partnership, each participant has specified responsibilities and obligations. The coordination of the participants and the adherence to responsibilities are crucial to the successful operation of the entire program.

Field Instructors for MSW students must have the MSW degree. BSW students may have either MSW or BSW degreed field instructors. In some situations it may be arranged to have supervision conducted by a combination of direct/task supervisors with other credentials and field instructors with the social work degree. Field instructors must have a minimum of one year of experience with two years preferred.

☐ My agency will take BSW students only.
☐ My agency will take MSW Students only.
☐ My agency will take MSW advanced standing and second year students only.
☐ My agency will take students at both BSW and MSW levels.

Responsibilities of the University

A. Provide clear expectations and procedures for the implementation of the field work program.

B. Provide an orientation to the Social Work Program policies, procedures and philosophy.
C. Maintain ongoing, formal communication and linkages with community agencies participating as field work sites.

D. Provide a faculty liaison to each agency, who will serve as the major link between the agency, the field instructor, the student, and the University.

E. Provide orientation to field instructors around issues of field instruction, supervision, learning contract, evaluation, and other relevant issues.

F. Provide ongoing support and assistance to the field instructors to enhance the provision of an educationally focused field work placement.

G. Provide secure on-line communication, for confidential client related communication in on-line classes (www.msudenver.edu/privacy.htm).

Responsibilities of the Field Directors

A. Assume overall responsibility for the development and administration of the field program.

B. Review agencies interested in participating with the Social Work Program as a field agency.

C. Designate agencies in which students will be placed for field experiences.

D. Develop policies and procedures to guide the field sequence in an educationally sound manner, and share with participating agencies these policies, procedures and guidelines.

E. Select students for placement in agencies based upon the learning objectives of the students, and the experiences the agency has to offer. Students will complete an interview with the prospective field agency before finalizing the placement agreement.

F. Conduct orientation sessions and field instruction meetings for field instructors.

Responsibilities of the Faculty Liaison

A. Visit assigned students and field instructors in their agency setting, or conference through alternative technology, to provide ongoing consultation and collaboration, and to enhance the effectiveness of the field experience and its integration with classroom learning.

B. Participate in field instructor meetings and advisory board meetings to enhance the level and consistency of the field program.

C. Assign the course grade for field, in consultation with the agency field instructor, based upon the evaluation prepared by the field instructor and the students' participation in the field seminar.

D. Review the individual learning activities that are provided in the agency for each student.

E. Teach the field seminar with a group of assigned students, focusing on the goals, objectives and course content areas of the seminar.

F. Oversee student progress in field, and provide consultation or other assistance to the student and field site as necessary.

G. Work with the field instructor and student, to attempt to resolve problems, potential difficulties or concerns.
H. Keep the field director apprised of problems, potential difficulties or. Initiate student performance reviews where necessary.

I. Evaluate assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting.

Responsibilities of the Agency

A. Accept and cooperate with the University and Social Work Department policies and guidelines.

B. Accept and evidence commitment to the educational objectives inherent in the field curriculum, including the understanding that agency and client information will be used in class, without identifying information, for educational purposes.

C. Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.

D. Designate qualified field instructors. MSW students must have field instructors with the MSW degree. BSW students may have either MSW or BSW degreed field instructors. In some situations it may be arranged to have direct/task supervisors with other credentials and field instructors with the social work degree. Field instructors must have a minimum of one year of experience with two years preferred.

E. Modify the schedules of any employee selected to be a field instructor to assure that adequate time is available for teaching and student supervision activities, including meetings at the University.

F. Provide any needed assistance to the field instructor in developing appropriate learning experiences within the agency.

G. Provide oversight and approval for the student to conduct a practice evaluation project or research project within the agency involving agency clients, records and resources, with the understanding that full informed consent procedures established by the Metropolitan State University Human Subjects Committee/Institutional Review Board will be used (http://www.msudenver.edu/irb/).

H. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students. This includes understanding that the agency must screen students, and that information related to the Americans with Disabilities Act, Civil Rights Laws, or other rights to privacy are held confidential by the agency and by Metropolitan State University of Denver (www.msudenver.edu/privacy.htm).

I. Provide clear guidelines as to insurance coverage provided or required for the use of the student's personal car for transporting clients and other agency business.

J. Inform the Social Work Department of any change in administration of the agency that affect the field placement program.

K. Complete an Affiliation Agreement with the Social Work Department of Metropolitan State University of Denver.

Responsibilities of the Field Instructor

A. Provide an agency orientation to the student at the beginning of the placement period.

B. Develop a schedule of learning activities (Learning Contract) in conjunction with the student during the assigned initial period of the placement.
C. Provide educationally focused experiences and opportunities for student learning. For BSW and MSW 1st year students, experiences will reflect a range of social work tasks and activities with diverse populations at risk, at the micro, mezzo and macro system levels. For MSW 2nd year students, experiences will be appropriate to the Individual and Family or Macro educational track.

D. Accept and evidence commitment to the educational objectives inherent in the field curriculum, including the understanding that agency and client information will be used in class, without identifying information, for educational purposes.

E. Complete and submit a mid-term evaluation each semester, and a written evaluation at the end of each semester, outlining student progress and further learning goals and needs.

F. Meet with the faculty liaison as scheduled during the placement period to assess student progress and coordinate learning experiences. In the case of distance sites and inclement weather, these may be by phone or video conference.

G. Provide a minimum of 1 hour per week of individual supervision for each student placed in the agency and provide for ongoing consultation and/or supervision as needed.

H. Be available in the agency during the field work hours when the student is present, and insure that appropriate alternate supervision is available if called away.

I. Maintain communication with assigned faculty liaison regarding student performance, potential difficulties, areas of concern, or changes in the agency, which impact the field experience.

J. Attend field instructor orientation and field instructor meetings at the campus.

K. Attend other field related activities throughout the year whenever possible.

**Responsibilities of the Student**

A. Accept and abide by policies and guidelines established by the agency. This includes agency and client confidentiality, agency hours of operation, documentation requirements, participation in agency meetings, and other requirements specific to the agency.

B. Accept and abide by policies and guidelines established by the Social Work Department for an educationally focused field experience.

C. Accept and abide by the National Association of Social Workers Code of Ethics while in placement.

D. Participate actively in the educational experience of field by developing learning experiences and activities, preparing for, and participating in, weekly supervision conferences, participating in the field seminars, completing assignments, and participating in evaluation conferences with the field instructor and faculty liaison.

E. Behave and appear in a responsible professional manner, consistent with social work standards, values and ethics, in your interactions with clients, colleagues and the community.

F. Review agency policy and your own car insurance, regarding use of your personal car for agency business, including transportation of clients, and maintain appropriate automobile insurance.

G. Know and follow appropriate workers compensation procedures in case of injury in placement.
H. Provide for continuity of services during University holiday periods, keeping to the obligations and values inherent in the ethical practice of professional social work. Students should discuss scheduling with the field instructor to assure continuity of services to clients.

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Criteria For Selection As A BSW Field Agency

1. Agency personnel responsible for field instruction are interested in social work education and committed to providing an excellent educational experience for social work students.

2. The Agency provides social work services to the oppressed populations who are the focus of the Social Work Department.*

3. The Agency service delivery system provides an opportunity for learning the practice of Generalist Social Work as defined by the Social Work Department at Metropolitan State University of Denver.*

4. Agency personnel responsible for field instruction are willing and able to accept the responsibilities set forth in the Agreement to Provide Field Work for Social Work Students And Description of Responsibilities,* and to sign it as an Affiliation Agreement.*

5. Agency personnel responsible for field instruction are willing and able to structure the field placement as set forth in: Field: The Basic Structure.*

6. Agency personnel involved in field instruction understand and support the goals and objectives* of the Social Work Department at Metropolitan State University of Denver.

7. Agency personnel involved in Field Instruction understand and support the program rationale and mission* of the Social Work Department at Metropolitan State University of Denver.

8. Agency personnel involved in field instruction understand and support the use by students of client information in the seminar and for classroom learning, with the understanding that all client information is to be kept confidential.

* Included in this Field Manual
Policy Regarding Employment in the Field Placement Agency

It is recommended that students not remain in an agency in which they are employed, for the senior level Professional Field Experience.

However, in recognition that such a placement is sometimes a financial necessity, and in order to provide access to a Professional Social Work education for those who might otherwise be unable to pursue higher education, this policy has been developed. The intention of this policy is to provide, for the student completing the Field Experience in an employing agency, an educationally focused Field Experience of the same quality as that available to other students.

1. In order for an agency in which the student is employed to serve as the agency site for the student's Professional Field Experience, the agency must agree to assume all of the responsibilities required of any other Field Agency. (See: Agreement to Provide Field Work for Social Work Students And Description of Responsibilities in this manual)

2. The agency must agree to provide for the student an educational experience, which is new to the student and separate from regularly scheduled employment duties.

3. Supervision time with a professional Social Worker, which is required for the field placement, must be held separately from, and in addition to, any supervision time, which may be required for employment. A different person is required to serve as social work Field Instructor for the field placement than as supervisor for any employment role.

4. The agency field instructor must agree to attempt to provide an environment in which the student is not constrained by the requirements of employment, but is free to reveal possible insecure feelings or other concerns, and to explore new personal growth as well as new professional learning.

The Paid Field Placement

The Paid Field Placement is not considered to be employment, but a regularly structured, educationally focused Field Experience, which provides for some remuneration to the student. Such positions may be funded through university Work Study or through agency money. Paid field opportunities may be used by agencies to attract highly qualified students, or to ensure that there will be continued student interest in placement with the agency. Expectations and opportunities for the student are expected to conform to the standards for any other field placement.
Liability Insurance and Use of Automobile

Students who are completing their field placements in approved field agency sites, and who are formally enrolled in the Professional Field Experience I & II, may be covered by Metro's liability insurance through the State of Colorado. In order for the coverage to be in effect, the student must be: enrolled in Metro, registered for, and currently taking, the field placement class, placed in an approved field agency and practicing in accordance with agency policy and within the guidelines of the Social Work Department as set forth in this Field Manual.

Metro students are not covered for student use of personal cars for agency business. In each agency, students and field instructors must review the policies related to use of the student's personal automobile for transporting clients and other work related activities. Evidence of adequate coverage must be provided by the agency or obtained by the student prior to any use of the student's car for agency business. A form for documentation of insurance is included as the next page of this manual, and must be returned to the Field Liaison prior to any use of the student’s car for agency business.

Students should be aware that their own automobile insurance may not cover expenses which are determined to be work related.

Students and agency personnel should keep in mind that informal arrangements to have the student begin prior to the start of the semester, or continue in the agency after graduation, will not be covered by MSU Denver.

Read this!

Work-Related Injury or Illness

Students who are completing their field placements in approved field agency sites, and who are enrolled in and attending the Professional Field Experience I & II, are covered under Worker's Compensation through Metro for work related injury or illness while in the field placement.

Students should be aware that their own medical insurance may not cover expenses which are determined to be work related. There are specific procedures to have medical expenses covered. Except in the case of a serious or life-threatening emergency, students must be treated by one of MSU Denver's designated providers. Students must also notify the Metropolitan State University of Denver Benefits Office (303.556.5029 or 303.556.3120) within 48 hours of injury. Since providers change frequently, this form should be accessed on-line and downloaded. Students must sign and return the last page. Field Instructors should keep a copy to be aware of required procedures.

Specific information as to providers and procedures is available at the Metropolitan State University of Denver Human Resources Forms web site: http://www.msudenver.edu/media/content/humanresources/resources/workersCompensationPolicy.pdf
Use of Personal Automobile in Field Placement

Metropolitan State University of Denver, Department of Social Work

☐ I understand that MSU Denver does not provide liability or medical coverage for use of my personal automobile as part of my field placement duties.

☐ I will be using my personal automobile to transport clients as part of my field placement duties. My automobile insurance covers work related use of my vehicle including carrying clients in my car. My Insurance limits meet the agency requirements. I have attached a copy of my automobile insurance card.

☐ I will be using my personal automobile as part of my field placement duties but will not transport clients. My automobile insurance covers work related use of my car. My Insurance limits meet the agency requirements. I have attached a copy of my automobile insurance card.

☐ My field placement agency provides coverage for use of my personal automobile as part of my field placement duties. I have attached a copy of the coverage provided.

☐ I will not be using my personal automobile as part of my field placement duties.

________________________________________  __________________
Student Name  Date

________________________________________  __________________
Field Instructor Approval  Date
Supervision

It is said that Field Instruction is the heart of social work education. Think back to your own experiences in Field Placement. For most of us, a field instructor had a major influence on our learning and our identity as a social worker. You are now in that crucial role in the life of a social work student.

Field instruction and supervision often have somewhat different meanings. The term "field instruction" emphasizes a teaching focus while "supervision" may tend to focus more on administrative issues. In many agencies, social workers are no longer supervised by social workers. If this is the case for you, you are being asked to provide a type of supervision that you may not be receiving yourself.

Good supervision incorporates three separate functions. These are administrative supervision, educational supervision and supportive supervision (Kadushin,'92). Administrative supervision has to do with the assigning and oversight of tasks, appropriate functioning in the agency and evaluation of the student. Educational supervision refers to all that is involved in teaching and learning how to do those tasks in a skillful and professional manner. With students, this is where you integrate classroom learning and field work. While supportive supervision refers to those aspects of supervision that allow the student to develop self awareness, confidence and a sense of value as they learn the role and identity of a professional social worker.

A regular weekly supervision time is generally required in order to address all of these aspects of student functioning. While supervision that takes place while "shadowing" or "on the run" is also very useful, it almost invariably leaves out essential aspects.

In order to accomplish all of these aspects of supervision, attention must be given to both process and the content. Supportive supervision is an ongoing interaction between the field instructor and student through which support and value are conveyed. Support is not only about the relationship, it is about the trust that is established when students know that you are giving them the information they need. It is essential that the student be given correct information and be told what to do and how to do it when necessary. Students will feel supported when there is enough structure and content so that they know that they are not "in this by themselves," and that if they follow directions, they will be successful. If you do not tell your students when they are wrong, they are unlikely to believe you when you tell them they have done well. Some experienced field instructors recommend the regular assignment of process recordings to teach and monitor interviewing skills and self-awareness.

Supportive supervision requires understanding that your student is an individual, and gearing the type and number of assignments to his or her learning style. Explicit discussions of learning style and readiness for new assignments are often difficult for the student to initiate. It is very helpful when such discussions are initiated by the field instructor.
Outline for weekly supervision sessions:

This outline is to be adapted to the particular student and agency needs. It is understood that all of these issues may not be equally relevant each week. However, they must be raised in order for you to know. Preparation for supervisory sessions is part of student learning; the student should come to supervision prepared to discuss the issues on this outline.

1. Student issues and questions
   - Student identification of issues or questions
   - Student ideas of solutions or where to find answers
   - Student recommendations for action
   - Student's rationale for recommendations
   - Discussion, which includes clear and direct supervisory feedback about correct actions

2. Supervisor Issues
   - Discuss supervisory expectations and any issues arising, both positive and difficult.
   - Student's reaction
   - Process as above

3. Task/case review
   - Review of all assigned cases or tasks (rotate by week if necessary to cover everything.)
   - Discuss goals, interventions, timelines, progress, obstacles, necessary actions, potential consequences
   - Review any assigned process recording.
   - Discuss readiness for new tasks

4. Educational supervision
   - Identify how any of the above issues relate to coursework
   - Identify educational needs/gaps and how student can address them
   - Identify issues revealed in any assigned process recording.
   - Discuss research project and assist with ideas.
   - Periodic review of the learning contract to make sure you are on track

5. Professional identity
   - Discussion of the "fit" of the work
   - Discussion of challenging issues with client systems or the agency
   - Discussion of stress level and stress reduction techniques
   - Discuss issues revealed in any assigned process recording.
   - Discussion of relationships with co-workers and supervisor

6. Summary
   - Briefly review significant content
   - Identify any tasks resulting from the session
   - Identify time lines for the tasks where appropriate
   - Check in about how the session went and any further needs or concern
Overview Of The Curriculum

Major for Bachelor of Science
Social Work is a professional practice. The primary educational goal of the major is preparation of
generalist social work practice in social agencies. Through professional foundation courses and
electives, students acquire skills, knowledge, values and ethics required for beginning social work
practice. A minor is not required for this major.

The Social Work Department at Metropolitan State University of Denver has trained undergraduate
social work professionals for the last fifteen years. We are proud of the accomplishments of our
students and graduates who now serve the metropolitan Denver community in many key positions.

Metropolitan State University of Denver does not discriminate on the basis of race, color, religion,
national or ethnic origin, handicapping conditions, gender or sexual orientation. The Social Work
Department encourages ethnic and other minority students to apply.

The Social Work Major for Bachelor of Science
Social Work majors are required to take the following courses as prerequisites in preparation for the
major. All courses must be completed with a grade of “C” or better. Students must have completed or
must indicate at the time of admission, the plan to complete these courses prior to the fall semester for
which students have been accepted:

Required Liberal Arts Perspective Prerequisite Courses
(Required before the Fall semester in which students begin the Social Work Program. Many of these
courses will also fulfill General Studies requirements for graduation.)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SEMESTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT1310</td>
<td>Introduction to Cultural Anthropology 3</td>
</tr>
<tr>
<td>BIO1000</td>
<td>Human Biology for Non-Majors 3</td>
</tr>
<tr>
<td>-or-</td>
<td></td>
</tr>
<tr>
<td>BIO2310</td>
<td>Human Anatomy and Physiology 4</td>
</tr>
<tr>
<td>PSC1010</td>
<td>American National Government 3</td>
</tr>
<tr>
<td>PSY1001</td>
<td>Introductory Psychology 3</td>
</tr>
<tr>
<td>SOC1010</td>
<td>Introduction to Sociology 3</td>
</tr>
<tr>
<td>SPE1010</td>
<td>Public Speaking 3</td>
</tr>
<tr>
<td>-or-</td>
<td></td>
</tr>
<tr>
<td>SPE1710</td>
<td>Interpersonal Communications 3</td>
</tr>
</tbody>
</table>

Required Introductory Social Work Prerequisite Courses
(Required before the Fall semester in which students begin the Social Work Program.)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SEMESTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK1010</td>
<td>Introduction to Social Welfare and Social Work 3</td>
</tr>
<tr>
<td>SWK1020</td>
<td>Introduction to Agency Experience 1</td>
</tr>
<tr>
<td>SWK2010</td>
<td>Quantitative Thinking for Social Workers 2</td>
</tr>
<tr>
<td>Subtotal</td>
<td>6</td>
</tr>
</tbody>
</table>

Required Professional Foundation Courses
(Required after students have been accepted into the Social Work Major. Students must adhere to
required course sequence.)
COURSES                                    SEMESTER HOURS
SWK3050  Human Behavior and the Social Environment I                        3
SWK3060  Human Behavior and the Social Environment II                      3
SWK3410  Generalist Practice I                                             4
SWK3780  Social Welfare Policy                                              3
SWK3790  Research in Social Work                                           3
SWK4010  Generalist Practice II                                            4
SWK4250  Exploring Current Social Work Issues: VT                          3
SWK4410  Advanced Cross Cultural Issues in Social Work                     4
SWK4780  Applied Research I                                                2
SWK4820  Applied Research II                                               2
Subtotal                                                                 31

Areas of Concentration for Social Work Majors
Social Work majors may select one area of concentration to further prepare them for their career goals. The areas of concentration relate to groups identified in the Social Work Department’s mission statement: women and children, gender and sexual minorities, the aging and the developmentally disabled.

All Social Work majors must complete the required liberal arts, introductory and professional foundation courses for the major as previously listed. To complete a career concentration, students must complete the elective credits as listed for each concentration area and must complete their senior field experience in an agency serving the concentration population. The total credits for all career concentration areas are 17, 9 social work elective credits and 8 professional field experience credits as listed below. Students may complete only one concentration area.

No Area of Concentration
Social Work majors who do not wish to select a concentration to focus their career must select a minimum of nine credit hours from any of the social work major, 3000 or upper-division elective courses listed below for the concentrations.

Required Courses:
- Social Work Professional Foundation Courses
- Social Work Electives (9 credits)
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II
Total Required Social Work Credits: 54

Child Welfare Concentration
Social Workers assume primary roles in providing intake and ongoing services in all areas of child welfare. The child welfare concentration is designed for students choosing a career as a caseworker and/or supervisor in child welfare services. (Non-majors must have permission of the Social Work Department Chair before enrolling in these courses.)

Required Courses:
- Social Work Professional Foundation Courses
- SWK3100 Child Welfare and the Law
- SWK3150 Social Work and Child Maltreatment
- SWK3200 Social Work with Urban Families
- SWK4790 Professional Field Experience I*
- SWK4810 Professional Field Experience II*
Total Required Social Work Credits: 54
*Must be completed in an approved county Department of Human Services B child protection unit to be eligible for the Child Welfare Stipend. See additional Information below:

**Additional Information:**
Since 1995 over $1,500,000 in Child Welfare Caseworker stipends through the Colorado Department of Human Services have been awarded to MSU Denver seniors who are social work majors and who have completed the child welfare career concentration courses. Stipends in amounts ranging from $8,000-$14,000 are awarded to select recipients who are required to complete their professional field experience in a public child welfare agency. A required work pay-back of one year as a paid caseworker in public child welfare must be completed following graduation as a social work major.

**Developmental Disabilities Concentration**
Families with children and/or parents with developmental disabilities are often in need of ongoing family supports. Family support, family-centered service planning and coordination are needed as families negotiate a complex and fragmented service delivery system. This career concentration is designed for students choosing a career in the area of developmental disabilities services.

**Required Courses:**
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3250 Social Work and Developmental Disabilities
- SWK3300 Social Work with Parents with Developmental Disabilities
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

**Early Intervention Concentration**
This concentration recognizes the importance of providing, safe, nurturing and stimulating environments during the early, crucial phases of child development from birth through five years of age and the key role social workers have in assisting families in achieving these goals. This concentration is designed for students choosing a career in the area of infant stimulation, early intervention and early education services.

**Required Courses:**
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3700 Social Work and Early Intervention: Children Birth Through Five
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

**Child and Adolescent Mental Health Concentration**
Social workers often support families and provide services to children and adolescents with an array of emotional and behavioral problems. Mental health policies and practices including assessment, diagnosis, intervention and evaluation of mental health services for children and their families will be presented from a social work perspective. This concentration is designed for students choosing a career in the area of mental health services for children and adolescents.
Required Courses:
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3010 Social Work Services for Children and Adolescents
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

Gender and Sexuality Concentration
There are many challenges facing gender and sexual minorities, families and groups in today’s society. The strengths, stresses and life style choices of this population at risk and the role of social workers with individuals, families, groups, organizations and communities are the major themes of this area. This career concentration is designed for students choosing a career in gender and sexual minority health, mental health and community services.

Required Courses:
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3500 Social Work with Contemporary Gender and Sexuality Issues
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

Women Concentration
In today’s society, there is an increasing awareness of the need for specialized generalist social work training and commitment to assisting women in overcoming barriers, identifying strengths and supporting goal attainment in a patriarchal society. Social policies and common issues facing women today are explored. Current social work strategies are evaluated from a feminist social work perspective. This concentration is designed for students choosing a career in the area of women’s health, mental health and welfare services.

Required Courses:
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3600 Social Work with Women
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

Aging Concentration
Social Workers provide a variety of supports and services to elderly individuals and their families. Individual needs, strengths, family supports, use of community resources and knowledge of social policies that impact this population are the major themes. This concentration is designed for students choosing a career in aging, health, mental health, home health, and long term care services.
Required Courses:
- Social Work Professional Foundation Courses
- SWK3000 Applied Legal Issues
- SWK3020 Case Management in Social Work OR SWK3400 Social Work Macro Practice OR SWK3450 Mutual Aid Groups in Social Work
- SWK3030 Social Work with the Aging
- SWK4790 Professional Field Experience I
- SWK4810 Professional Field Experience II

Total Required Social Work Credits: 54

Professional Field Experience
The Professional Field Experience takes place during the Fall and Spring semesters of the senior year. The student is placed in an approved social work agency for 16 hours a week in order to integrate classroom knowledge with practice and to experience the role and requirements of a professional social worker. The student remains in the same agency for both semesters, progressing from orientation to beginning professional competence. Field instruction is provided to the student while in the agency by an agency employee who is a professional social worker, and who has agreed to serve as a field instructor for the Social Work Program.

The placement process begins during Spring semester of the junior year. Students will receive a letter via the Social Work listserv early in the Spring semester outlining the field placement process and providing them with the field application. Each student will have an individual interview with a member of the faculty during which the placement process will be fully explained, questions answered, and help provided to identify students’ interest and potential focus for the field experience. Each student will be referred to several agencies as possible placement sites. The student is responsible for setting up interviews and obtaining a placement at an approved agency during the Spring semester of the junior year. Student wishing to volunteer at their agencies during the summer may do so, but will not receive course credit for this time. The Professional Field Experience begins Fall semester of the senior year. Anyone wishing to discuss the Professional Field Experience may contact Kathy R. Clark, BSW Field Director.

Multicultural Requirement
Social work majors are required to take two multicultural classes outside the Social Work Department. Students should consider focus on one specific ethnic minority when possible (African American, Hispanic, Native American, or Asian American). One must be upper division. Students should make sure that at least one of the two multicultural courses they chose counts towards the multicultural credit for the University. Approved courses to meet the Social Work requirement are as follows:

<table>
<thead>
<tr>
<th>Approved Lower Division Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS1010 Intro to African American Studies</td>
<td>3</td>
</tr>
<tr>
<td>CHS1000 Intro to Chicana/o Studies</td>
<td>3</td>
</tr>
<tr>
<td>NAS1000 Intro to Native American Studies</td>
<td>3</td>
</tr>
<tr>
<td>AAS2100 Women of Color</td>
<td>3</td>
</tr>
<tr>
<td>AAS2200 Politics of Black People</td>
<td>3</td>
</tr>
<tr>
<td>AAS2330 Cross-Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SED2200 Diversity, Disability, and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Upper Division Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS3300 The Black Community</td>
<td>3</td>
</tr>
<tr>
<td>AAS3550 The Black Family</td>
<td>3</td>
</tr>
<tr>
<td>CHS3100 The Chicano/a Community</td>
<td>3</td>
</tr>
</tbody>
</table>
CHS3210 The Chicana/o Family ................................................................. 3
NAS3200 Native American Politics ......................................................... 3
AAS3300 The Black Community ............................................................ 3
AAS3700 Psychology of Group Prejudice .................................................. 3
AAS3480 Cultural Diversity in Health and Illness ....................................... 3
CHS3200 Chicanos and the Law ............................................................. 3
ECE3860 Cultural Socialization of Children .............................................. 3
HCM3700 Health Disparities in the U.S. ..................................................... 3
SOC3220 Prejudice and Discrimination in Contemporary Society .................. 3
SPE3760 Cultural Influences on Communication ....................................... 3

For complete information including application materials, dates and processes, see the Department of Social Work website at http://www.msudenver.edu/socialwork/
Relationship of Field to the Course Curriculum.

The Educational Policy and Standards of the Council on Social Work Education, included in this manual, focuses on nine specific content areas. These are: Values and Ethics, Diversity, Social and Economic Justice, Populations at risk, Human Behavior and the Social Environment, Policy, Practice, Research, and Field. The Field sequence allows and requires the student to integrate and use content from each of the other eight areas.

In the professional field experience, students are evaluated on their practice values and ethics as demonstrated in their responses to their client systems. They are required to examine their own values and to relate to client issues based on the NASW code of ethics. Students bring complex and challenging ethical issues from their agency practice to their field instructors and into the field seminar for discussion.

Appreciation of human diversity is an essential focus of the Social Work program. In the professional field experience, students engage in generalist practice with diverse urban populations at risk. In the Denver area, the ethnic minorities most often represented are African American, Hispanic, Native American and Asian American. Other populations at risk with whom the students work in their agency placements are women and children, gays and lesbians, the developmentally disabled and the aging. Field seminar case presentations must reflect the students' awareness of culture and diversity, and their sensitivity to the special needs of these populations.

The concepts of social and economic justice are tied into the field sequence through the issue of oppression as it is experienced by the diverse populations at risk with whom the students work in their field agencies. Students must demonstrate awareness of, and sensitivity to, how past and present economic and social injustice have shaped the lives and social conditions of their client systems. Interventions must thus take into account the awareness of oppressive conditions as well as the individual needs of client systems.

Urban populations are at risk for developing problems in social functioning when under served. These populations at risk are the client systems of the community agencies in which the students complete their professional field experience. Students work with ethnically diverse populations in their field agencies. Students must identify and assess the risk factors which increase the vulnerability of their client systems, as well as design, implement and evaluate interventions with the client systems to address these factors.

The Human Behavior and the Social Environment sequence, though not a specific teaching focus of the field practice, provides the students with the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, social and cultural). Students learn an ecological perspective and systems theory, the functioning of client systems of various sizes and the reciprocal relationships between systems of different sizes. This knowledge provides the basis for the assessment and intervention strategies, which the students implement in relation to the different systems levels in their field agencies (micro = individual, mezzo = family, group, macro = organization, community and larger systems).
Social Welfare Policy, also not a specific teaching focus of the field sequence, emphasizes the history and impact of social policies upon diverse populations at risk. It provides the students in their field experience with the necessary tools and understanding to examine the political and organizational context of service delivery in their field agencies. In integration with HBSE, it helps to direct the student to the appropriate systems level for intervention.

The Social Work Practice sequence is specifically integrated with field. Here generalist practice skills with individuals, families, groups, organizations, communities and larger systems are integrated with an ecological perspective, a special emphasis on strengths, and an appreciation for diversity in the teaching of the problem solving process. Students directly apply these skills in the field agency. The introductory generalist practice course provides an overview of micro, mezzo and macro generalist practice, assessment, and the problem solving process. The concept of ethnic reality is introduced, meaning social class, history, and culture coming together in the experience of the individual. This concept is used to explore ethnocentrism, sexism and homophobia, issues of diversity, and aspects of the helping relationship. This course is required prior to entering the professional field experience. General practice II is taken concurrently with the field placement and continues to examine the problem solving process with special emphasis on an empowerment perspective for populations who have experienced social injustice. In-depth work with the skills of each aspect of the problem solving process is required, along with specific skills in risk management, crisis intervention, and removing direct and indirect blocks to needed personal and societal resources. Case material used is taken from the students' field placements so that examples involve diverse populations at risk and transfer of learning is immediate.

The multicultural perspective is cultivated through the requirement that students take two non social work courses on a specific minority group prior to entering the field placement, and a cross cultural practice class either prior to or at the same time as the field placement. Courses are available in Chicano Studies, African American Studies, and Native American studies. Through these courses, students begin to understand the influence of culture on the functioning of micro, mezzo and macro level systems. Students draw upon this understanding in the field placement where they work with diverse client systems and are expected to design culturally sensitive interventions at all systems levels.

Research in Social Work, although not a specific teaching component of the field sequence, is required of each student while in the field agency. The research course continues students' learning about the ethical and methodological basis for research as a means for furthering knowledge and evaluating practice. Students study program assessment and bring these skills with them into the field placement. Students in their field agency are required to evaluate an aspect of their practice through completion of a single subject design research project with an individual, family, group, community or organization.
Problem Resolution Procedure

Students begin the application process for Field during spring semester of their Junior year. For many students, this is their first experience as a professional in the community, and almost certainly their first experience as a social work professional. The Field environment is complex and demanding. Even students who have done exceptionally well in their coursework may find the multiple demands of the practice environment confusing and, at times, overwhelming. It is to be expected that difficulties will arise occasionally for the student, field instructor, agency or school. Students may feel unable to raise an issue because they may be concerned that it will effect their grades. When problems do occur, it is in the best interest of all concerned that they be resolved as expeditiously as possible in order to avoid any unnecessary escalation. For each student in placement, there is an educational partnership, or team, consisting of the student, the field instructor, in some cases a task supervisor, and the faculty liaison. The following procedure has been developed so that all of the members of this educational team will know how to proceed if for any reason the placement raises concerns.

Step 1.
   Someone becomes aware of an area of concern. This may be the field instructor, task supervisor, student or field liaison.

Step 2.
   The concerned person addresses the issue directly with the person about whom they have the concern. Or, alternatively, the concerned person discusses the situation informally with the third or fourth member of the team in order to get perspective or support and then addresses the person about whom they have the concern. (i.e. The field instructor may bring up an issue directly with the student, or may choose to discuss it with the field liaison for some input on how best to proceed before talking with the student. Or, the student may ask the field liaison for help in talking with the field instructor.) It is anticipated that most concerns will be resolved at this step or at step 3. Team members may wish to take informal notes about the issue and resolutions discussed. The issue and resolution should be reflected in the student's weekly journal. If the situation is not resolved proceed to step 3.

Step 3.
   A meeting is called, by any of the involved people, with the student, field instructor, (and task supervisor) and field liaison. The issue is discussed and a plan made for resolution. Notes are taken for future reference. The field coordinator or director is informed of the situation. If the situation is not resolved proceed to step 4.

Step 4.
   A meeting is held with the field coordinator or Director. Again, a plan is developed and notes are taken. If the situation is not resolved, or as part of the plan for resolution, the student may be removed from the field agency. If there is concern about the student's functioning, the student may be referred for a Student Performance Review through the Social Work Department.
Field Disruption Policy

Students are required to complete two consecutive semesters of field experience at the same agency under the same agency field instructor. This provides students with an in depth experience in which they can move toward more independent social work functioning over the course of ten months.

However, there are unique circumstances in which students cannot remain at the same agency or continue working with the same agency field instructor. In the following situations the student will continue in field placement with a new field instructor or in a different agency during the current academic year, or the spring semester of the following year if the disruption occurs after the first semester:

- Agency turnover or changes in job requirements require the assignment of a different agency field instructor.
- The agency field instructor is not able to provide field instruction in keeping with CSWE requirements.
- The agency closes down or is not able to maintain social work field instruction in keeping with CSWE requirements.

In the event that medical or life cycle issues require that a student withdraw, efforts will be made to ensure that the student will be able to return to the same agency to complete the placement the following year. If a change of agency is required, the student may be required to begin the placement sequence at the beginning of fall semester, in order to be able to complete the research component of the placement.

Students in the BSW program, who, for whatever reason, do not pass the required social work classes that are co-requisite to the Professional Field Experience may not continue in field placement. Students in this situation fall semester may not move forward into the second semester of Field Placement. Students whose placements are disrupted for this reason will be required to take the full field sequence in the following academic year. The rationale for this requirement is twofold: 1) Students will not be able to complete the required Practice Evaluation project if they have failed Applied Research or do not take Applied Research concurrently with Field; 2) Students who do not pass the Practice class will be required to demonstrate that they have achieved the necessary practice skills to function successfully in the field placement as a beginning social worker.
All students are admitted and retained in the Bachelor of Social Work program on the assumption that they have the potential academic ability and personal suitability for completing the program. All students admitted to the Bachelor of Social Work Program at Metropolitan State University of Denver are expected to maintain the standards established by the Social Work Department, the Social Work profession and the University.

During the course of study a student may not perform at the required level. When problematic situations are identified, the student’s adviser needs to be alerted. The adviser will consult with the Student Coordinator and student’s instructors to determine if a Performance Review is needed. Once a Performance Review is requested, the student will be notified in writing of the reasons for the review. The Performance Review Committee will conduct a review to determine whether it is appropriate for the student to continue in the Bachelor of Social Work Program, and if so, under what conditions. Such conditions could include a requirement to complete study skills or writing skills development, completion of psychological counseling or other treatment, or other appropriate activities to resolve academic or personal problems.

The Student Coordinator shall be responsible for monitoring and reviewing student performance issues for all BSW students. Membership in the Performance Review Committee shall include: the BSW Program Director, and two other decision makers, which can include the BSW Field Director, BSW faculty and, a designated Associate Dean from the LAS Dean’s office. The BSW Director will serve as chair of the committee unless he/she is also the chair of the Social Work Department. In that case, the BSW Program Director/Department Chair will appoint one of the other members as Performance Review Committee Chair and the BSW Program Director/Department Chair will be released from the Performance Review Committee.

**Automatic reviews:**

Students will be reviewed when:

- The BSW student fails to maintain a cumulative graduate GPA of 2.0.
- The BSW student receives a grade of “D” or an “F” in a Social Work course.
- The BSW student falls out of the required sequence of coursework or fails to adhere to the Plan of Completion provided at time of acceptance. Exceptions to this agreement must be approved by a BSW Program academic advisor.
- The BSW student displays behavior that is a significant or pattern of violations of the Standards of Professional and Ethical Behavior or MSU Denver Student Handbook (including, but not limited to cheating, plagiarism and/or fraud).
- The BSW student fails to obtain or maintain an agency field placement for his/her Field Experience.
- The BSW student does not fulfill the obligations mandated by provisional acceptance or probationary status.
• The BSW student’s behavior or interactions raise concerns about his/her ability to function in the Social Work Department or as a professional social worker, and such concerns are not resolved among the student, his/her advisor, and any other concerned parties.

Faculty/Administrator/Staff Initiated Reviews:
Any Social Work faculty, administrator or staff member who believes that the BSW student does not meet the academic or non-academic performance standards has a duty to report such significant performance concerns/problems and request a review by the committee. Such requests must include documentation, which describes the specifics of the student’s performance problem(s). These requests must be in writing on the Performance Review Committee Request Form and must be sent to the Committee Chair as well as the student’s BSW faculty advisor. Documentation should include records of meetings with the student to discuss the performance problem(s) and any written documentation about the problem(s).

Student Initiated Reviews:
Any BSW student who believes that a fellow student’s performance does not meet the BSW Program’s performance standards may report such concerns with his/her graduate faculty advisor. If deemed significant, the advisor will discuss the concern with the graduate faculty advisor of the student in question. If no remedy is achieved after the advisors confer, a Performance Review may be requested. Such request must be in writing and include the students’ documentation, which describes the specific performance problem(s).

Performance Committee Review Process
After the committee chair has received a request for a review or has been notified that a student has demonstrated behavior that denotes an automatic performance review, the Performance Committee will take the following action:

Academic/Administrative Review:
If the problem is classified as an academic or administrative issue, BSW Program Director will review the student’s status after consulting with the student’s BSW faculty advisor and/or the designated faculty members who have been identified as knowing the most about the student and the situation. The student will be asked to submit documentation to explain the violation and may be asked to meet with the BSW Program Director and/or their BSW faculty advisor. The student will be notified in writing of the results of the review. Since all violations in this classification are a direct violation of a BSW Program policy and/or University policy, the student may be dismissed from the MSW Program or placed on academic probation.

Appeal Process: Students who are dismissed from the BSW Program may request a formal Performance Review within two weeks of the postmarked letter. The request must be submitted to the BSW Program Director in writing. The BSW Program Director will present the issue to the Department Chair. If the Department Chair agrees to the request, the Performance Review will be granted. The student will be notified in writing of the decision within two weeks of the receipt of the appeal request.

Academic/Administrative Problems could include:
• The BSW student fails to maintain a cumulative graduate GPA of 2.0.
• The BSW student receives a grade of “D” or an “F” in a Social Work course.
• The BSW student falls out of the required sequence of coursework or fails to adhere to the Plan of Completion provided at time of acceptance. Exceptions to this agreement must be approved by an BSW Program academic advisor.
• The BSW student does not fulfill the obligations mandated by provisional acceptance or probationary status.
• The BSW student fails to obtain an agency field placement for his/her Field Experience.

**Professional Behavior Review:**
If the problem is classified as a professional behavior problem, a performance review meeting will be scheduled to initiate the Performance Review Procedure.

**Professional Behavior Problems could include:**
- The BSW student displays behavior that is a significant or pattern of violations of the Standards of Professional and Ethical Behavior or MSU Denver Student Handbook.
- The BSW student does not fulfill the obligations mandated by provisional acceptance or probationary status.
- The BSW student fails to maintain an agency field placement for his/her Field Experience.
- The BSW student is in violation of the attendance policy, which may result in failure of the class.
- Physical illness or emotional problems that, in the professional judgment of one or more of the Social Work faculty, could impair effective quality provision of services to future clients, acceptance or supervision, appearance and general demeanor.
- Documented evidence of serious criminal activity occurring during the course of study or which occurred prior to admission to the program by became known after admission. Exception to this may be granted by the Social Work BSW faculty advisor if the situation appears to be resolved.
- Professional goals are not matched to those of the social work profession and generalist social work practice.

**Performance Review Procedure**
All committee members as delineated above and the student’s BSW faculty advisor must be present at the meeting. If the student’s BSW faculty advisor is on the committee, then another Social Work faculty member shall fill the committee position and the student’s advisor shall function as advisor.

**Role of the Graduate Faculty Advisor or Designated Social Work Faculty, Administrator, or Staff Member:**
The Performance Review Committee shall indentify the designated Social Work faculty/administrator or staff member who has the most knowledge about the student and his/her overall performance. In many cases this will be the BSW faculty advisor. At the review hearing, the designated Social Work faculty/administrator or staff member shall present brief background information about the student. This faculty member will also secure evaluations from instructors of the previous semester(s) regarding the student’s performance in his/her course and will secure evaluations from the BSW Program Director or the BSW faculty advisor or other faculty about the overall academic status of the student. Based on the information gathered, this faculty member will present his/her own assessment of the student’s overall performance and any recommendations.

Those who may appear before the committee include:
- The student whose performance is to be reviewed may attend during the fact-finding part of the meeting. The student must leave prior to the committee’s deliberation. The student may also
present information to the review committee. Prior to the meeting, the student must inform the committee chair of intent to attend the meeting and/or speak to the committee.

- The student may ask as many as two persons who are knowledgeable about his/her performance to present information the committee. Such persons must make brief statements and are permitted to be present in the committee meeting only to make their presentation to the committee. The committee chair must be informed in advance about those persons who will appear on behalf of the student as well as the general nature of the information which each will present.

- The designated Social Work faculty/administrator or staff member will contribute information regarding the student’s performance and respond to questions from committee members. Their attendance at the committee meeting is limited to their presentation.

- If the review was requested by a faculty/administrator/staff member, that person shall present his/her information to the committee and respond to questions from committee members. This person’s presence at the committee meeting is limited to his/her presentation.

- Other faculty/administrator/staff members or Field Experience instructors may contribute information regarding the student’s performance. These members are to be identified by the student’s BSW faculty advisor. Their attendance at the committee meeting is limited to their presentation.

Confidentiality:
All procedures related to the performance review must be carried out in a manner which assures protection of the student’s rights in line with the Family Educational Rights and Privacy Act. The student has the right to review all written information, which is presented to the committee. Members of the committee and other persons who appear at the review hearing are expected to maintain confidentiality with regard to all aspect of the hearing. Actions of the committee are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

Meeting Agenda:

1. Fact Finding
   a. Review of facts, which led to performance review – Chair of Performance Review Committee
   b. Presentation of background information about student – Faculty advisor or designated Social Work faculty/administrator or staff member.
   c. When a hearing resulted from a faculty request, presentation by that person
   d. Presentation of information by other faculty members.
   f. Summary of main points and facts - Chair of Performance Review Committee

2. Deliberation and Action
For this part of the meeting, only the committee members and the student’s advisor or designated Social Work faculty/administrator/staff member shall be present. The advisor or designated faculty/administrator/staff will not participate in the voting.

   a. Consideration of all factors in present and past performance of the student.
   b. Discussion of the alternative plans to address the performance problem(s).
   c. Decision on the plan to be completed by student to resolve the performance problem or decision to dismiss the student from the Social Work Program.
The committee’s decision must reflect a unanimous view. It is the responsibility of the Performance Review Committee Chair to write a statement that describes the nature of the performance problem and a summary of the facts which were presented to the committee, as well as the committee’s action. This is to be placed in the confidential advising portion of the student database. Within one week after the review hearing, this written summary statement reflecting the committee’s decision will be sent in writing to:

- The student
- The student’s BSW faculty advisor or designated faculty/administrator/staff member.
- The chair of the Social Work Department

**Appeal Process:**
Within a period of two weeks from the post-dated decision letter, the student may appeal the Performance Review Committees’ decision. Such appeal should be filed with the Chair of the Social Work Department. This appeal shall be presented to the Social Work Appeal Committee for consultation. The Chair of the Appeal Committee may then:

- Ratify the Performance Review Committee’s decision
- May alter the course of action that the student is to take to remedy the performance problem(s).
- May decide to allow the student to remain in the Social Work Program with certain stipulations.

Such action by the Social Work Appeal Committee must be completed within three weeks of the date of the appeal. The Chair of the Appeal Committee must write a summary of the decision, which shall be placed in the confidential advising database and sent to:

- The student
- The student’s graduate faculty advisor and/or designated faculty/administrator/staff member.
- The Chair of the Performance Review Committee

The Social Work Appeal Committee will be comprised of the Department Chair, two members of the Advisory Board and the Associate Dean of the Schools of Letters, Arts and Sciences. If the student is not satisfied with the decision of the Social Work Appeal Committee, he/she will then follow the appeal procedures as outlined in the Metropolitan State University of Denver Student Handbook.
Performance Committee Review Request Form  
Request by Faculty

Date: ______ Faculty Name: ____________________ Student Name: ___________________________
Student ID#: ____________________________

Reason for Review Request: (Attach all documentation as indicated in Performance Committee
Review Summary.)

Overall GPA: ______ Social Work GPA: ______

Faculty signature: __________________________ Date: ______
Performance Review Committee Request Form  
Request by Student

Any student who believes that a student's performance does not meet the Social Work Program's performance standards may report such concerns to his/her Social Work faculty advisor. If deemed significant, the advisor will discuss the concern with the Social Work faculty advisor of the student in question. If no remedy is achieved after the advisors confer, the Social Work advisors may request a performance review by the committee. Such requests must be in writing and include the students' documentation that describes the specific performance problem(s).

Date:______ Requesting Student Name:______________ Requesting Student's Advisor: ____________

Student to be Reviewed:

Reason for Review Request: (Attach a concise summary of the reason for the request, summary of relevant discussions and any previous attempt to resolve this issue prior to requesting Performance Committee Review. Documentation may be attached as appropriate.)

(This section to be filled out by Social Work Program Office.)

Requesting Student's Advisor:____________________ Overall GPA:____ Social Work GPA:____

Student Signature:________________________________ Date:__________
Affirmative Action Program (AAP)

Purpose and Content of MSU DENVER's Affirmative Action Plan (41 C.F.R. 60-2.20)

The AAP consists of the application of every good faith effort to devise and pursue specific, result and action-oriented procedures which have as their overall objective equal employment and educational opportunity. Generally speaking, equality of employment and educational opportunity means that neither employment nor educational decisions are to be based on a person's race, color, religion, sex, national origin, age, disability/handicap, sexual orientation or Vietnam-era or disabled veteran status.¹

MSU Denver's affirmative action program is implemented through its Affirmative Action Plan. The Plan is the written document which identifies those areas in which the University is deficient in its utilization of minority groups and women; which sets goals and timetables for the correction of identified deficiencies; which specifies result and action-oriented procedures to which the University will devote every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its work force where identified deficiencies exist; and which establishes guidelines and procedures and assigns responsibilities for the purpose of assuring equal employment and educational opportunity, to all persons employed by or seeking employment at MSU DENVER and to all participants and prospective participants in its programs and activities.

THE OBJECTIVE

The equal employment objective of MSU Denver is to achieve within a reasonable period of time an employee profile, with respect to race and sex in each major job group, which is an approximate reflection of proper utilization through the following objectives.

1. Achieving full utilization of minorities and women at all levels of management and non-management at a pace beyond that which might occur normally, as well as the absence of discrimination in employment because of race, color, religion, national origin, sex, age, veteran status, disability/handicap or sexual orientation.

2. Creating a work environment free of discrimination.

3. Reach the stated objective through the Affirmative Action Plan. An integral part of our program is to make a good faith effort through goals designed to change the race and sex profile in those areas where there has been underutilization of women and minority group persons.

4. To recruit and hire the finest candidates available. Our philosophy is to hire the best-qualified person for any given position regardless of race, color, disability, religion national origin, sex, sexual orientation, age, or Vietnam-era veteran status. While we set goals for fuller utilization of women and minorities, the choice of the best-qualified applicant is our top priority.

The Office of Equal Opportunity is assuring that full realization of our stated objective through a continuous procedure of monitoring and reporting. It should be emphasized that the Affirmative Action Plan is a plan of inclusion rather than exclusion.

The plan in its entirety is available at:
http://www.msudenver.edu/media/content/equalopportunitvoffice/documents/policiesandprocedures/EO_Affirmative_Action%20Statement%202012.pdf
Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 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.

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.
Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients' informed consent before 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, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

**1.15 Interruption of Services**

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

**1.16 Termination of Services**

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

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

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

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

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

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

**2. Social Workers' Ethical Responsibilities to Colleagues**

**2.01 Respect**

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals
4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.
2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

* Mission, goals, and objectives
* Curriculum
* Governance, structure, and resources
* Faculty
* Student professional development
* Nondiscrimination and human diversity
* Program renewal
* Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

* To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
* To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
* To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
* To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
* To develop and use research, knowledge, and skills that advance social work practice.
* To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

* Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
* Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
* Developing knowledge.
* Developing and applying instructional and practice-relevant technology.
* Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
* Promoting continual professional development of students, faculty, and practitioners.
* Promoting interprofessional and interdisciplinary collaboration.
* Preparing social workers to engage in prevention activities that promote well-being.
* Preparing social workers to practice with individuals, families, groups, organizations, and communities.
* Preparing social workers to evaluate the processes and effectiveness of practice.
* Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
* Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
* Preparing social workers to recognize the global context of social work practice.
* Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate
social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.

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

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

**Foundation Curriculum Content**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

**Program Mission, Goals, and Objectives**

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

**2. Curriculum**

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field
education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.2 Admits only those students who have met the program’s specified criteria for field education.

1.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

[Note: This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]
Part II: Course Materials

Fall Semester, SWK 4790, Assignments Checklist

SWK 4790-Professional Field Experience I
Fall Course Syllabus

Semin Seminar Presentation Format
ar

Learning Contract Explanation

Evaluation Process

Learning Contract and Evaluation Form- SWK 4790:
  Cover Sheet and
  Evaluation Form
  Learning Contract

Orientation Report

Mid Term Evaluation

Weekly Journal
  SWK 4790

Spring Semester, SWK 4810, Assignments Checklist

SWK 4810-Professional Field Experience II
Spring Course Syllabus

Learning Contract and Evaluation Form - SWK 4810
  Cover Sheet and
  Evaluation Form
  Learning Contract

Weekly Journal
  SWK 4810

Mid Term Evaluation

Process Recording

Journal Summary

Bibliography
Assignments:

☐ Orientation Report
☐ Learning Contract
☐ Case Presentation
☐ Mid Term Evaluation
☐ Semester Final Evaluation
Course Syllabus

SWK4790-Professional Field Experience I

Prerequisites/Co Requisites:
SWK1010, SWK1020, SWK3050, SWK3060, SWK3410, SWK3780, SWK3790 and permission of the instructor. SWK4250 must be taken either prior to or concurrently with SWK4790. SWK4780 and SWK4010 must be taken concurrently with SWK4790.

Bulletin Course Description
Students begin to develop readiness for professional employment while in a supervised placement in a social agency serving diverse populations at risk. Students integrate knowledge, skills, values and ethics within social work practice at the Micro, Mezzo and Macro levels. Students work toward remediating conditions of social and economic injustice while in the agency field placement. Students must take SWK4010 - Generalist Practice II - concurrently with SWK4790.

The BSW Field Program adheres to the following policies of the Department of Social Work and of the University.

Classroom Code Of Conduct
Department of Social Work Standards of Professional and Ethical Behavior

The Department of Social Work at the Metropolitan State University of Denver is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the competencies, values, and skills of the profession of social work. The values of the profession are codified in the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education has ten core educational competencies that social workers must master. Given this context, the Social work Department has identified behaviors for the social work student to exhibit in the classroom, the online classroom, field placement, in the Social Work office, through email/phone conversations, and any other interaction in a professional/academic setting. This document does not include the complete NASW Code of Ethics or the CSWE Educational Policies, however it highlights particular ethics and competencies to serve as a framework of professional and ethical behaviors to abide by while a social work student at MSU DENVER. Other aspects of the NASW Code of Ethics or the CSWE Educational Policies are evaluated academically throughout the program's curriculum.

Department of Social Work Standards of Professional and Ethical Behavior: Self-Assessment
Department Policies:

Attendance Policy Values Statement:

The MSU Denver’s Department of Social Work adheres to the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards. In abiding by the standards of the national governing body, CSWE, MSU Denver’s Department of Social Work provides students and the surrounding communities a measure of confidence regarding competent, well-prepared professional social workers at the undergraduate level.

In addition to presentation of course content such as concepts and theories, social work education provides socialization into the profession—the development of an identity as a social work professional. Therefore, classroom sessions meet several learning objectives through the use of lecture, text review, guest speakers, interactive exercises, and student discussion. In order to ensure optimal development of professional identity, classroom attendance is required.

Consequently, the MSU Denver Social Work Department presents the attendance policy.

Late Paper Policy:

Students are responsible to:

1. Turn in the correct paper for the assignment due. If a student turns in a paper intended for another class, it will be graded based on the assignment due. If that student discovers his/her mistake, contacts the instructor and emails the correct paper to the Instructor, it will be graded as a late paper.
2. Turn in a paper in a file format that opens in word. The instructor will notify the student and give the student a limited amount of time to resubmit the paper. It will be graded as a late paper.
3. Turn in assignments by the due date and submitted in the proscribed method. If a paper is late, it will be graded as a late paper. Each week a paper is late a 10% deduction will be given.
4. Discuss exceptions to the above with the instructor. On rare occasions where students know their paper will be late due a personal crisis, the instructor may modify the above policy.

Assignment Grade Issue Policy

If a student has a grade dispute with the instructor, he/she should:

1. Make an appointment to come to campus to discuss grade concerns with the instructor. Having a one minute conversation after class does not meet this requirement. In rare cases where the grading issue cannot be resolved with the instructor, the student may
2. Make an appointment to come to campus to discuss the grade concerns with Dr. Rebecca Paskind, BSW Program Director. Dr. Paskind will notify the instructor of this meeting and gather background information in preparation for this meeting. The student will be asked to bring a graded copy of the paper and an ungraded copy of the paper. Dr. Paskind may ask another faculty member that teaches in the same content area to grade the paper without knowing what the original grade was. This new information will be forwarded to the instructor and factored into a consideration of a grade change. Students should be aware that this could result in a higher grade, grade unchanged or a lower grade on the assignment.
APA Policy:

All written communication in the classroom environment (online and on campus) will be in American Psychological Association (APA) sixth edition format.

SWK Department Plagiarism Procedure:

Each syllabus will state the APA policy and the edition to be used that semester and the grade penalty incurred by students for not following APA style appropriately. We recommend that this penalty be up to 10% of the total points of the paper for the first offense outlined below. Please note that this procedure does not apply to drafts students submit to an instructor for feedback. Students who do not use APA style to reference content that is not common knowledge will receive:

1. First offense:
   - Verbal and written warning to student, notes in the SWK database will summarize the instructor’s contact with the student regarding this offense.
   - Sections of the paper that contain plagiarism are penalized up to 10%.
   - BSW Program Director will be notified in writing and a record of the offense will be entered into the Plagiarism Log.

2. Second Offense
   - Mandatory Performance Review
   - Paper in question is not gradable until the Performance Review is held and the instructor is notified that the paper should be graded as part of the outcome of that review
     - When graded the paper is eligible only for 89% of the total points for the assignment in question.
   - BSW Program Director notified in writing
   - BSW Program Director will notify Student Affairs of the offense
   - Notes in the SWK Department database will summarize instructor’s contact with the student

3. Third Offense
   - Dismissal from Program
   - Inform Student Affairs of student’s dismissal and the reasons for it.

Student Posting in "Discussions"

Each student will complete Discussion assignments posed by the course instructor during each Learning Module and/or week. Students will post and/or respond by using the "Discussions" button on the course navigation bar. In keeping with the intent of the department Attendance Policy, we expect student participation in Discussions to be regular and engaging.

Regular:

Students must be present in Discussion during each week of the semester. Since weeks begin and end Fridays at 5 PM, timely postings for each week are due in order to receive full credit for each week.
Late postings and/or the lack of responses as interaction with other members in the course are incomplete and subject to the rules relating to "tardies" within the department's Attendance Policy.

**Engaging:**

Online courses rely on written communication skills as a means of interaction, to convey information, and to determine if learning is taking place. Therefore, students will write more often, which can be more challenging than oral discussion. Students in online courses need to demonstrate good writing skills and/or be willing to develop the ability to communicate and express your thoughts and feelings in writing.

Discussion should not be addressed only to the instructor; it is important to share ideas as though you are speaking to the entire class. You should also review all postings and prepare to respond to another's ideas. You may pose general questions as well. Your work should contribute new perspectives and add to the dialogue amongst colleagues. Simply, please do not repeat what someone else has said or offer trite agreement. Since postings in the Discussion are asynchronous (not real time), the purpose is to allow you to be online when it is convenient for you, as well as to allow time for you to think about the questions and the discussion of others, and then to respond accordingly.

**Missed Discussions in Online Classes**

If a student misses discussion that occurs during an excused absence, he/she will be awarded points equal to the average weekly discussion score for the course at the end of the semester.

If a student misses discussion that occurs during an unexcused absence, he/she will not be awarded points for that week and there is no makeup available to the student.

Online students will also adhere to the departmental [Attendance Policy](#).

**University Policies**

**Academic Dishonesty:**

Academic dishonesty is a serious offense at the University because it diminishes the quality of scholarship and the learning experience for everyone on campus. An act of Academic Dishonesty may lead to sanctions including a reduction in grade (up to and including a permanent F for the course), probation, suspension, or expulsion. Academic dishonesty includes cheating, fabrication, plagiarism, submitting the same paper or work for more than one class, and facilitating academic dishonesty. For definitions and more information, see the Student Handbook which is available online through Metro-Connect.

**NC (No Credit) Policy:**

Students will be expected to know and observe the MSU Denver regulations regarding No-Credit Withdrawal (NC). It is the student’s responsibility to withdraw from a course. Students who withdraw after the census date will receive an NC on their transcripts. NC stands for No Credit and does not impact the student’s grade point average. NC deadlines for part-of-term classes vary.
Check out the Academic Calendar.

Note: It is the student’s responsibility—not the instructor’s—to obtain the NC request from the Admissions office, obtain the instructor’s signature, if required, and turn the completed NC form in to the Admissions office. Students who do not successfully withdraw as described above will receive an “F” in the course.

Students who have questions about tuition and fees refund deadlines should contact the Office of Student Accounts at 303-556-6188.

Incomplete Notation:

If you have completed most of the course but are unable to take the final examination due to an unanticipated serious circumstance such as hospitalization, you may request an incomplete. Incomplete work denoted by the "I" notation must be completed within one calendar year or earlier. If the incomplete work is not completed within one calendar year, the "I" notation will change to an "F".

Religious Holidays:

If the class deadlines interfere with religious holidays, please abide by the University policy.

Students at Metropolitan State University of Denver (MSU DENVER) who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities or submit graded assignments on particular days shall without penalty be excused from such classes and be given a meaningful opportunity to make up such examinations and graded activities or assignments provided that advance written notice that the student will be absent for religious reasons is given to the faculty members during the first two weeks of the semester.

Nothing in paragraph one of this policy shall require MSU Denver faculty members to reschedule classes, repeat lectures or other ungraded activities or provide ungraded individualized instruction solely for the benefit of students who, for religious reasons, are unable to attend regularly scheduled classes or activities. However, presentations, critiques, conferences and similar activities involving individual students shall be scheduled to avoid conflicts with such students’ religious observances or holidays provided that reasonable advance notice of scheduling conflicts is given to faculty members. Because classroom attendance and participation is an important aspect of learning, MSU Denver students should not register for courses if regularly scheduled classes or activities routinely conflict with their religious observances or holidays (e.g., conflicts resulting in weekly absences for an entire semester).

Any MSU Denver student who believes that an MSU Denver faculty member has violated this policy is entitled to seek relief under Section V of the MSU Denver Equal Opportunity Grievance Procedure.

Copies of this policy are available from the department upon request. It is the students’ responsibility to understand and abide by the policy.

Accommodations for Students with Disabilities:

Students who need an accommodation based on the impact of a disability should contact the instructor to discuss their specific needs. Students will need to provide the instructor with a disability verification
letter from the Disability Services Office before appropriate accommodations can be made. Failure to notify the instructor in a timely fashion may hinder the University’s ability to assist students to successfully complete the course.

The Metropolitan State University of Denver does not discriminate on the basis of race, color, creed, national origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities. Inquiries concerning Title VI, Title IX and Section 504 may be referred to Dr. Percy Morehouse, Director, Equal Opportunity, Metropolitan State University of Denver, 303.556.2939; or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Suite 300, Denver, CO 80204. Discrimination based on disability in admission to, access to or operation of programs, services or activities of the university is prohibited by the Americans with Disabilities Act.

**Required Reading Materials:**


**Recommended Reading Materials:**

Other readings as appropriate related to the particular field placement.

**Student Learning Objectives:**

The field placement sequence involves two semesters of agency field placement. The first semester expectation is that the student learning agreement will address the beginning level of the following objectives.

Upon completion of the course the student will be able to:

1. Demonstrate the values of the social work profession with an understanding and respect for the positive value of diversity including ethnic minorities, GLBTQQI population, the aging, women/children and the developmentally disabled.

2. Demonstrate the professional use of self and continued personal growth and awareness, which facilitate ethical social work practice.

3. Begin generalist practice with the theoretical knowledge and skills essential for social work with diverse client systems of all sizes.

4. Apply the theoretical and conceptual knowledge base of the four sources of human behavior (Biological, psychological, sociological and cultural) to the understanding of the interactions of individuals and social systems in their environment including families, groups, organizations, and communities.

5. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

6. Use supervision and professional field experiences in applying generalist social work
knowledge and skills on behalf of all client systems.

7. Function within the structure of an organization and service delivery system, and under supervision, seek necessary organizational change.

OUTLINE OF COURSE CONTENT

I. Placement of Student in Field Agency

A. Application for field placement is submitted by students to field Director in February of junior year.
B. Placement interview between student and field faculty to assess student interests and skills, discuss professional ethical conduct based on social work values, and make tentative placement recommendations. Takes place the spring semester of junior year.
C. Interview between student and agency field instructor at field agency serving diverse populations at risk such as women and children, the aging, developmentally delayed, gay and lesbian persons and oppressed ethnic minorities. Field agencies function with a concern for issues of social and economic justice. Takes place spring semester of junior year.
D. Student placement in the field agency is agreed upon by student, field agency and field Director. Affiliation Agreement between field agency and The Social Work Program is completed if not already in place.
E. Finalized placement arrangements are to be completed before the last week of the spring semester, junior year. Field placement hours begin the first week of the fall semester.

II. Beginning the Field Placement

A. The student is to report to the field agency on Monday of the first week of classes unless a different time has been previously agreed upon by student, agency field instructor and field liaison.
B. The students and faculty field liaison will meet in the field seminar on campus or online, during the first week of classes. Course objectives and requirements will be discussed and students will have the opportunity to interact and discuss their placements.
C. The student is to complete a Learning Contract based upon the course objectives within the first 6 weeks of the semester. This contract incorporates the student's roles and specific responsibilities at the agency as outlined by the student and agency field instructor. Student learning experiences are to be included for micro, mezzo and macro systems levels and the full range of ethnic diversity and populations at risk served by the agency. The Learning Contract is to be signed by the student and the agency field instructor and sent to online faculty or given to the faculty liaison in the field seminar meeting.

III. Ongoing Course Process

A. The student will report to the field agency 16 hours per week to experience beginning generalist social work practice with diverse populations at risk in an agency setting. Beginning professional student practice is to be based upon information learned in course work sequences in HBSE, Policy, Research and Practice, and will require students to draw upon and begin to integrate this knowledge base.
B. Students and faculty liaison will meet weekly on campus or online, throughout the semester to discuss ethical and values issues and dilemmas, present cases and agency
situations involving diverse populations at risk and the various systems levels, and do interactive problem solving. A Field Journal, including objectives planned and completed, supervision and feedback received, and learning from positives and struggles, will be kept by each student and given to the faculty liaison on a weekly basis. C. Concurrent enrollment in SWK4010 - Generalist Practice II - provides classroom opportunity to conceptualize practice issues. Enrollment in SWK 4780 – Applied Research 1 – assists students to begin to explore a research project through which s/he will evaluate his/her own practice spring semester.
Evaluation Of Student Performance

1. A minimum of two, three-way formal conferences are held with the student, the faculty liaison and the agency field instructor in the placement agency at the beginning and the end of the academic year, with a mid year phone conference. This allows for systematic review of cases, of administrative responsibilities and of progress related to the course objectives and goals on the learning contract.

2. Evaluation of student performance by the agency field instructor will take place at the end of the semester. A verbal review of the performance evaluation will take place between student and field instructor at the mid point of the semester, at which time the Mid Term Evaluation form will be completed.

3. Students meet with the faculty liaison at the university or on line weekly during the semester. This time does not count toward the 16 hrs. per week to be spent in the field agency. Through assignments, class participation, and meetings with the agency field instructor, faculty liaison will evaluate whether the student's functioning in the 6 course objectives is adequate to continue in the field placement. Serious inadequacies, or any violation of ethics or law, will require review and may necessitate removal from the field placement. Each objective must be met each semester.

4. Students complete an orientation report, including identification of at risk populations served, any policy issues mandating the service, funding sources and their impact on client systems, and organizational chart of agency structure.

Grading: SWK 4790

I. Field agency:(50%) Evaluation by agency field instructor: A grade will be calculated based on this evaluation. Grading is explained in the Evaluation Process in this field manual. This is a recommended grade; the final responsibility for assigning a grade rests with the school. Absence from placement for any reason must be made up. 240 field hours are required to pass.

II. Field Seminar:(50%)

1) Class attendance and participation: On-line participation - 5pts per session – 75 pts.
2. Weekly journal entries; 10 pts each - 150 pts. On-line journals - 5 pts each – 75 pts.
3. Orientation report 75 pts.
4. Case presentation 25 pts

Seminar Grade:

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<td>A</td>
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<td>B</td>
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<td>D</td>
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<td>F</td>
<td>148 – Below</td>
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The field and class grades will be averaged for the final grade
III. Relationship of Grade to Field Placement Objectives:

In order to receive the letter grade suggested above, an adequate level of functioning must be maintained on each of the course objectives. Additional tasks may be assigned by the instructor in order to help the student to remediate any areas of concern. Grades from such assignments will be averaged into the final course grade. Any violation of ethics or law may be cause for termination from the field placement with a resultant grade of F.

Course overview:

Each week will begin with a check-in during which each student will report on how his/her placement is going. The Discussions journal posting is considered to be the check-in for the on line seminars. At the check-in the student will have the opportunity to request time during that session for discussion of any issue of concern. Student issues will take precedence over scheduled exercises, which will be moved to a later date as needed.

There will be regular student presentations. The presentation may be a case presentation or the presentation of an issue of particular concern to the student in relation to his/her work at the field agency. Such presentations may be at any of the systems levels, such as the micro level presentation of a particular client, or the macro level concern about how the field agency is relating to a particular ethnic group in the community. Each presentation will follow the problem solving process model. It is expected that all students will engage in discussion and exploration of the issues raised, from a perspective that shows awareness of social work values and ethics, issues of social and economic justice, and the special needs and concerns of diverse populations who are at risk. Students who have an area of emphasis will be expected to present on issues relevant to their emphasis. Each student will have the opportunity to present each semester. Presentations may be more or less formal, depending on the urgency of the situation and the amount of planning time the student has had.

All assignments are to be typed and well written. APA style documentation is required for all written assignments.

The weekly schedule including assignments will be available the first seminar meeting and as the Schedule in the on line seminar.
Seminar Presentation Format

Situations presented to the Field Seminar may involve client systems at the micro, mezzo or macro levels. While some students may wish to present an individual client, for others it may be more useful to present an organizational or community problem. It is expected that students will present situations that are difficult for them, in order to seek help or further insight from fellow students and the instructor. Presenting when you do not know exactly how to proceed may be uncomfortable, but is an excellent way to learn. All students are expected to participate in each presentation, helping to explore problem definitions and barriers as well as possible solutions.

The Problem solving method is the basic presentation format, though it may not be possible to work through all of the steps in any given situation.

The Steps

1. Explain why you are presenting this situation, and what you want from the class.

2. Give a brief description of the situation with the background information necessary for the class to understand what is happening now. This may include an ecomap or genogram.

3. Attempt to define the problem. This will involve an exploration of your assessment of the client system and possible different ways of looking at the problem.

4. Explore possible solutions. What has been tried in the past? What did or did not work? Why? Do you know what is keeping this problem situation from being resolved?

5. Select a possible solution.

6. Explore possible means of implementing this solution. What resources and actions will it require and from whom?

7. What do you see as advantages and drawbacks of this approach?

8. At the next class session, during "check in" update the class on how it is working.
Each student is to write an individualized learning contract reflecting the purpose and activities of the field placement. This will assure that the placement will meet the needs of the student, and that the student, field instructor and school all have the same understanding of the placement. This contract should be developed with your field instructor, with input from the field liaison. The student cannot develop the contract alone, since s/he does not know what learning opportunities the placement has to offer.

Developing the contract is not as complicated as it looks at first, and makes the end of semester evaluation very easy. Although the goals and objectives are written in academic language, the activities are to be written in the language of the workplace. Thus the contract "forms a bridge" between the university and the agency to help the student transfer learning.

HOW TO BEGIN:

1) To start working on the contract, list as many of the things you expect the student to do, and that the student wants to do, in the course of the semester, that you can both think of.

2) Then consider what you expect the student to learn from each one, and you will be able to decide which goal to list the activity under. Some activities may be listed under more than one goal, as the student may learn several things from it.

3) Then look back at the goals and objectives, and ask what else the student might do to accomplish those objectives which you have not yet addressed. Class assignments from the field seminar may also be included on the contract as learning activities.

The contract should be typed, and signed by both student and field instructor(s). A signed copy must be turned in to the field liaison. Student and field instructor should keep a copy to be used for the mid and end of semester evaluations.

The learning contract is to reflect the work of one semester; a new one will be developed for second semester to reflect the student's increasing level of experience and growth. All goals must be addressed each semester, but some may receive more focus in a given semester. The learning contract may be amended to reflect significant changes during the semester.

THE GOALS AND OBJECTIVES ARE COMPLETED FOR YOU. They reflect the goals of the Social Work Program and the objectives, which all social work students are expected to achieve for competent social work practice. If there are additional learning objectives, which are specific to your particular agency, feel free to add them.
Learning Activities refer to those specific tasks and opportunities available at your field placement. These will differ greatly in different settings, and are based on each student's learning needs and interests.

FOR EXAMPLE:

Possible activities for goal #3, Practice without Discrimination, might be:

1) Objective #3: Relate comfortably with diverse clients.

2) Activities:
   1. Meet with the client once a week. The first three sessions will be in the presence of the field instructor with my taking a progressively more active role in interacting with the client.

   2. Discuss my anxiety level during my supervision sessions.

The learning activity of meeting with the client once a week may also be listed under goal #6, as it would certainly be an appropriate learning activity for demonstrating basic skill in interviewing. In this case you might add the learning activity of discussing the content and process of the interview with the field instructor.

Again, think about all of the things the student will be able to do in the agency. The student will be excited, challenged and sometimes even afraid. Always, the student will be learning. The field instructor will be teaching constantly, by what you say, what you do and who you are in your professional role.

The learning contract is simply a way to answer the student's questions: What will I do? What will I learn from that? Am I learning everything I need to know to start out as a social worker?

It structures a response to questions of the field instructor: What should I be doing with my student? Am I meeting the School's expectations? Am I teaching her/him what s/he needs to know to be a good social worker?
THE LEARNING CONTRACT SERVES AS THE BASIS FOR THE EVALUATION AND GRADE. At the mid point of the semester, the learning contract should be reviewed verbally by the field instructor(s) and student and the Mid Term Evaluation (page 99) should be completed at that time. At the end of the semester, goal achievement is to be evaluated by the field instructor and a rating assigned for each objective in the learning contract. The 2 page evaluation form (the 2 pages after the learning contract face sheet) is to be completed, and the student is to give the entire learning contract to the field liaison at the next to last class of the semester.

In order to make the evaluation a meaningful learning process for the student, adequate time should be allowed for the student and field instructor to sit down together and discuss the evaluation. The evaluation should be consistent with feedback the student has received throughout the semester, so that there should be no surprises in the written evaluation.

### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Exceptional: The Student's performance consistently exceeds expectations in completion of objectives and learning activities. (Calculated as a grade of ‘A.’)</td>
</tr>
<tr>
<td>3</td>
<td>Good: The student's performance consistently meets and sometimes exceeds expectations in completion of objectives and learning activities. (Calculated as a grade of ‘B.’)</td>
</tr>
<tr>
<td>2</td>
<td>Acceptable: The student's performance meets expectations in completion of objectives and learning activities. (Calculated as a grade of ‘C.’)</td>
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<tr>
<td>1</td>
<td>Needs Improvement: The student's performance is not adequate to meet objectives and complete learning activities. Significant improvement in quality or consistency is needed for successful performance. (Calculated as a grade of ‘D.’)</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable: Student's performance on objectives and learning activities is not acceptable.</td>
</tr>
<tr>
<td>NA</td>
<td>There was no opportunity to evaluate this particular objective. The use of this notation will not affect the student's grade, as the grade will be averaged without these objectives. Please use this sparingly, as it is understood that all settings provide an opportunity for the student to achieve the objectives that support the Social Work Program goals.</td>
</tr>
</tbody>
</table>

Please place the appropriate number for each objective on the evaluation line on the learning contract. Total the scores for each Goal, and record this number by the corresponding Goal on the Field Placement Evaluation Form Cover Sheet.
LEARNING CONTRACT
(cover sheet)

SWK 4790 Professional Field Experience I
Fall Semester

_______________________________________________ __________
Student Date

_______________________________________________ __________
Agency Field Instructor Date

_______________________________________________ __________
Agency Field Instructor or Task Supervisor Date
SWK 4790 - Field Placement Evaluation

(This and the following page are for the end of semester evaluation. Do not complete these 2 pages until the end of semester evaluation. If you are not comfortable evaluating the student's performance in any of these goal areas, request a conference with the field liaison)

☐ I am not able to evaluate the student at this time. (check if you are uncertain about grading and would like to consult with the field liaison, or if the necessary 240 hours of field work are not complete.)

Student: ____________________________ Date:________

Field Instructor: ___________________ Phone: ________

Field Instructor: ___________________ Phone: ________

Agency: ____________________________ Total hours worked ________*

Evaluation **:

#1. Critical Thinking

#2. Professional Values and Diversity;
   & Practice Without Discrimination

#3. Advocacy and Social Change;
   & History and Contemporary Structures

#4. Generalist Practice Knowledge and Skills;
   & Communication Skills

#5. Theoretical and Conceptual Knowledge Base

#6. Social Policies;
   & Evaluation of Practice

#7. Use of Supervision;
   & Functions Within The Organization

Total

• Note: A final evaluation may be given only when 240 hours have been completed.

**Please transfer the totals from each goal to this form, and attach these 2 pages to the completed learning contract.

Recommended letter grade: __________

This is a recommended grade; the final responsibility for assigning a grade remains with the school.

__________________________________ Student

__________________________________ Field Instructor

__________________________________
Field Instructor Comments:
Please comment on the student's progress, any areas of particular strength or concern.

Student Comments:
Please comment on this evaluation; whether you agree or disagree, and how you see your strengths and weaknesses in relation to what the field placement provides.
#1: GOAL 1. Critical Thinking

Apply critical thinking skills within the context of professional social work practice.

Objectives: (Add Student and Agency Specific Objectives if appropriate.)

1. Demonstrates critical thinking in assessment of client systems.
2. Employs empirically based client system interventions.
3. Interprets agency policies clearly on behalf of clients.
4. Evaluates effectiveness of interventions with client systems.
5. Seeks feedback on practice interactions.

Evaluation

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</table>

Total

Learning Activities:

Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#2: GOAL 2. Professional Values and Diversity and GOAL 3. Practice Without Discrimination

a) Demonstrate the values of the social work profession with an understanding of and respect for the positive value of diversity including ethnic minorities, gays/lesbians, the aging, women/children, and the developmentally disabled.
b) Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

1a. Demonstrates awareness of own values and how they effect interactions.
2a. Behaves in accordance with the NASW Code of Ethics.
3a. Displays cultural awareness and sensitivity to ethnic minority issues; Native American, Hispanic, Asian American, African American.
4a. Displays understanding of and sensitivity to the particular needs of Diverse populations; Developmentally Delayed, Aging, GLBTQI, Women and Children.

5b. Is aware of own boundaries and potentials for prejudice and their effect on interactions.
6b. Practices with respect, knowledge and skills related to diverse clients and client systems.
7b. Relates comfortably with diverse clients.
8b. Practices appropriately and without discrimination with diverse client systems.

Total Learning Activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#3: GOAL 4. Advocacy and Social Change; GOAL 5. History and Contemporary Structures

a) Utilize the strategies of advocacy and social change to ameliorate the distress of diverse populations who often experience(d) social and economic injustice.
b) Understand and interpret the history of social work profession and contemporary structures and issues.

Objectives:  
(Add Student and Agency Specific Objectives if appropriate.)

1a. Understands the effects of economic and social injustice on oppressed populations and client systems.  
2a. Advocates for clients who are experiencing social and economic injustice.  
3a. Identifies practice issues to ameliorate social and economic injustice related to the field setting.  
4a. Participates in macro practice projects available through the field setting to create social change on behalf of diverse oppressed populations.  
5b. Knows the history of the field site and how it fits into the service delivery system.  
6b. Understands how the current structure of the field site developed.  
7b. Understands how the current structure of the field site is a response to historical development and the needs of underrepresented populations.

Total Learning activities:  
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#4: GOAL 6. Generalist Practice Knowledge and Skills; Goal 10. Communication Skills

a) Begin generalist practice with the theoretical knowledge and skills essential for social work with diverse client systems of all sizes.
b) Use communication skills differentially with a variety of client populations, colleagues, and members of the community

**Objectives:**
(Add Student and Agency Specific Objectives if appropriate.)

1a. Applies theory to practice. __________
2a. Demonstrates ability to assess client systems __________
3a. Uses the problem solving method with micro systems. __________
4a. Uses the problem solving method with mezzo systems. __________
5a. Uses the problem solving method with macro systems. __________
6a. Demonstrates basic skill in interviewing __________
7a. Demonstrates basic skill in interventions. __________
8a. Demonstrates basic skill in paperwork. __________
9b. Has good verbal communication skills. __________
10b. Has good written communication skills. __________
11b. Is able to communicate knowledge and ideas clearly. __________
12b. Participates in staff meetings and conferences. __________
13b. Uses language and communication skills appropriate to:
   - client populations __________
   - colleagues __________
   - attorneys/court __________
   - community members __________

**Learning Activities:**
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#5:  Goal 7. Theoretical and Conceptual Knowledge Base

Apply the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, sociological and cultural) across the life span to their understanding of the interactions among individuals and between individuals and families, groups, organizations and communities.

Objectives:

(Add Student and Agency Specific Objectives if appropriate.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands client behavior as having a conceptual basis.</td>
<td></td>
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<tr>
<td>2. Demonstrates understanding of the dynamics and interactions of:</td>
<td></td>
</tr>
<tr>
<td>Individuals, Families, Groups, Organizations and larger systems.</td>
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<tr>
<td>3. Demonstrates understanding of how cultural awareness and sensitivity</td>
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<tr>
<td>to ethnic minority issues are applied in the helping relationship;</td>
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<tr>
<td>Native American, Hispanic, Asian American, African American.</td>
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<tr>
<td>4. Demonstrates awareness of how understanding of and sensitivity to</td>
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<tr>
<td>the particular needs of Diverse populations are applied in the helping</td>
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<tr>
<td>relationship; Developmentally Delayed, Aging, GLBTQQI, Women and</td>
<td></td>
</tr>
<tr>
<td>Children.</td>
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</tbody>
</table>

Learning Activities:

Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.

a) Formulate, influence, and analyze the impact of social policies on diverse populations, workers and agencies.
b) Evaluate research studies, apply findings to practice, and evaluate their own practice interventions and those of other relevant systems.

Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>1a.</td>
<td>Understands the policy issues involved in client confidentiality</td>
</tr>
<tr>
<td></td>
<td>and other ethical issues.</td>
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<tr>
<td>2a.</td>
<td>Reviews agency policies and understands their relationship</td>
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<tr>
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<td>to agency goals and objectives.</td>
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<tr>
<td>3a.</td>
<td>Understands larger social policies which</td>
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<td>influence or mandate services.</td>
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<tr>
<td>4a.</td>
<td>Understands the influence of policies in the field setting on</td>
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<td>opportunities and limits in service delivery.</td>
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<tr>
<td>5b.</td>
<td>Understands research related to agency role.</td>
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<tr>
<td>6b.</td>
<td>Uses practice methods in keeping with</td>
</tr>
<tr>
<td></td>
<td>current research.</td>
</tr>
<tr>
<td>7b.</td>
<td>Locates and evaluates research articles appropriate to</td>
</tr>
<tr>
<td></td>
<td>the field setting.</td>
</tr>
<tr>
<td>8b.</td>
<td>Applies research findings to practice.</td>
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</table>

Learning Activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#7:  GOAL 11. Use of Supervision; GOAL 12. Functions Within The Organization

a) Utilize supervision and consultation when applying generalist social work knowledge and skills on behalf of all client systems.
b) Function within the structure of an organization and service delivery system, and under supervision, seek necessary organizational change.

### Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

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<thead>
<tr>
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<tbody>
<tr>
<td>1a.</td>
<td>Demonstrates ability to accept the learner's role.</td>
</tr>
<tr>
<td>2a.</td>
<td>Prepares for field instruction sessions.</td>
</tr>
<tr>
<td>3a.</td>
<td>Is open and responsive to feedback</td>
</tr>
<tr>
<td>4a.</td>
<td>Seeks assistance when appropriate.</td>
</tr>
<tr>
<td>5a.</td>
<td>Keeps field instructor informed of activities.</td>
</tr>
<tr>
<td>6a.</td>
<td>Follows through with plans and instructions</td>
</tr>
<tr>
<td>7a.</td>
<td>Engages in explicit discussion of Field Instructor's style and expectations regarding the evaluation process.</td>
</tr>
<tr>
<td>8b.</td>
<td>Is dependable and punctual.</td>
</tr>
<tr>
<td>9b.</td>
<td>Follows agency rules and regulations.</td>
</tr>
<tr>
<td>10b.</td>
<td>Dresses appropriately for the agency.</td>
</tr>
<tr>
<td>11b.</td>
<td>Questions agency policies appropriately and through appropriate channels.</td>
</tr>
<tr>
<td>12b.</td>
<td>Works creatively within agency limitations.</td>
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<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
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### Learning Activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
It is important to become familiar with any agency in which you are working. When you begin your field placement, there are several activities that will help you to better understand your agency. As you complete these tasks, you will draw upon your understanding of social work values and ethics, the needs of diverse client systems, how agency policy is expressed through issues of funding and structure, and the ways in which your agency incorporates an understanding of human behavior and the social environment.

1. Tour the agency. Describe what you see.
2. Have someone introduce you to other agency staff, including the director, other administrative staff, clerical staff, and receptionists. Whom did you meet?
3. Complete any necessary volunteer forms and confidentiality forms. What are the expectations regarding confidentiality for you? Are there other ethical issues you are aware of so far?
4. Review any relevant written materials about the purposes, procedures, goals and objectives of the agency. Review any policy manuals.
5. Find out where the agency gets its’ funding. What impact does this have on service delivery to clients?
6. When was the agency set up and for what purpose? Or, when did your function become part of the agency, if you are in a secondary setting?
7. Is there a legal mandate under which the agency operates? From where? What impact does this have on service delivery to clients?
8. Find out where the agency gets its clients; who makes referrals and for what? How many clients does the agency have?
9. Is there diversity in the clients served by the agency? Does the agency seem to be sensitive to diversity in its practice? How so or not?
10. To which other agencies in the community might you refer clients and under what conditions?
11. Have your field instructor review the structure of the organization with you; is there an organizational chart? Can you draw a simple organizational chart? Where would you be on the chart in your current function? What is your job? Where is your field instructor? What is his/her job?
12. Identify any MSW or BSW level social workers in the system. Do you know what training/credentials other workers have? If so, put them on the chart.
13. What credentials do you need to be hired by this agency? So far, does it seem to you that you might want to work there when you graduate?

The Report:
- Start the report with the name, address and telephone number of the agency; the name and phone number of your field instructor, and your name. Address each of the 13 activities/questions above, how it went and what you found. As part of #11, either hand in a copy of the organizational chart with your position written in, or draw one.
- These reports should convey an understanding of your agency, its structure, purpose, and funding sources, and the impact these factors have upon the agency's clients.
- Grading will be based on a maximum of 5 points per question, 5 points for your writing, spelling and grammar, and 5 points to be allocated for comprehensive and creative work.
Mid Term Evaluation  
Fall Semester  
SWK 4790

Complete the following activities and check the boxes to indicate completion.

☐ The student and field instructor(s) have reviewed the Learning Contract together.

☐ The student and field instructor(s) have identified those goals that are in process, those that have been completed, and those which remain to be addressed.

☐ If changes of the learning contract are necessary, we have made the necessary revisions and attached copies of the pages that have been revised.

IN OUR REVIEW, WE HAVE IDENTIFIED THE FOLLOWING AREAS OF FUNCTIONING.

Areas of particular strength:

Areas that need development:

Areas of concern:

___________________________________  ________
Agency Field Instructor  Date

___________________________________  ________
Agency Field Instructor or Task Supervisor  Date

___________________________________  ________
Student  Date
Weekly Journal

SWK 4790: Professional Field Experience I

<table>
<thead>
<tr>
<th>Do we need to talk about any problems at your agency?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Name__________________________________________________
Home Phone_________ Work Phone___________________________
Agency Name ____________________________________________
Agency Field Instructor__________________________________ Phone_________________

Week Number_________ Date_______________________________
Hours Completed this Week ________________
Hours of client contact this week ______________
In service training and meeting hours this week __________
Total Hours Completed to Date_______________

Discuss the following issues; use as many pages as you require:

1) Actual tasks: (What did you do this week?)
2) Describe supervision, support or feedback received.
3) What are the positive aspects of the field placement for you? How are you able to take advantage of these?
4) What are the negative or difficult aspects of the field placement for you? Do you have a way to work with these issues?
5) Is there anything else I should know about the agency, you or this experience?
6) Discuss this week’s reading assignment. How did it relate, or not, to your placement experience?
Spring Semester - SWK 4810

Professional Field Experience II

Assignments:

☐ Learning Contract
☐ Case Presentation
☐ Process Recording
☐ Mid Term Evaluation
☐ Journal Summary
☐ Semester Final Evaluation
Course syllabus

SWK4810-Professional Field Experience II

Prerequisites/Co Requisites:
SWK1010, SWK1020, SWK3050, SWK3060, SWK3410, SWK3780, SWK3790, SWK 4010, SWK 4250, SWK 4790 and permission of the instructor. Must be taken concurrently with SWK 4820.

Bulletin Course Description
Students demonstrate readiness for professional employment while in a supervised placement in a social agency serving diverse populations at risk. Students integrate knowledge, skills, values and ethics within social work practice at the micro, mezzo and macro levels. Students have the opportunity to experience beginning social work practice during this second semester of their field placement. Students work toward remediating conditions of social and economic injustice while in the agency field placement. Students must take SWK4820 – Field Research II concurrently with SWK4810.

The BSW Field Program adheres to the following policies of the Department of Social Work and of the University.

Classroom Code Of Conduct
Department of Social Work Standards of Professional and Ethical Behavior

The Department of Social Work at the Metropolitan State University of Denver is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the competencies, values, and skills of the profession of social work. The values of the profession are codified in the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education has ten core educational competencies that social workers must master. Given this context, the Social work Department has identified behaviors for the social work student to exhibit in the classroom, the online classroom, field placement, in the Social Work office, through email/phone conversations, and any other interaction in a professional/academic setting. This document does not include the complete NASW Code of Ethics or the CSWE Educational Policies, however it highlights particular ethics and competencies to serve as a framework of professional and ethical behaviors to abide by while a social work student at MSU DENVER. Other aspects of the NASW Code of Ethics or the CSWE Educational Policies are evaluated academically throughout the program’s curriculum.

Department of Social Work Standards of Professional and Ethical Behavior: Self-Assessment
Department Policies:

Attendance Policy Values Statement:

The MSU Denver’s Department of Social Work adheres to the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards. In abiding by the standards of the national governing body, CSWE, MSU Denver’s Department of Social Work provides students and the surrounding communities a measure of confidence regarding competent, well-prepared professional social workers at the undergraduate level.

In addition to presentation of course content such as concepts and theories, social work education provides socialization into the profession—the development of an identity as a social work professional. Therefore, classroom sessions meet several learning objectives through the use of lecture, text review, guest speakers, interactive exercises, and student discussion. In order to ensure optimal development of professional identity, classroom attendance is required.

Consequently, the MSU Denver Social Work Department presents the attendance policy.

Late Paper Policy:

Students are responsible to:

5. Turn in the correct paper for the assignment due. If a student turns in a paper intended for another class, it will be graded based on the assignment due. If that student discovers his/her mistake, contacts the instructor and emails the correct paper to the Instructor, it will be graded as a late paper.

6. Turn in a paper in a file format that opens in word. The instructor will notify the student and give the student a limited amount of time to resubmit the paper. It will be graded as a late paper.

7. Turn in assignments by the due date and submitted in the prescribed method. If a paper is late, it will be graded as a late paper. Each week a paper is late a 10% deduction will be given.

8. Discuss exceptions to the above with the instructor. On rare occasions where students know their paper will be late due a personal crisis, the instructor may modify the above policy.

Assignment Grade Issue Policy

If a student has a grade dispute with the instructor, he/she should:

3. Make an appointment to come to campus to discuss grade concerns with the instructor. Having a one minute conversation after class does not meet this requirement. In rare cases where the grading issue cannot be resolved with the instructor, the student may

4. Make an appointment to come to campus to discuss the grade concerns with Dr. Rebecca Paskind, BSW Program Director. Dr. Paskind will notify the instructor of this meeting and gather background information in preparation for this meeting. The student will be asked to bring a graded copy of the paper and an ungraded copy of the paper. Dr. Paskind may ask another faculty member that teaches in the same content area to grade the paper without knowing what the original grade was. This new information will be forwarded to the instructor and factored into a consideration of a grade change. Students should be aware that this could result in a higher grade, grade unchanged or a lower grade on the assignment.
APA Policy:

All written communication in the classroom environment (online and on campus) will be in American Psychological Association (APA) sixth edition format.

SWK Department Plagiarism Procedure:

Each syllabus will state the APA policy and the edition to be used that semester and the grade penalty incurred by students for not following APA style appropriately. We recommend that this penalty be up to 10% of the total points of the paper for the first offense outlined below. Please note that this procedure does not apply to drafts students submit to an instructor for feedback. Students who do not use APA style to reference content that is not common knowledge will receive:

1. First offense:
   - Verbal and written warning to student, notes in the SWK database will summarize the instructor’s contact with the student regarding this offense.
   - Sections of the paper that contain plagiarism are penalized up to 10%.
   - BSW Program Director will be notified in writing and a record of the offense will be entered into the Plagiarism Log.

2. Second Offense
   - Mandatory Performance Review
   - Paper in question is not gradable until the Performance Review is held and the instructor is notified that the paper should be graded as part of the outcome of that review
     - When graded the paper is eligible only for 89% of the total points for the assignment in question.
   - BSW Program Director notified in writing
   - BSW Program Director will notify Student Affairs of the offense
   - Notes in the SWK Department database will summarize instructor’s contact with the student

3. Third Offense
   - Dismissal from Program
   - Inform Student Affairs of student’s dismissal and the reasons for it.

Student Posting in "Discussions"

Each student will complete Discussion assignments posed by the course instructor during each Learning Module and/or week. Students will post and/or respond by using the "Discussions" button on the course navigation bar. In keeping with the intent of the department Attendance Policy, we expect student participation in Discussions to be regular and engaging.

Regular:

Students must be present in Discussion during each week of the semester. Since weeks begin and end Fridays at 5 PM, timely postings for each week are due in order to receive full credit for each week.
Late postings and/or the lack of responses as interaction with other members in the course are incomplete and subject to the rules relating to "tardies" within the department's Attendance Policy.

Engaging:

Online courses rely on written communication skills as a means of interaction, to convey information, and to determine if learning is taking place. Therefore, students will write more often, which can be more challenging than oral discussion. Students in online courses need to demonstrate good writing skills and/or be willing to develop the ability to communicate and express your thoughts and feelings in writing.

Discussion should not be addressed only to the instructor; it is important to share ideas as though you are speaking to the entire class. You should also review all postings and prepare to respond to another's ideas. You may pose general questions as well. Your work should contribute new perspectives and add to the dialogue amongst colleagues. Simply, please do not repeat what someone else has said or offer trite agreement. Since postings in the Discussion are asynchronous (not real time), the purpose is to allow you to be online when it is convenient for you, as well as to allow time for you to think about the questions and the discussion of others, and then to respond accordingly.

Missed Discussions in Online Classes

If a student misses discussion that occurs during an excused absence, he/she will be awarded points equal to the average weekly discussion score for the course at the end of the semester.

If a student misses discussion that occurs during an unexcused absence, he/she will not be awarded points for that week and there is no makeup available to the student.

Online students will also adhere to the departmental Attendance Policy.

University Policies

Academic Dishonesty:

Academic dishonesty is a serious offense at the University because it diminishes the quality of scholarship and the learning experience for everyone on campus. An act of Academic Dishonesty may lead to sanctions including a reduction in grade (up to and including a permanent F for the course), probation, suspension, or expulsion. Academic dishonesty includes cheating, fabrication, plagiarism, submitting the same paper or work for more than one class, and facilitating academic dishonesty. For definitions and more information, see the Student Handbook which is available online through Metro-Connect.

NC (No Credit) Policy:

Students will be expected to know and observe the MSU Denver regulations regarding No-Credit Withdrawal (NC). It is the student’s responsibility to withdraw from a course. Students who withdraw after the census date will receive an NC on their transcripts. NC stands for No Credit and does not impact the student’s grade point average. NC deadlines for part-of-term classes vary.
Check out the Academic Calendar.

**Note:** It is the student's responsibility—not the instructor's—to obtain the NC request from the Admissions office, obtain the instructor's signature, if required, and turn the completed NC form in to the Admissions office. Students who do not successfully withdraw as described above will receive an "F" in the course.

Students who have questions about tuition and fees refund deadlines should contact the Office of Student Accounts at 303-556-6188.

**Incomplete Notation:**

If you have completed most of the course but are unable to take the final examination due to an unanticipated serious circumstance such as hospitalization, you may request an incomplete. Incomplete work denoted by the "I" notation must be completed within one calendar year or earlier. If the incomplete work is not completed within one calendar year, the "I" notation will change to an "F".

**Religious Holidays:**

If the class deadlines interfere with religious holidays, please abide by the University policy.

Students at Metropolitan State University of Denver (MSU DENVER) who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities or submit graded assignments on particular days shall without penalty be excused from such classes and be given a meaningful opportunity to make up such examinations and graded activities or assignments provided that advance written notice that the student will be absent for religious reasons is given to the faculty members during the first two weeks of the semester.

Nothing in paragraph one of this policy shall require MSU Denver faculty members to reschedule classes, repeat lectures or other ungraded activities or provide ungraded individualized instruction solely for the benefit of students who, for religious reasons, are unable to attend regularly scheduled classes or activities. However, presentations, critiques, conferences and similar activities involving individual students shall be scheduled to avoid conflicts with such students’ religious observances or holidays provided that reasonable advance notice of scheduling conflicts is given to faculty members. Because classroom attendance and participation is an important aspect of learning, MSU Denver students should not register for courses if regularly scheduled classes or activities routinely conflict with their religious observances or holidays (e.g., conflicts resulting in weekly absences for an entire semester).

Any MSU Denver student who believes that an MSU Denver faculty member has violated this policy is entitled to seek relief under Section V of the MSU Denver Equal Opportunity Grievance Procedure.

Copies of this policy are available from the department upon request. It is the students’ responsibility to understand and abide by the policy.

**Accommodations for Students with Disabilities:**

Students who need an accommodation based on the impact of a disability should contact the instructor to discuss their specific needs. Students will need to provide the instructor with a disability verification
letter from the Disability Services Office before appropriate accommodations can be made. Failure to notify the instructor in a timely fashion may hinder the University’s ability to assist students to successfully complete the course.

The Metropolitan State University of Denver does not discriminate on the basis of race, color, creed, national origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities. Inquiries concerning Title VI, Title IX and Section 504 may be referred to Dr. Percy Morehouse, Director, Equal Opportunity, Metropolitan State University of Denver, 303.556.2939; or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Suite 300, Denver, CO 80204. Discrimination based on disability in admission to, access to or operation of programs, services or activities of the university is prohibited by the Americans with Disabilities Act.

**Required Reading Materials:**


**Recommended Reading Materials:**

Other readings as appropriate related to the particular field placement.

**Student Learning Objectives:**

The field placement sequence involves two semesters of field placement. The second semester expectation is that the student learning agreement will address a more advanced level of the following objectives.

Upon completion of the course the student will be able to:

1. Demonstrate the values of the social work profession with an understanding and respect for the positive value of diversity including ethnic minorities, GLBTQQI population, the aging, women/children and the developmentally disabled.

2. Demonstrate the professional use of self and continued personal growth and awareness, which facilitate ethical social work practice.

3. Begin generalist practice with the theoretical knowledge and skills essential for social work with diverse client systems of all sizes.

4. Apply the theoretical and conceptual knowledge base of the four sources of human behavior to the understanding of the interactions of individuals and social systems in their environment including families, groups, organizations, and communities.

5. Use research techniques and skills to further their knowledge.

6. Use communication skills differentially with a variety of client populations, colleagues, and
members of the community.

7. Use supervision and professional field experiences in applying generalist social work knowledge and skills on behalf of all client systems.

8. Function within the structure of an organization and service delivery system, and under supervision, seek necessary organizational change.

Outline Of Course Content (Major Topics And Subtopics)

I. Placement of Student in Field Agency
   A. Most students are expected to remain in the agency in which they completed their SWK 4709 experience. See the Field Disruption policy in this Field Manual.
   B. Students transferring to a new agency will follow the procedure outlined in the SWK4790 syllabus.

II. Field Placement Processes
   A. The student is to report to the field agency on the first day of the first week of classes unless a different time has been previously agreed upon by student and field instructor.
   B. The students and faculty field liaison will meet in the field seminar on campus or online, during the first week of classes. Course objectives and requirements will be discussed and students will have the opportunity to interact and discuss their placements.
   C. The student is to submit a new learning contract based upon the course objectives within the first 5 weeks of the semester. This contract incorporates the student's roles and specific responsibilities at the agency as outlined by the student and field instructor. Student learning experiences are to be included for each of the micro, mezzo and macro systems levels and the full range of ethnic diversity and populations at risk served by the agency. The learning contract is to be signed by the student and the agency field instructor and sent, if online, or given to the faculty liaison in the field seminar meeting.

III. Ongoing Course Process
   A. The student will report to the field agency 16 hours per week to experience beginning generalist social work practice with diverse populations at risk in an agency setting. Professional student practice is to be based upon information learned in course work sequences in HBSE, Policy, Research and Practice as well as the first semester of field practice, and will require students to draw upon and integrate this knowledge base.
   B. Students and faculty liaison will meet weekly throughout the semester either on campus or online, to discuss ethical and values issues and dilemmas, present cases and agency situations involving diverse populations at risk and the various systems levels, and do interactive problem solving. A Field Journal, including objectives planned and completed, supervision and feedback received, and learning from positives and struggles, will be kept by each student and submitted to the faculty liaison on a weekly basis.
   C. Concurrent enrollment in SWK4820 – Field Research II provides classroom opportunity to explore policy issues and to design a research project, which will allow the student to evaluate his/her own practice.
Evaluation Of Student Performance

1. A minimum of two, three-way formal conferences are held with the student, the faculty liaison and the agency field instructor in the placement agency at the beginning and the end of the academic year, with a mid year phone conference. This allows for systematic review of cases, of administrative responsibilities and of progress related to the course objectives and goals on the learning contract.

2. Evaluation of student performance by the agency field instructor will take place at the end of the semester. A Mid Term Evaluation form will be completed.

3. Students meet with the faculty liaison on line or at the university weekly during the semester. Through assignments, class participation, and meetings with the agency field instructor, faculty liaison will evaluate whether the students functioning in the 8 course objectives is adequate to continue in the field placement. Serious inadequacies, or any violation of ethics or law, will require review and may necessitate removal from the field placement. See Field Disruption policy.

4. Students complete a Journal Summary, evaluating their experience in the field agency.

5. Completion of one process recording of a micro or mezzo systems interaction.

Grading: SWK 4810
I. Field agency:(50%) Evaluation by agency field instructor: A grade will be calculated based on this evaluation. Grading is explained in the Evaluation Process in this field manual. This is a recommended grade; the final responsibility for assigning a grade rests with the school. Absence from placement for any reason must be made up. 240 field hours are required to pass.

II. Field Seminar:(50%)
2) Class attendance and participation: On-line participation - 5pts per session – 75 pts.
2. Weekly journal entries; 10 pts each - 150 pts. On-line journals - 5 pts each – 75 pts.
4. Class presentation 10 pts.

Seminar Grade:
250 - 232 = A 216 - 207 = B 191 - 182 = C
231 - 224 = A- 206 - 199 = B- 181 - 174 = C-
223 - 217 = B+ 198 - 192 = C+ 173 - 149 = D 148 – Below = F

The field and class grades will be averaged for the final grade

III. Relationship of Grade to Field Placement Objectives:
In order to receive the letter grade suggested above, an adequate level of functioning must be maintained on each of the course objectives. Additional tasks may be assigned by the instructor in order to help the student to remediate any areas of concern. Grades from such assignments will be included in the final course grade. Any violation of ethics or law may be cause for termination from the field placement with a resultant grade of F.
Course overview:

Each week will begin with a check in. The Discussions posting of the Journal is considered the check in for the online seminar. At the check in the student have the opportunity to request time for discussion of any concern. Student issues will take precedence over scheduled exercises, which will be moved to a later date as needed.

There will be regular student presentations. Presentations may be a case presentation or the presentation of an issue in relation to his/her work at the field agency. Such presentations may be at any of the systems levels, such as the micro level presentation of a particular client, or the macro level concern about how the field agency is relating to a particular ethnic group in the community. Each Presentation will follow the problem solving model. All students will engage in discussion and exploration of the issues raised, integrating social work values and ethics, social and economic justice, and concerns of diverse populations who are at risk. Each student will have the opportunity to present.

All assignments are to be typed and well written using APA style documentation.
LEARNING CONTRACT
(cover sheet)

SWK 4810 Professional Field Experience II

Spring Semester

__________________________________________________________________________
Student ___________________________ Date __________
__________________________________________________________________________
Field Instructor ____________________ Date __________
__________________________________________________________________________
Field Instructor ____________________ Date __________
SWK 4810 - Field Placement Evaluation

(This and the following page are for the end of semester evaluation. See rating scale for fall. Do not complete these 2 pages until the end of semester evaluation. If you are not comfortable evaluating the student’s performance in any of these goal areas, request a conference with the field liaison)

☐ I am not able to evaluate the student at this time. (check if you are uncertain about grading and would like to consult with the field liaison, or if the necessary 240 hours of field work are not complete.)

Student: _______________________________ Date:__________

Field Instructor: _________________________ Phone: ________

Field Instructor: _________________________ Phone: ________

Agency: ________________________________ Total hours worked ________ *

Evaluation **:

#1. Critical Thinking

#2. Professional Values and Diversity;
   & Practice Without Discrimination

#3. Advocacy and Social Change;
   & History and Contemporary Structures

#4. Generalist Practice Knowledge and Skills;
   & Communication Skills

#5. Theoretical and Conceptual Knowledge Base

#6. Social Policies;
   & Evaluation of Practice

#7. Use of Supervision;
   & Functions Within The Organization

Total

   • Note: A final evaluation may be given only when 240 hours have been completed,
   **Please transfer the totals from each goal to this form, and attach these 2 pages to the completed learning contract.

Recommended letter grade: ____________

This is a recommended grade; the final responsibility for assigning a grade remains with the school.

_____________________________   _________________________
Field Instructor                             Student

Field Instructor
Field Instructor Comments:
Please comment on the student's progress, any areas of particular strength or concern.

Please comment on the student's potential for social work practice.

Student Comments:
Please comment on this evaluation; whether you agree or disagree, and how you see your accomplishment in this placement and your readiness for social work practice.
#1:  GOAL 1. Critical Thinking

Apply critical thinking skills within the context of professional social work practice.

Objectives:  
(Add Student and Agency Specific Objectives if appropriate.)

1. Demonstrates critical thinking in assessment of client systems.  
2. Employs empirically based client system interventions.  
3. Interprets agency policies clearly on behalf of clients.  
4. Evaluates effectiveness of interventions with client systems.  
5. Seeks feedback on practice interactions.

Evaluation

______________________________________________________________________________

Total

Learning Activities:  
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#2: GOAL 2. Professional Values and Diversity and GOAL 3. Practice Without Discrimination

a) Demonstrate the values of the social work profession with an understanding of and respect for the positive value of diversity including ethnic minorities, gays/lesbians, the aging, women/children, and the developmentally disabled.
b) Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objectives:

(Add Student and Agency Specific Objectives if appropriate.)

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrates awareness of own values and how they effect interactions.</td>
</tr>
<tr>
<td>2a. Behaves in accordance with the NASW Code of Ethics.</td>
</tr>
<tr>
<td>3a. Displays cultural awareness and sensitivity to ethnic minority issues; Native American, Hispanic, Asian American, African American.</td>
</tr>
<tr>
<td>4a. Displays understanding of and sensitivity to the particular needs of Diverse populations; Developmentally Delayed, Aging, GLBTQI, Women and Children.</td>
</tr>
<tr>
<td>5b. Is aware of own boundaries and potentials for prejudice and their effect on interactions.</td>
</tr>
<tr>
<td>6b. Practices with respect, knowledge and skills related to diverse clients and client systems.</td>
</tr>
<tr>
<td>7b. Relates comfortably with diverse clients.</td>
</tr>
<tr>
<td>8b. Practices appropriately and without discrimination with diverse client systems.</td>
</tr>
</tbody>
</table>

Total Learning Activities: Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#3:  GOAL 4. Advocacy and Social Change;  GOAL 5. History and Contemporary Structures

a) Utilize the strategies of advocacy and social change to ameliorate the distress of diverse populations who often experience(d) social and economic injustice.
b) Understand and interpret the history of social work profession and contemporary structures and issues.

Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

Evaluation

1a. Understands the effects of economic and social injustice on oppressed populations and client systems. _______
2a. Advocates for clients who are experiencing social and economic injustice. _______
3a. Identifies practice issues to ameliorate social and economic injustice related to the field setting. _______
4a. Participates in macro practice projects available through the field setting to create social change on behalf of diverse oppressed populations. _______
5b. Knows the history of the field site and how it fits into the service delivery system. _______
6b. Understands how the current structure of the field site developed. _______
7b. Understands how the current structure of the field site is a response to historical development and the needs of underrepresented populations. _______

Total

Learning activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#4: GOAL 6. Generalist Practice Knowledge and Skills; Goal 10. Communication Skills

a) Begin generalist practice with the theoretical knowledge and skills essential for social work with diverse client systems of all sizes.  
b) Use communication skills differentially with a variety of client populations, colleagues, and members of the community

**Objectives:**

(Add Student and Agency Specific Objectives if appropriate.)

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<th>Evaluation</th>
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</table>

1a. Applies theory to practice.  
2a. Demonstrates ability to assess client systems  
3a. Uses the problem solving method with micro systems.  
4a. Uses the problem solving method with mezzo systems.  
5a. Uses the problem solving method with macro systems.  
6a. Demonstrates basic skill in interviewing  
7a. Demonstrates basic skill in interventions.  
8a. Demonstrates basic skill in paperwork.  
9b. Has good verbal communication skills.  
10b. Has good written communication skills.  
11b. Is able to communicate knowledge and ideas clearly.  
12b. Participates in staff meetings and conferences.  
13b. Uses language and communication skills appropriate to:  
  client populations  
  colleagues  
  attorneys/court  
  community members

<table>
<thead>
<tr>
<th>Evaluation</th>
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**Learning Activities:**

Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
#5: **Goal 7. Theoretical and Conceptual Knowledge Base**

Apply the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, sociological and cultural) across the life span to their understanding of the interactions among individuals and between individuals and families, groups, organizations and communities.

**Objectives:**

(Add Student and Agency Specific Objectives if appropriate.)

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
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<tbody>
<tr>
<td>1. Understands client behavior as having a conceptual basis.</td>
</tr>
<tr>
<td>2. Demonstrates understanding of the dynamics and interactions of: Individuals Families Groups Organizations and larger systems.</td>
</tr>
<tr>
<td>3. Demonstrates understanding of how cultural awareness and sensitivity to ethnic minority issues are applied in the helping relationship; Native American, Hispanic, Asian American, African American.</td>
</tr>
<tr>
<td>4. Demonstrates awareness of how understanding of and sensitivity to the particular needs of Diverse populations are applied in the helping relationship; Developmentally Delayed, Aging, GLBTQQI, Women and Children.</td>
</tr>
</tbody>
</table>

**Learning Activities:**

Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.

a) Formulate, influence, and analyze the impact of social policies on diverse populations, workers and agencies.
b) Evaluate research studies, apply findings to practice, and evaluate their own practice interventions and those of other relevant systems.

Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

1a. Understands the policy issues involved in client confidentiality and other ethical issues.
2a. Reviews agency policies and understands their relationship to agency goals and objectives.
3a. Understands larger social policies which influence or mandate services.
4a. Understands the influence of policies in the field setting on opportunities and limits in service delivery.
5b. Understands research related to agency role.
6b. Uses practice methods in keeping with current research.
7b. Locates and evaluates research articles appropriate to the field setting.
8b. Applies research findings to practice.

Evaluation

Learning Activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
GOAL 11. Use of Supervision; GOAL 12. Functions Within The Organization

a) Utilize supervision and consultation when applying generalist social work knowledge and skills on behalf of all client systems.
b) Function within the structure of an organization and service delivery system, and under supervision, seek necessary organizational change.

Objectives:
(Add Student and Agency Specific Objectives if appropriate.)

1a. Demonstrates ability to accept the learner's role.  
2a. Prepares for field instruction sessions.  
3a. Is open and responsive to feedback  
4a. Seeks assistance when appropriate.  
5a. Keeps field instructor informed of activities.  
6a. Follows through with plans and instructions  
7a. Engages in explicit discussion of Field Instructor's style and expectations regarding the evaluation process.  
8b. Is dependable and punctual.  
9b. Follows agency rules and regulations.  
10b. Dresses appropriately for the agency.  
11b. Questions agency policies appropriately and through appropriate channels.  
12b. Works creatively within agency limitations.

Learning Activities:
Activities should address objectives; one activity may cover a number of objectives. The same activity may relate to a number of goals and may be repeated.
Weekly Journal

SWK 4810: Professional Field Experience II

Do we need to talk about any problems at your agency?  Yes  No

Name__________________________________________________

Home Phone________  Work Phone__________________________

Agency Name ______________________________________________

Agency Field Instructor____________________________________  Phone_________________

Week Number________  Date_______________________________

Hours Completed this Week _____________________________

Hours of client contact this week __________________________

In service training and meeting hours this week ____________

Total Hours Completed to Date___________________________

Discuss the following issues; use as many pages as you require:

1) Actual tasks: (What did you do this week?)

2) Describe supervision, support or feedback received.

3) Describe the reading you did this week related to your field placement.

Optional:

4) What are the positive aspects of the field placement for you? How are you able to take advantage of these?

5) What are the negative or difficult aspects of the field placement for you? Do you have a way to work with these issues?

6) Is there anything else I should know about the agency, you or this experience?
Complete the following activities and check the boxes to indicate completion.

☐ The student and agency field instructor(s) have reviewed the Learning Contract together.

☐ The student and agency field instructor(s) have identified those goals which are in process, those which have been completed, and those which remain to be addressed.

☐ If changes of the learning contract are necessary, we have made the necessary revisions and attached copies of the pages which have been revised.

IN OUR REVIEW, WE HAVE IDENTIFIED THE FOLLOWING AREAS OF FUNCTIONING.

Areas of particular strength:

Areas that need development:

Areas of concern:

___________________________________ __________
Agency Field Instructor

___________________________________ __________
Agency Field Instructor or Task Supervisor

___________________________________ __________
Student

126
The Process Recording is a wonderful learning tool. It is to be done from memory, so it should be done as soon as possible after the session. It is more than just a recording. It is a tool, which allows us to understand whether you are in touch with your own internal process while working with a client, and how your internal process effects what you do and say in a session. It demonstrates the significance of what you remember and what you forget. It will be graded based on the thoroughness with which you complete each section; not on your interviewing skills, though it will also allow us to see where your interviewing skills may need strengthening. If you are in a Macro focused placement and prefer to focus this assignment on a system other than an individual client, the assignment can be adapted. Suggested adaptation for larger systems is in parenthesis after “client.” Please discuss this with your classroom instructor.

1. Identifying Information (5 points)
   A. Worker's name
   B. Date of session/event
   C. Date recording was completed
   D. Client (or system) present during session (initials, gender and age, or system description.)
   E. Others present during session (e.g. collateral people)
   F. Setting (where session took place)
   G. Number of interview or session (is this a first interview? 5th? etc.)

2. Purpose(s) of this Interview or Session (5 points)
   Write a clear concise statement of specific purpose(s) and objective(s) of the interview.
   A. Indicate what you and client expected to accomplish
   B. What change(s) were you attempting to achieve
   C. What specific result(s) were you expecting

3. Content (20 points) - Provide a detailed narrative of the interview or session from beginning to end (This is Column Two)
   A. Describe the "what" - the step-by-step unfolding of the session
   B. Record all significant behavior - verbal and non-verbal -your own and the client(s)'
   C. Include what you said and did and what the client/system said and did
   D. Use direct quotes if significant - if in doubt include the material
   E. Do not incorporate your formal analysis in this section

4. Your Gut Feelings (20 points)- Indicate YOUR FEELINGS during the inter-action with the Client/system (This is Column Three)
   A. Focus on your feelings - don't confuse this with what you think the client (system) may have been feeling
   B. Use "feeling" words - avoid "I think" or "I believe"
   C. Don't intellectualize or analyze within this section

5. Analysis of the Process (15 points)
   A. Interpret the process as a whole and particular components
   B. Explain what is the meaning of what happened - evaluate the process in relation to your stated purpose(s) (Section II.)
   C. Draw inferences from the data on content (Column Two) and feelings (Column Three)
   D. Use your knowledge of human behavior, (systems issues), and social work practice to discern the meaning of what transpired
   E. Indicate your understanding of why you and the client/system acted in particular ways.
6. Plans/Next Steps (5 points) - Indicate Treatment Plans or Alterations in Plans as a Result of this Interview or Session and your Analysis.

   A. What did you and/or the client (system) agree to do next
   B. How did this interview or session effect short and long term goals related to the client(s) contract
   C. What follow-up activities/tasks are required of the worker and client (system).

7. Field Instructor's Comments - (This is Column One.):
   Give the completed process recording to your field instructor, AT LEAST ONE WEEK IN ADVANCE, so s/he may make comments in column #1. The completed paper, with field instructor comments, will be expected in on the due date.

An additional 5 points will be allocated based on thoroughness and presentation.

Format For Process Recording
The numbers in this box correspond to the numbered sections above.

(Hint: In some word processing programs it is much easier to insert a table than to try to make columns.)

#1. Identifying Information.

#2. Purpose/Objectives.

Process Recording: (in column format for several pages.)

<table>
<thead>
<tr>
<th>#7 Column One</th>
<th>#3 Column Two</th>
<th>#4 Column Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>Content</td>
<td>Your Gut</td>
</tr>
<tr>
<td>Instructor's</td>
<td></td>
<td>Feelings</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
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#5. Analysis of Process.

#6. Plans/Next Steps and Tasks/Short and Long Term Goals.
Journal Summary

1. Your name, home and work phone numbers.
2. The full name and address of your field agency.
3. The name, title, degree, and phone number of your field instructor. If there has been more than one, please provide this information for each of them.
4. How long did it take to arrange your placement interview? To be accepted into the placement?
5. What was the first month in your placement like? Was there an adequate orientation to the agency? How long did it take you to feel comfortable there, if you do? If you don't, what prevents it?
6. Did you have adequate physical space, and a phone, to do your work?
7. Were you able to work enough hours on a regular basis? If not, what was the difficulty?
8. What help was available for you in defining and completing your research project?
9. Were you able to meet your learning goals in this agency?
10. Were you able to work with an ethnically diverse client population at this agency?
11. What at risk populations were you able to work with at this agency?
12. Were experiences available to you at the micro, mezzo and macro levels? Please explain.
13. Please summarize the work you have done in your placement, and the things you have learned.
14. Please describe the supervision you received from your field instructor(s). How much supervision time did you receive? Was the time adequate? Was the content?
15. Was the written evaluation from your field instructor consistent with the other feedback you were receiving from him/her? Were there any surprises in the final evaluation for you?
16. Were there issues of style of interaction with your field instructor that made it particularly easy or difficult for you to learn?
17. Was the termination process discussed with you? As relates to clients? As relates to yourself with agency?
18. Did the meetings with your field liaison (classroom instructor) take place as scheduled? What did they accomplish?
19. How did the weekly, on campus/online, field seminar contribute - or not - to your learning?
20. Do you think you are now qualified for an entry-level position at your agency? If this agency hired at the Bachelors level, would you want to work there?
21. What were the best aspects of this placement for you?
22. What were the worst aspects of the placement for you?
23. If you had it to do over again, would you want the same field placement?
24. Would you recommend this placement to another student in the future? What would you tell them to help them decide whether or not they would want this placement?
25. Is there anything else you want to say about this placement?

This paper helps us to evaluate your overall experience in your field agency this year. Feel free to be honest; your grade will be based on thoroughness, not specific answers. If you have been in more than one agency, complete a separate paper for each agency. You may use a question and answer format, that is, list the question and then give the response. This should be an enjoyable assignment, as you look back over your experience throughout your field year.

Congratulations, You have finished your last Field paper!!!

129
Bibliography for Field Instructors

SELECTED READINGS RELATED TO FIELD INSTRUCTION

SWK 4790 & 4810: Professional Field Experience I & II


Colorado children's code. *CRS 19.* Denver, LG Printing Co. 303 751-3956


