EKU FIELD PLACEMENT MANUAL

Department of Anthropology, Sociology, and Social Work

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Eastern Kentucky University admits students without regard to gender, race, creed, national or ethnic origin, age, or disability.

The Social Work Baccalaureate Program is accredited by the Council on Social Work Education.

Dear Field Agency Instructor:

This manual has been prepared to provide basic information about the social work curriculum at Eastern Kentucky University (EKU), and about the responsibilities and expectations for all parties involved.

It is hoped that the most pressing questions that arise as you work with the EKU social work program are answered somewhere in this document. Should that not be the case, it will be a help to future efforts if you will let us know and share the unanswered questions with us. Anytime there are questions or concerns regarding the field instruction tasks, please be in contact so that we may respond to them appropriately and in a timely manner.

Input from you regarding our mutual efforts is one of the most valuable resources that we have for continued learning and for feedback regarding the effectiveness of the field instruction component in the curriculum.

Your agreement to work with the social work program at Eastern Kentucky University as an agency field instructor is a gift of time and effort that is greatly appreciated by us and by the students with whom you invest. Thank you!

Sincerely,

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Social Work Program Director

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Field Placement Coordinator

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In the academic year 1967-68 the Department of Anthropology and Sociology hired two full-time social work faculty to develop a social work major and a range of social work courses began to be offered.

In 1974 the department name was changed to Anthropology, Sociology, and Social Work.

The first social work accredited degrees were awarded in 1977. The first BSW degrees were awarded in the early nineteen eighties.

Council on Social Work Education accredited since Spring 1977.
Re-affirmation of CSWE accreditation Spring 1985.
Re-affirmation of CSWE accreditation Spring 1992.
Re-affirmation of CSWE accreditation Spring 2000 until Spring 2008.

A program advisory group was formed in the Spring of 1983 and has met at least yearly since that time. The group consists of: student members, social work practioners, EKU social work students and alums, other educators and members of the region of service community. This group of volunteers has provided and continues to provide an important consulting voice for the program through the years.

Begun as Social Work Career Day in 1983 and changed to the Social Work Symposium by the late nineteen eighties, once a year the Student Social Work Association and the Social Work Program faculty collaborate to host this day of activities focused upon information related to an identified topic of significance to social work practice and to the social services community at large. The experience of the symposium continues to increase in significance each year.

In Fall 1995 a formal process for official admission to the program was put into operation as part of the faculty's responsibility for "gate-keeping" and in response to accreditation standards.

In Fall 1996 membership was established in a consortium whose purpose was to develop a child welfare certification curriculum to be used by undergraduate programs across the state. The University has since awarded dozens of social work degrees with Child Welfare Certification.

In Fall 1997 a re-designed curriculum was published in the University Catalog. After years of deliberation and planning, on the part of the entire social work faculty, a revamping of the curriculum was put into operation. The revamped curriculum is an example of the faculty's commitment to respond to: its own developmental process; the on-going changes in accreditation requirements; and the continual input from students and graduates regarding student professional preparation needs.

The Social Work Program Coordinators since Spring 1974:

       Suzanne Friedman, 1974 until June, 1982
       M. Jane Allen, Fall 1982 until June, 1993
       J. Douglas Burnham, Fall 1993 to June 2002
       Dr. Marlene Huff, Fall 2002 to Spring 2005
       Dr. Carole Olson, Acting Coordinator, Fall 2005-June 2007
       Dr. Pat Litzelfelner, Fall 2007-present

The Field Placement Coordinators:

       C. Robert Welch, until Spring 1985
       Carol Good, from Fall 1985 until retirement Spring 1996
       Michele Gore from Fall 1996 to Spring 2006
       Dr. Pat Litzelfelner, Fall 2006-Spring 2007
       Pam Black, Fall 2007to present
       Juanita Westerfield-Extended Campuses, Fall 2007 to present

In the Fall of 1982 there was an enrollment of about fifty majors with five full time faculty. In the Fall of 1983 there were four full time faculty and fewer than fifty majors. After a year of level enrollment there were progressive increases in the number of majors until about 1992, when there were 275 majors. Since then the enrollment has stabilized within a range from about 200 to 265.

In the Fall of 1994 the program added a fifth full time faculty position.
In the Fall of 1996 the program was allowed to add a sixth full time faculty.
In the Fall of 2006 the program added three new full time faculty.

The EKU Social Work Program began offering courses at Hazard Community College in the Spring of 2000. The first full-time faculty began administering the full range of major courses in the Fall of 2001. There are now two full-time visiting faculty positions on the Hazard campus and the report requesting accreditation approval for this extension of the program to another campus will be reviewed by the CSWE in Spring 2008.

From the beginning of its CSWE accredited history the EKU Social Work Program has established and maintained a positive and strong reputation within the community of social work educators both here in Kentucky and nationally.

We now have one full-time faculty on the Manchester campus and one half time faculty member at the Corbin campus. We are offering several classes at the Corbin campus while trying to build the Manchester campus.

SOCIAL WORK CURRICULUM

A. **Curriculum Design and Organization**
- **CSWE Curriculum Policy Statement**

B. **Mission**

C. **Program Goals**

D. **Program Objectives**

E. **Generalist Approach to Social Work**

F. **Social Work Curriculum Requirements**

CURRICULUM DESIGN AND ORGANIZATION

As a CSWE accredited program, Eastern Kentucky University's social work program curriculum is based on the CSWE Curriculum Policy Statement, the mission of the University, and the particular social service needs of the East Central region of Kentucky.

The program's mission guides the development of program goals and objectives. Courses and course objectives are designed to meet the program objectives. Each course develops assignments and experiences that to some degree measure the achievement of course objectives.

Thus the design might look like this:

CSWE Curriculum Policy Statement	**Eastern Kentucky University's Mission**	**Regional Needs**
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Program Mission

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Program Goals

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Program Objectives

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Social Work Course Objectives

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**Assignments
and
Experiences**
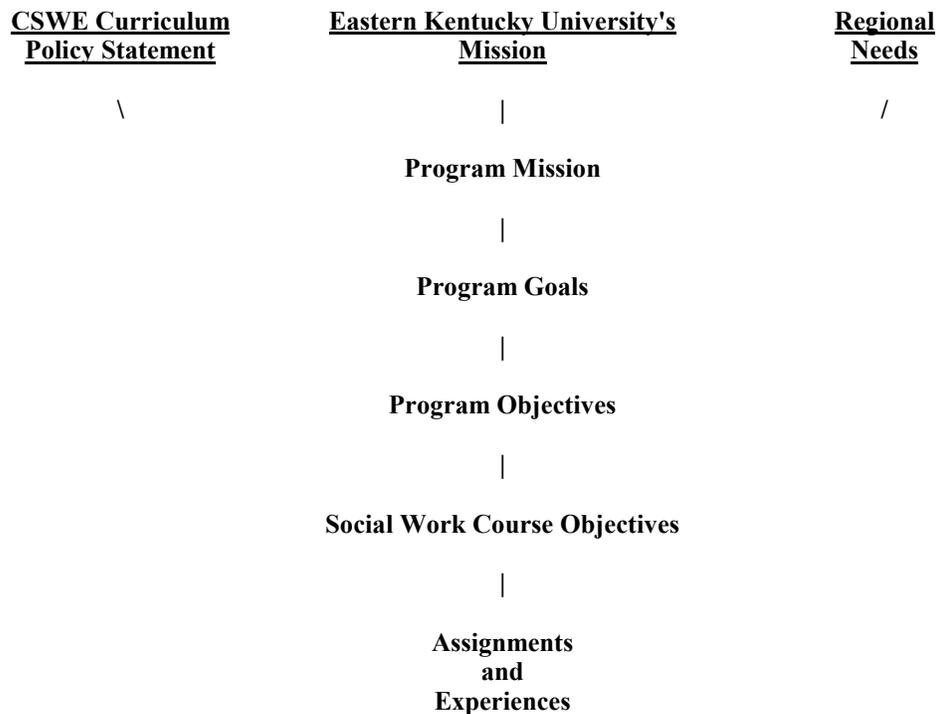
What follows in this section are detailed descriptions of these various components.

A. CSWE CURRICULUM POLICY STATEMENT

Educational Policy

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.1

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. Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

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.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. 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.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

1. 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.

1.01 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.

1.02 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).

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

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.

2.0.1 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.

2.0.2 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.

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

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

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

2.0.6 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.

2.0.7 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.2 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.

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

2.0.9 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.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the 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. Recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

3.0.5 At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

3.0.6 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master's level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.

3.0.7 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post– baccalaureate or post–master's social work degree practice experience.

3.0.8 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.0.9 The social work program has sufficient resources to achieve program goals and objectives.

3.10 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.11 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.12 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.13 The program has sufficient office and classroom space, computer mediated access, or both to achieve the program's goals and objectives.

3.14 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The

program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.0.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.0.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

4.0.3 The baccalaureate social work program has a minimum of two fulltime faculty with master's social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

4.0.4 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree.

4.0.5 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post– baccalaureate or post–master's social work degree practice experience.

4.0.6 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

5.0.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.0.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.0.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.0.4 The program has written policies and procedures concerning the transfer of credits.

5.0.5 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.0.6 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.0.7 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.0.8 The program informs students of its criteria for evaluating their academic and professional performance.

5.0.9 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers

series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations**,** regulatory agencies, the academic community, and the community at large. 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.0.1 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.0.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next
scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program
submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

MISSION

Eastern Kentucky University

SOCIAL WORK PROGRAM

The Eastern Kentucky University Social Work Program provides a student-centered collaborative and dynamic environment that prepares students for competent and ethical generalist bachelor level practice.

PROGRAM GOALS

Eastern Kentucky University

SOCIAL WORK PROGRAM

1. Provide a fluid curriculum grounded in a liberal arts perspective that appreciates the history of the profession and the needs of the region on the macro, mezzo, and micro levels.
2. To integrate into the program the values of the social work profession and socialization into those values through self assessment and self awareness.
3. To integrate social work ethical principles throughout the program and curriculum.
4. To provide an environment that promotes critical understanding of oppression, populations at-risk, economic and social justice.

PROGRAM OBJECTIVES

Eastern Kentucky University

SOCIAL WORK PROGRAM

1. Apply critical thinking skills within the context of professional social work practice. (Program Goal: #4)
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Program Goal: #2, #3)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Program Goal: #3, #4)
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Program Goal: #3, #4)
5. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Program Goal: #1, #2)
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Program Goal: #1, #4)
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. (Program Goal: #1, #4)
8. Analyze, formulate, and influence social policies. (Program Goal: #3, #4)
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Program Goal: #2, #3, #4)
10. Use communication skills differentially across client populations, colleagues, and communities. (Program Goal: #1, #3, #4)
11. Use supervision and consultation appropriate to social work practice. (Program Goal: #2, #3)
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Program Goal: #2, #3, #4)
13. EKU Program specific: To understand and analyze the impact of current social issues specific to the region and the larger society. (Program Goal: #1, #4)

THE GENERALIST APPROACH TO SOCIAL WORK PRACTICE

As social work has developed as a profession there have been many new approaches to practice, the most familiar methods being casework, group work and community organization. In recent years, however, the emphasis in social work has been to put the "social" back in social work. Thus theorists, practitioners and educators have developed what we refer to as the generalist approach to social work practice. Anne Minahan, one of the major proponents of the generalist approach, lists the major objectives of social work as:

1. to help develop new resource systems to meet the needs of people;
2. to establish initial linkages between people and resource systems and between resource systems themselves to make them accessible to each other;
3. to facilitate and improve interaction between people within resource systems to promote the effective and humane operation of these systems and to make them responsive to people's needs
4. to facilitate ongoing interactions between resource systems to enable them to work together effectively; and
5. to help people develop and effectively utilize their own internal problem solving and coping resource

In this context, resource systems may be informal systems such as family, friends or neighbors; formal systems-- organized membership groups such as unions or professional groups; or societal systems such as governmental and voluntary social welfare, justice health or education agencies.

Some characteristics of the generalist approach include: (1) a view of social work as one profession where all components adhere to one process; (2) that all social workers need to develop essential social work skills; (3) that interventive activity is based first on the needs of the client system; and (4) the theme of "mutual work" is basic to the approach. Client system and change agent system (worker and agency) must agree on the focus of work.

The social work process mentioned above is based largely on a scientific model and is strongly dependent on systems theory. There is a dynamic interplay of the phases of this process. Most theorists seem to agree that the following phases are included in the process: (1) initiating contact; (2) assessment of the stress situation or problem; (3) goal setting and determination of task (contrast); (4) action phase--tasks performed according to planned change strategies; (5) termination; and (6) evaluation of the planned changed effort.

The generalist approach emphasizes the importance of worker and client working together in a manner that preserves human dignity and professional integrity: the generalist acts in conjunction with the client and with the client's consent or, in some cases in behalf of the client's knowledge. The generalist worker usually acts within four broad interventive roles: broker, enabler, advocate and activist. Although the agency setting is important in helping to determine boundaries of work, the generalist worker must possess skills effective in dealing with any size client system. He/she must be prepared to deal with private troubles as well as public issues. It is the aim of the generalist practitioner, from a holistic frame of reference, to deal with a client system in a manner most relevant to the client's needs and with the client's participation in the process

The social work program at Eastern Kentucky University is a strong advocate of the generalist approach to social work practice. It is our belief that the baccalaureate social worker is expected to perform a variety of functions and tasks with and in relation to client systems of various sizes. The BSW is primarily employed to facilitate the interaction between people and resource systems. Social workers, no matter what their level of professional practice, BSW, MSW, DSW, must acquire first a knowledge, value, and skills base which constitutes the generalist theory. Thus, the generalist approach becomes highly significant and appropriate in preparing the student for beginning social work practice as well as continuing educational growth in his/her chosen profession. To ensure consistency throughout the program, Eastern Kentucky University's Social Work Program adheres to the following perspective of generalist practice:

The practice of social work requires that a practitioner be prepared to intervene in a wide range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used and there is a recognition that often the most effective change occurs when a professional addresses problems at different private and public issue levels.

SOCIAL WORK MAJOR REQUIREMENTS

SWK 210	Introduction to Social Work	**3**
SWK 225	Human Behavior/Social Environment I	**3**
SWK 310	Introduction to Social Welfare	**3**
SWK 335	Human Behavior/Social Environment II	**3**
SWK 340	Social Work Research Methods	**3**
SWK 350	Social Work Practice I	**3**
SWK 354	Practice Skills Laboratory	**2**
SWK 355	Social Work Practice II	**5**
SWK 360	Social Work Practice III	**3**
SWK 390	Field Experience in a Social Agency	**3**
SWK 410	Social Welfare Policy Practice	**3**
SWK 455	Selected Topics	**3**
SWK 490	Social Work Practicum	**12**
	Total Major Requirements	**49** hours

SUPPORTING COURSE REQUIREMENTS

POL 101	Introduction to American Government	**3**
PSY 200	Psychology as a Social Science	**3**
SOC 131	Introductory Sociology	**3**
SOC 232	Introductory Sociological Analysis	**3**
SOC 400	Racial and Cultural Minorities	**3**
	Total Major Requirements	**15** hours

GENERAL EDUCATION REQUIREMENTS

Refer to the EKU Undergraduate Catalog for details on all University requirements and for requirements for admission to upper division status (planned curriculum).

Curriculum and Major Requirements

Major Requirements	....	**49**
Support Requirements	....	**15**
General Education	....	**46**
University Requirements	....	**1**
Free Electives	....	**17**

<div align="right">

TOTAL   **128** **hours**

</div>

Social Work Course Descriptions

SWK 210 Introduction to Social Work (3) Introduces philosophy, values, ethics, and processes of the social work profession; emphasizes the bases of Generalist practice theory; areas of practice; social justice and the role of violence in society.

SWK 225 Human Behavior/Social Environment I (3) Prerequisites or co-requisites: SC 131, PSY 200, and SWK 210. Bio-psycho-social perspective of human behavior and social interactions based on systems theory. Explores traditional and alternative paradigms of developmental life cycle and family interactions. Emphasis on developmental diversity in a multicultural society.

SWK 310 Introduction to Social Welfare (3) Prerequisites: POL 101, and SWK 210. History of social welfare, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to a violent environment.

SWK 335 Human Behavior/ Social Environment II (3) Prerequisite: SWK 225. Systems theory applied to the functioning of various size collectives and their impact on behavior within a cultural context. The impact of social oppression, social and economic injustices, and the creation of cultural and institutional violence.

SWK 340 Social Work Research Methods (3) Application of both qualitative and quantitative research methods within the context of social work practice. Prerequisites: SOC 232, SWK 210, SWK 225, SWK 310, SWK 311; Admission to the SWK program. Course should be taken BEFORE SWK 350 or SWK 355.

SWK 350 Social Work Practice I (3) Prerequisite: SWK 335. Prerequisite or Co-requisite: SOC 232. Co-requisite: SWK 354. Theoretical base for social work practice from a Generalist Perspective. Focuses on the social work process: problem identification; data collection and synthesis; assessment; planning and intervention; termination; and evaluation. Emphasis on multidimensional assessment and practice ethics.

SWK 354 Practice Methods (2) Co-requisite: SWK 350. Weekly two-hour laboratory. Focuses on interactional activities and exercises that foster the development of interviewing, data collection, synthesis, assessment, and use of relationship skills.

SWK 355 Social Work Practice II (5) Prerequisites: SWK 350, SWK 354, and SOC 232. Addresses the social work process with a focus on planning intervention, implementation, and evaluation of practice strategies. A weekly laboratory develops skills in these areas. Work with families and groups will be emphasized.

SWK 358 Child Abuse and Neglect (3) Knowledge base for identification, risk-determination, and psycho-social assessment of child abuse, neglect and dependency situations. Explores service delivery, role of the court, and the impact of cultural and institutional violence.

SWK 360 Social Work Practice III (3) Prerequisite: SWK 355. Social work process and skills applied to assessment and intervention with networks, organizations, and communities. Emphasis on community research;

program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence.

SWK 390 Field Experience in A Social Agency (3) Prerequisite: SWK 350, SWK 354. Eight hours per week in an agency, special community program, or project approved by Practicum Director plus weekly 1 1/2 hour seminar. Applications of practice theory and process. Student must apply the previous semester. Social Work majors only.

SWK 410 Social Welfare Policy Practice (3) Prerequisites: SWK 311. Dynamics of policy implementation at administrative, judicial, and legislative levels: policy analysis, formulation, modification, and evaluation; focus on policies that contribute to social injustices and policies that foster the creation, enhancement, or promotion of violence.

SWK 440: Topics in Addictions (Elective) This course examines how to assess, intervene, and treat individuals, families, and groups with substance abuse and other addiction problems. People with addictions are examined from a strengths perspective. Pre-requisites: Junior or Senior standing.

SWK 450 Child Abuse Interventions (3) Prerequisites: SWK 358. Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement.

SWK 455 Selected Topics in Social Work. (3) Prerequisite: instructor approval. Course content will be determined by student interest, instructor specialty, and new developments in the profession. May be retaken to a maximum of six hours provided subject matter differs each time. Current courses offered via special topics include; addictions, services for the elderly and child abuse and neglect.

SWK 456 Children's Services. (3) Prerequisite: instructor approval. Critical appraisal of societal values of priorities underlying services to children. Examines range of services and skills used in social work practice with children; understanding psycho-social needs of children.

SWK 490 Social Work Practicum. (12) Prerequisites: GPA of 2.0 and completion of all other major requirements with a minimum grade of "C." Supervised practice in a social agency approved by Field Placement Coordinator. Four days a week for 12 weeks plus weekly on-campus seminar. Application must be made through the Field Placement Coordinator the semester preceding placement. Social work majors only.

Course descriptions for supportive requirements
Social Work majors are required to take five courses (15 credit hours) that support the professional foundation courses. The five support sources are pre-requisites or co-requisites that either provide basic knowledge, or as enrichments to enhance learning for the social work professional foundation courses.

Political Science 101 Introduction to American Government (3) Principles, functions, and basic political institutions of the American system of government at the national level.

Psychology 200 Introduction to Psychology (3) A survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior.

Sociology 131 Introductory Sociology (3) Basic principles and concepts of sociology, including culture, personality, social structure, groups, social processes, and social change.

Sociology 232 Sociological Analysis (3) Analysis of sociological concepts in terms of concept formation, measurement, interpretation, and presentation in graphic and table form.

Sociology 400 Racial and Ethnic Relations (3) Analysis of the development of racial and ethnic relations from the perspective of sociology and related social sciences. Examination of issues related to dominant and minority group status in the United States and cross-culturally.

FIELD PLACEMENT INFORMATION

There are two field placement courses in the social work program: SWK 390, "Field Experience in a Social Agency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours). Prior to the semester of enrollment in each course, students must attend a practicum orientation session, submit an application, and participate in an individual interview with faculty.

To enroll in SWK 390 a student must have a cumulative grade point average of 2.0 and have completed the following courses with a minimum grade of "C:" POL 101, SOC 131, SOC 232, SOC 400, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354. The student is in placement eight (8) hours a week, usually an eight-hour day, and is in a seminar for 1 1/2 hours per week for a maximum of 112 hours for the semester.

To enroll in SWK 490, a student must have a cumulative grade point average of 2.0 and have completed all other social work requirements with a minimum grade of "C." SWK 490 is a twelve-week block placement. For twelve weeks of the semester students will be in placements four days a week and on campus the fifth day for a two-hour seminar for a maximum of 384 hours for the semester.

Information about types of field placements available is presented to students at the field placement orientation meetings. The student is responsible for transportation costs and any other expenses incurred during the placements such as background checks, T.B. skin tests, etc.

Liability Insurance
All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.

Unpaid Practicum Policy
EKU Social Work Program does not allow students to be paid during practicums. The exception is reimbursement for mileage per agency policy. In an agency where stipends are available the student cannot be paid until after completion of the practicum.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student's knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student's educational experience is the primary focus.

ACCREDITATION

EKU's Social Work Program has been accredited by the Council on Social Work Education (CSWE) since 1977. The student receives a BSW (Baccalaureate of Social Work) degree at his/her successful completion of the required curriculum.

THE FIELD INSTRUCTION COMPONENT

A. Its Unique Function

This component is unique in function because of its experiential nature and because of its interrelatedness to the other program components. The objectives of this component are to provide the student with opportunities: to enhance and develop skills that apply process and theory learned in the classroom; to develop ability to identify with the profession; to increase self-awareness through relating personal attitudes and values to situations confronted within the performance of assigned responsibilities; and to become a functional, competent element in the agency/social service delivery system.

As the student becomes a part of the delivery system it is necessary that the student become familiar with and knowledgeable about the formal and informal aspects of the system which makes it unique in the social service community. These aspects include: written and unwritten policies; areas of specialized practice knowledge; specific referral resources; and particular staffing patterns.

The competencies expected of all students who receive the social work degree are outlined in the "Program Objectives."
The social work major spends 596 clock hours in unpaid field placement experiences. The field courses represent a significant percentage (fifteen out of forty-five hours) of the academic credit hours required in the social work major. It is these courses that are the "testing ground" for the student practitioner.

B. Field Instruction Sequence

There are two one-semester educationally directed courses: SWK 390, "Field Experience in a Social Agency," generally taken in the junior year; and SWK 490, "Social Work Practicum," taken during the senior year. While the above courses constitute the obvious field component, the student is introduced to social service agencies through the required volunteer experience (SWK 210), agency interview assignments, and guest speakers from the practice community, as they complete the requirements of their other social work courses.

More informally, and within the advisory process, students committed to a social work major are encouraged to consider summer employment and/or volunteer work in service activities sponsored by campus organizations and within the community. These pre-placement experiences are considered to be an important part of the student's total development. Extra-curricular activities can significantly add to and enhance the range and level of understanding that a student brings into his/her placement.

Each member of the social work faculty is involved with practice activity through various committees, organizations, and/or board memberships. There is regular contact with agency instructors. The most structured contact by all the full time faculty is through two meetings that are sponsored by the social work program each year. The meeting in the Fall semester is set up to provide an orientation experience for those agency instructors who have not supervised students in the EKU program before that current year. The meeting in the Spring semester offers the opportunity for the faculty and experienced agency instructors to share and discuss ideas and matters of concern.

Through practice activities and purposeful contact with field placement agency instructors, the full time faculty are more able to bring current insights and information into the classroom.

C. SWK 390 "Experience in A Social Agency"

This course is taken concurrently with the second practice course (SWK 355) or in the summer after completing the first practice course in the spring. It introduces the student to the arena of social work practice. This course often serves as the student's first formal experience in actual practice situations and provides an opportunity to test out the career choice of social work. It provides actual situations where the student may apply the practice principles and knowledge he/she has learned previously or is learning concurrently.

SWK 390 consists of eight hours per week for one semester. It takes place in a supervised educationally directed setting where the student functions as a participator/observer. A minimum of 112 clock hours is required in an agency or agency directed activities. The student participates in a 1 1/2 hour seminar (3-hour seminar during summer school) which meets weekly throughout the semester. The faculty member assigned as the field liaison for the student leads the seminar. There are several agency related seminar assignments. The student receives three academic credit hours for the course and the course is required for social work majors. The student is graded on a "satisfactory/unsatisfactory" bases. The course syllabus, included in this manual, contains the performance expectations for students enrolled in this course.

Field Placement Manual

D. SWK 490 "Social Work Practicum"

The student enrolled in this course is assigned to an agency four days a week for twelve weeks of a semester. The course is taken in the senior year. A minimum of 384 clock hours of agency or agency directed experience is required. On the fifth day students spend two hours in a concurrent seminar at the University. Students receive twelve hours academic credit for this course and are graded on a "satisfactory/unsatisfactory" basis.

SWK 490 is the final required course in the major sequence. It is in this course that the student must take on a significant role as a beginning, professional practitioner. The student is expected to view self as a member of the social services delivery system to which he/she is assigned. The student is expected to develop the ability to function within the system as a professional service provider; to assess the effectiveness of the system; and to evaluate the influence of the system on the client systems served. The student is also expected to grow in self-awareness and to establish an identity with the profession of social work. Upon completion of the senior block placement, the student must be able to demonstrate the characteristics of a beginning level professional practitioner and be capable of assuming appropriate professional responsibilities as a competent member of the social work community.

E. Student Pre-Placement Process

The student must have met the program requirements for entering SWK 390 or SWK 490. These include: at least a 2.0 overall grade point average, at least a "C" grade in all social work required courses, and the completion of all the prerequisite courses necessary to enrollment in the particular field placement course. Students must be admitted to the social work program before entering SWK 350. More information about the admissions process is included in the Appendix.

In the semester prior to enrollment in either course (SWK 390 or 490) the student must complete an application process and receive approval to enter the course. The process requires: attendance at an orientation meeting; the completion of several forms, including the **"Educational Needs Assessment" form (pp. 25-30)**; completion of a conference with social work faculty; and a successful interview with a prospective agency instructor (after being directed to set up an appointment). Application for the field experience is considered a vital part of the process of agency selection. The student and faculty work together in order to determine the type of agency and agency instructor that will best suit the student's professional growth needs.

Student Pre-Placement Process

Following a placement orientation meeting of eligible students, each student is expected to meet with the program faculty in a joint conference focused on selection of an agency which will best foster the individual's educational/professional/developmental needs. The student is encouraged to engage in self-evaluation and field experience goal-setting prior to meeting with the faculty. Each student completes the required needs assessment form prior to the meeting. During the conference the student is provided feedback on his/her own professional development by the faculty. The program's objectives are used as a guide in this process. Through discussion of the student's goals for the placement experience and through faculty feedback, a specific type of agency field setting is agreed upon for the student's SWK 390 or SWK 490 field experience.

Following the student/faculty conference, students are expected to make an appointment for an interview with the prospective agency instructor. This pre-placement contact with the student allows for the negotiation of initial expectations and goals. It allows both the student and the potential agency instructor an opportunity to have a face to face meeting before the agreement about placement is finalized. Both the instructor and the student retain the prerogative to refuse the placement at this point.

In addition to the application for field placement, the student signs an agreement which sets out expectations for his/her conduct within the agency.

The agreement states the student's intent to adhere to accepted standards of professional ethics and to the recognition of rights of clients to preservation of confidentiality. These documents are included in the Appendix.

STUDENT EDUCATIONAL NEEDS ASSESSMENT
E.K.U. Social Work Program

NAME: _____   APPLYING FOR: SWK 390 _____
                                                          SWK 490 _____

DATE: _____/ _____/ _____   PLACEMENT FOR: FALL _____
                                                     SPRING _____
                                                     SUMMER _____ (390 only)

Below you will find brief statements describing knowledge, skills, or values which are expected of the beginning generalist social work practitioner. Using the scale that follows each statement rate yourself on the continuum. Your assessment should be an honest effort to evaluate your own educational needs at the present time. After you have circled the number you deem appropriate, briefly explain those items for which you believe an explanation would assist the faculty's understanding of your rating.

1. To demonstrate awareness of professional value system in verbal and written interchange.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

2. To demonstrate the acceptance of the rights of individuals and groups who have different physical characteristics, beliefs, lifestyles or cultural backgrounds than yours.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

3. To demonstrate respect for the client system's rights of privacy and confidentiality.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

4. To demonstrate respect for each person's right to share in society's resources.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

5. To understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic injustice.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

6. To demonstrate the ability to maintain professional relationships with consumers from various cultural, ethnic, racial, genders, sexual orientations, and economic levels backgrounds.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

7. To demonstrate effective verbal and nonverbal communication skills.

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Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

8. To demonstrate effective written communication skills.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

9. To be able to demonstrate engagement (presentation of professional self as helper) skills.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

10. To apply critical thinking skills within the context of professional social work practice.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

11. To demonstrate the ability to develop and maintain professional relationships with clients, co-workers, and community resources (includes other students in the agency and staff).

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

12. To demonstrate an understanding of the generalist social work approach and an ability to work within a specific model.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

13. To be able to demonstrate data collection skills.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

14. To demonstrate bio-psycho-social-cultural assessment skills.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

15. To be able to recognize the function of both formal and informal systems and to be able to interact with each in a way that meets desired goals.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

16. To be able to demonstrate an understanding of how society's institutions impact, both positively and negatively, the functioning of individuals, families, groups, networks, and communities.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

17. To analyze the impact of violence on the psychological, societal, cultural, and spiritual functioning of individuals, groups, organizations, communities, and society.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

18. To apply knowledge of the dynamics of violence to assessment and intervention of private trouble and public issue.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

19. To analyze the role of institutional and cultural violence in the creation and maintenance of social oppression and economic injustice.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

20. To be able to assist client in developing a plan of intervention that includes goals, objectives, and tasks.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

21. To be able to negotiate agreements with client systems regarding specific tasks completion.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

22. To demonstrate a knowledge of existing resources.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

23. To demonstrate skills in educating clients when needed to accomplish established goals. (Educator)

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

24. To demonstrate skills in coordinating resources. (Case Manager)

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

25. To demonstrate the ability to develop and evaluate new agency and community resources as a response to assessed needs. (Social Reformer)

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

26. To be able to recognize conflict with and between systems and to facilitate its resolution. (Mediate)

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

27. To demonstrate skill in effectively linking clients with the appropriate resources. (Broker)

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

28. To be able to demonstrate advocacy skills and to demonstrate the ability to offer those skills effectively and when appropriate.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

29. To be able to recognize necessary factors in selection and development of action systems.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

30. To be able to work effectively with socio-educational groups.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

31. To be able to work effectively with social action groups.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

32. To be able to work effectively with administrative groups.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

33. To demonstrate the ability to identify organizational policy and structure both formal and informal.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

34. To demonstrate skills for developing and modifying agency or administrative policy.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

35. To demonstrate skills for developing and modifying legislative policy.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

36. To be able to assess your own development of social work competencies in a skillful manner.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

37. To be able to effectively evaluate goal-attainment with client.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

38. To be able to evaluate program effectiveness.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

39. To use supervision appropriate to generalist practice.

Unable 1_____2_____3_____4_____5_____6_____7_____8_____9_____10 Very able

Explanation:

40. Able to consistently demonstrate responsibility in all aspects of work and make excellent use of time.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

41. Consistently maintain poise and control even under extreme stress and unexpected crisis.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

42. Demonstrate assertiveness appropriate to the situation.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

43. Able to adjust personal appearance to suit professional situation.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

44. To demonstrate an interest in continued learning that recognizes the impact of constant change in society upon the knowledge base available to social workers.

Unable 1   2   3   4   5   6   7   8   9   10 Very able

Explanation:

FIELD AGENCY INSTRUCTOR EVALUATION
(To be completed by the student upon completion of placement)

Field Agency: _____

Field Supervisor's Name: _____   Date: _____

Please <u>circle</u> the most appropriate response to <u>questions 1 through 20</u> and <u>answer questions 21 through 25</u>. ***The purpose of this evaluation is to improve the practicum program--it will not affect your grade in any way.***

1. My supervisor is accessible to me when needed

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

2. My supervisor provides at least one hour of supervision time weekly.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

3. My supervisor provides an opportunity for observation of social work activities with clients.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

4. My supervisor reviews and approves my documentation for agency records.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

5. My supervisor makes connections between theory and practice.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

6. My supervisor encourages me to make connections between theory and practice.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

7. My supervisor provides opportunities for me to have direct client interaction.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

8. My supervisor provides me with feedback on my progress.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

9. My supervisor discusses my written evaluations with me.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

10. My supervisor encourages critical thinking.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

11. My supervisor adheres to the NASW Code of Ethics and social work values.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

12. My supervisor provides me with an appropriate amount of independence.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

13. My supervisor gives me too much responsibility.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

14. My supervisor arranges for my supervision when he/she plans to be absent.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

15. My supervisor provides assignments for me when he/she plans to be absent.

1	2	3	4	5	6
never	sometimes	most of the time	all of the time	don't know	N/A

16. My supervisor conducted (or arranged for someone else to conduct) an agency orientation.

yes   No   don't know

17. My supervisor (or designee) described my roles and tasks.

yes   No   don't know

18. My supervisor (or designee) discussed the agency's confidentiality policy with me.

yes   No   don't know

19. My supervisor (or designee) discussed the agency's record-keeping procedures.

yes   No   don't know

20. My supervisor provides a positive learning environment for me.

yes   No   don't know

Field Agency Supervisor Evaluation
21. What are your supervisor's strengths?

22. In what ways could the supervision be improved?

23. In general, how supportive and helpful is your supervisor to you?

24. How satisfied are you with your working relationship with your supervisor?

25. Would you recommend this supervisor for future social work students?

The social work practicum evaluation is completed by the field agency instructor at the end of the semester. It is intended to evaluate the practicum experience and program, rather than the particular practicum student.

EKU Social Work Practicum Evaluation

Field Agency: _____

Supervisor's Name and Degree: _____ _____

Date: _____

EKU Faculty Field Instructor: _____

Please circle the most appropriate response to questions 1 - 11, and answer questions 12 - 17. **Your answers and comments will help us more fully understand the practicum experience for agency instructors, faculty, and students.** *Thank you!*

1.   *a. The student's faculty instructor was accessible to me when needed.*
    1-never   2-sometimes   3-most of the time   4-all of the time   5-didn't need to contact faculty instructor

    b. The Field Placement Director was accessible to me when needed.
    1-never   2-sometimes   3-most of the time   4-all of the time   5-didn't need to contact Field Placement Director

2.   *a. The faculty instructor clearly explained EKU's expectations for agency supervision of the student.*
    1-never   2-sometimes   3-most of the time   4-all of the time   5-already knew expectations from previous experience

    b. The Field Placement Director clearly explained EKU's expectations for agency   supervision of the student.
    1-never   2-sometimes   3-most of the time   4-all of the time   5-already knew expectations from previous experience

3.   *a. I was satisfied with the quality and frequency of contact I had with the student's faculty instructor throughout the placement.*
    1-never   2-sometimes   3-most of the time   4-all of the time   5-don't know
    b. I was satisfied with the quality and frequency of contact I had with the EKU Field Placement Director.
    1-never   2-sometimes   3-most of the time   4-all of the time   5-contact Field Placement Director not needed

4.   *a. The faculty instructor assisted in resolving problems between the student and field instructor or other agency personnel.*
    1-never   2-sometimes   3-most of the time   4-all of the time   5-no problems needing instructor's assistance

    b. The Field Placement Director assisted in resolving problems between the student   and field instructor or other agency personnel.
    1-never   2-sometimes   3-most of the time   4-all of the time   5-no problems needing Director's assistance

5. *I had enough information about the student to adequately supervise her/him.*
    1-never   2-sometimes   3-most of the time   4-all of the time   5-don't know

6. *The faculty field instructor met with the student and me to discuss the midterm evaluation.*
                YES.   NO.

7. *The faculty field instructor met with the student and me to discuss the final evaluation.*
                YES.   NO.

8. *The evaluation forms are clear and understandable.*

1	2	3	4	5
never	sometimes	most of the time	all of the time	don't know

9. The practicum student had an adequate understanding of professional values to perform well in the field experience.

1	2	3	4	5
never	sometimes	most of the time	all of the time	don't know

10. The practicum student had an adequate understanding of social work knowledge to perform well in the field experience.

1	2	3	4	5
never	sometimes	most of the time	all of the time	don't know

11. The practicum student had an adequate understanding of social work skills to perform well in the field experience.

1	2	3	4	5
never	sometimes	most of the time	all of the time	don't know

12. What were the strengths of this practicum experience?

13. In what ways could this practicum experience be improved?

14. How many EKU social work students have you supervised?

15. Have you been oriented to the requirements of a new agency field instructor? (i.e. "meet and greet" or workshop)

          YES   NO

16. Would you like to take EKU social work practicum students in the future?

          YES.   NO.

              IF YES, indicate preference:

- SWK 390 students (1 day per week) _____
- SWK 490 students (4 days per week) _____

17. From your experience, what are the strengths of the EKU Social Work practicum program?

SWK 390 Student Evaluation

"Field Experience in a Social Agency"

<u>**Social Work 390 is the student's first opportunity to integrate the knowledge base, value orientation and practice methodology in an actual practice setting with real client systems.**</u> The field experience student will test his/her educational achievements in activities directed by the agency staff member and monitored by the course instructor to assure that the experience promotes growth and skill development for each individual student. The weekly seminar also contributes to the student's integration of knowledge, values and methodology into a beginning level of competence as a generalist practitioner.

SWK 390 is designed to provide the student with first-hand, direct services responsibility in a structured and closely supervised manner. The course should provide opportunity for observational experiences as well as direct client contacts in order to provide beginning experience in assessment, goal setting, planning, intervention, evaluation, record-keeping, use of supervision, self-assessment and values clarification. Course objectives are established for personal qualities, social work values, knowledge and skills.

The <u>Evaluation of Student's Field Performance</u> form will be completed during the faculty instructor/field agency instructor/student midterm and final evaluation conferences. The student's strengths and limitations will be discussed and documented, thereby serving as a frame of reference for the remainder of the semester. The student will be free to review this form at any time in order to discuss their present level of accomplishment and degree of improvement during the course of placement time remaining.

The evaluation form will be completed prior to the faculty/field instructor/student final conference. At this time the student's strengths and weaknesses will be discussed and documented. The student will be expected to evaluate his/her own learning experience with the agency instructor where there will be an opportunity to both offer and receive feedback and in return. This final evaluation conference will serve as a means of comparing the student's level of accomplishment and improvement from mid-semester to the end of the course.

Other means by which the faculty instructor is able to evaluate the student's level of accomplishment are through the weekly log assignments, field seminars, and papers. The weekly written assignments should contain brief accounts of weekly activities with emphasis on assessing problems and implementing problem-solving techniques and strategies. The student is expected to apply academic theory and knowledge into actual work performance. During field seminars the student is expected to progress past the point of participation and be able to analyze field activities, present alternative behaviors to problem areas, and establish planned change efforts.

<u>**SWK 490 Student Evaluation**</u>

<u>**Social Work Practicum**</u>

By the time the student is enrolled in SWK 490, the senior social work practicum, there should be a readiness to apply social theory, value systems, and skill development to the practice situation. From the beginning of the major social work practicum to mid-semester, the student will be entering the field placement naturally sensitive to the problems of being placed in a new situation. The student will be concerned about rejection, acceptance, and one's capacity to help oneself and others. The student is expected to deal with these issues not only on their own but in conjunction with field supervisor and instructor.

It is the student's responsibility to be able to collect information about the particular agency setting, historical data, services provided, client systems' serviced, and how one fits into this agency. The student should then begin to develop a trust as he/she gets to know agency personnel and begins to establish relations with client systems. The student will be expected to start developing practice skills as he/she delves into and begins to understand problem areas in relation to particular client systems.

The student will be evaluated in four different areas: interventive skills, performance skills, values and attitudes, and knowledge. The evaluation form covers all four of these areas in detail and the student is expected to have satisfactorily demonstrated abilities in each area by mid-semester. At this point the student is expected to have accomplished the following general tasks:

1. Overcome the fears and uncertainty associated with being placed in an agency where demands and expectations will be made of the student.

2. Understand the dynamics of working with client systems over a period of time.

3. Start to develop own style of interviewing techniques.

4. Establish effective client system/worker relationships.

5. Ability to organize time well and efficiently complete job responsibilities.

6. Ability to recognize own strengths and weaknesses in relation to social work tasks and make necessary changes.

7. Integration of classroom knowledge to direct social work practice.

8. Beginning of self-awareness as a professional by use of self in helping relationship.

9. Start to identify and work through value conflicts on both a personal/professional level.

10. Ability to collect appropriate data.

The <u>Evaluation of Student's Field Performance</u> form will be completed during the faculty instructor/field agency instructor/student midterm and final evaluation conferences. The student's strengths and weaknesses will be discussed and documented, thereby serving as a frame of reference for the remainder of the semester. The student will be free to review this form at any time in order to discuss present level of accomplishment and degree of improvement during the course of placement time remaining.

As the school year progresses from mid-semester to the end of the semester, the student will be growing both personally and professionally. At this point it is expected the student will comfortable in the particular agency with the client system in relation to the planned change goals and anticipated plan of action. The student will be prepared to terminate the contract with the client system, keeping in mind the themes of loss and separation which can be anticipated in any helping relationship. It is hoped that the student will have developed an ability to predict the final result of his/her interventive behavior and to choose alternative behaviors based on a system of personal and professional values.

During the final evaluation, the student will again be evaluated on four different areas: interventive **skills, performance skills, values and attitudes, and knowledge.** The student is expected to have satisfactorily completed each one of these areas by the end of the semester. The following are some general tasks which the student is expected to have accomplished

by the time she/he has completed the senior social work practicum:

1. Work within the structure of an agency and hold self accountable for completion of specific responsibilities.

2. Establish and maintain effective relationships with client systems from various cultures with varying needs, levels of emotional stability, and intellectual levels.

3. Make use of direct consultation with field supervisor in regard to student's professional growth and in determining appropriate plans and interventions.

4. Utilization of community resources in relation to particular client systems.

5. Evaluate the effectiveness of the social services provided in relation to client system needs.

6. Ability to consult and collaborate with peers and supervisors.

7. Ability to function within an interdisciplinary framework educating and being educated by other non-social work professionals.

The evaluation form will be completed prior to the faculty/field instructor/student final conference. At this time, the student's strengths and weaknesses will be discussed and documented. The student will be expected to evaluate his/her own learning experience with the agency instructor where there will be an opportunity to both offer feedback and receive it in return. This final evaluation conference will serve as a means of comparing the student's level of accomplishment and improvement from mid-semester to the end of the course.

Other means by which the faculty instructor is able to evaluate the student's level of accomplishment are through the weekly log assignments, field seminars, and comprehensive paper. The weekly written assignments should contain brief accounts of weekly activities with much stronger emphasis than was noted at mid-semester in assessing problems and implementing problem-solving techniques and strategies. The student is expected to apply academic theory and knowledge into actual work performance. During field seminars the student is expected to progress past the point of participation and be able to analyze field activities, present alternative behaviors and problem areas, and establish a planned change effort. The student is expected to satisfactorily complete the comprehensive paper in which she/he provides a comprehensive analysis of work performance, knowledge, skills, and value base as they relate to the student's entire academic career.

NOTE--The following <u>EVALUATION OF STUDENT'S FIELD PERFORMANCE</u> form is used for both SWK 390 and SWK 490 and is the same form with one exception: different point values in statement number three (p.9) of the "narrative section" of the form (3 points for SWK 390 vs. 5 points for SWK 490). The form is used for midterm and final evaluation of both 390 and 490 students.

*3. If the student's rating in any area for <u>**SWK 390 is three (3) or below**</u>, or for <u>SWK 490 is five (5) or below</u>, explain how the student's work performance warranted the rating s/he received. Attach extra pages if needed.*

Eastern Kentucky University
Department of Anthropology, Sociology, and Social Work
Social Work Program

EVALUATION OF STUDENT'S FIELD PERFORMANCE

Name of student: _____ **Agency Name:** _____

Five behavioral expectations are listed after each factor on which the student is to be evaluated. Indicate the student's achievement level by circling the appropriate number in each row. Circle the first number if the student has barely achieved at that level. Circle the second number when the student has met expectations fully at that level. This scale should be viewed as a continuum with "1" being least satisfactory and "10" being most satisfactory, thus only one number should be circled on each continuum. Please check "N/A" (not applicable) in any of the columns in which you were unable to rate the student. Space is provided for explanations in the narrative section of this form.

The first section of 28 evaluative factors is to be used in determining the student's overall field performance. The narrative section provides the agency field instructor the opportunity to support and clarify the evaluation.

I. PROFESSIONAL/PERSONAL CHARACTERISTICS

1. Professional Responsibility:

1 2	3 4	5 6	7 8	9 10	N/A
Appears bored with work and puts self-interest first. Has a pattern of tardiness or absenteeism.	Sometimes appears interested in work and will put client interests first. Wastes time even when adhering to agency working hours.	Usually fulfills work responsibilities satisfactorily and is seldom tardy or absent from work.	Demonstrates responsibility in completing work assignments and makes good use of time.	Consistently responsible about all aspects of work and makes excellent use of time	

2.   Poise and Self Control:

1 2	3 4	5 6	7 8	9 10	N/A
Generally fails to maintain a professional, calm and objective manner even under non-stressful situations.	Occasionally fails to maintain poise and control under normal work situations.	Maintains poise and control under normal situations but sometimes behaves erratically under stress.	Generally maintains poise and control even when faced with very stressful situations.	Consistently maintains poise and control even under extreme stress and unexpected crises.	

3.   Assertiveness:

1 2	3 4	5 6	7 8	9 10	N/A
Extremely passive; occasionally assertive but only when in-appropriate.	In most situations is too passive or too assertive.	Appropriate under normal, routine situations with occasional exceptions.	Usually appropriate even in difficult situations.	Consistently appropriate even in dealing with very difficult situations.	

4. Personal Appearance as Related to Agency Standards:

1 2	3 4	5 6	7 8	9 10	N/A
Appearance interferes with relationships with clients, agency personnel, and/or the community.	Appearance is occasionally consistent with agency standards.	Appearance is generally consistent with agency standards.	Appearance is consistent with agency standards with only rare exceptions.	Appearance is always consistent with agency standards.	

II. APPLICATION OF SOCIAL WORK PRACTICE SKILLS

5. Effectiveness in Planning and Arranging Work Responsibilities:

1 2	3 4	5 6	7 8	9 10	N/A
Unable to plan and organize work effectively.	Occasionally demonstrates effectiveness.	Has some difficulty in planning and organizing work.	Usually plans and organizes work effectively.	Consistently plans effectively, is well organized and considers priorities appropriately.	

6. Ability to Assume Responsibility for Own Learning:

1 2	3 4	5 6	7 8	9 10	N/A
Never suggests or performs work activities on own initiative.	Very limited in planning and performing tasks independently.	Usually plans and performs only routine tasks without first checking with supervisor.	Frequently acts on own in usual activities and sometimes in difficult or nonroutine matters	Consistently acts on own in handling usual and well as new and difficult situations.	

7. Ability to Work with the Purpose, Structure, and Constraints of the Agency and to Make Suggestions for Change in a Responsible Manner:

1 2	3 4	5 6	7 8	9 10	N/A
Defies agency standards and suggest or demands changes inappropriately.	Abides by some agency standards but usually with reluctance.	Usually abides by routine standards but has difficulty learning and applying some standards.	Almost always abides by agency standards, and suggestions for change are usually made in a responsible manner.	Consistently abides by agency standards and is very professional in making suggestions for change.	

8. Ability to Identify and Use Community Resources:

1 2	3 4	5 6	7 8	9 10	N/A
Almost no ability demonstrated.	Occasionally identifies and uses a community resource.	Usually identifies and uses the obvious resources.	Demonstrates resourcefulness in seeking out some resources not commonly known.	Very responsible in seeking out and attempting to develop resources on own initiative.	

9. Interviewing Skills, Including the Ability to Recognize and Interpret the Meaning of Non-Verbal Communication During the interview:

1 2	3 4	5 6	7 8	9 10	N/A
Does not demonstrate knowledge and use of social work interviewing skills and is not perceptive to nonverbal communication.	Is effective sometimes but interviewing skills are limited. Usually does not interpret or respond to non-verbal communication appropriately.	Interviewing skills are acceptable, and student can interpret the most obvious meaning of nonverbal communication.	Interviews skillfully in most situations and usually interprets and responds appropriately to nonverbal communication.	Consistently interviews skillfully and almost always interprets and responds to nonverbal communication appropriately.	

10. Written Communication Skills, Including the Ability to Record with Clarity and Promptness:

1 2	3 4	5 6	7 8	9 10	N/A
Written material is vague and contains many errors; student cannot meet deadlines.	Somewhat limited in ability to express self in writing and generally does not meet deadlines.	Written work is acceptable and is usually submitted on time.	Shows good organization and consistency in written communication and meeting deadlines.	Written work is always clear and concise and is always completed on time.	

11. Ability to Assess Bio-Psycho-Social, Cultural, and Spiritual Variables that Affect Individual Development and Behavior and Uses Theoretical Frameworks to Understand Interactions Among Individuals and Between Individuals and Social Systems:

1 2	3 4	5 6	7 8	9 10	N/A
Never assesses accurately and reaches wrong conclusion as a basis for service.	Has limited ability to assess accurately and plan appropriately.	Usually is able to assess routine situations and reach obvious conclusions.	Generally assesses routine situations and takes appropriate action. Occasion-ally is inaccurate in difficult situations	Consistently assess and follows through appropriately with both routine and difficult situations.	

12. Effective in Planning Strategic and Specific Interventions That Utilize Assessment Findings:

1 2	3 4	5 6	7 8	9 10	N/A
Unable to plan interventions and fails to use assessment findings.	Seems to skip assessment part of the process and jumps haphazardly into intervention.	Able to plan generalized interventions but does not plan specifics.	Able to apply assessment and involve the client system in specific planning.	Consistently applies assessment findings to assist client system in strategic planning that includes specific tasks, tasks assignment and time frame.	

13. Ability to Develop and Maintain Professional Relationships with Consumers from Various Cultural, Ethnic, Racial, Genders, Sexual Orientations, and Economic Levels Backgrounds:

1 2	3 4	5 6	7 8	9 10	N/A
Cannot relate to consumers on a professional level.	Has some difficulty in forming relationships except in familiar and uncomplicated situations.	Usually forms productive relationships but has occasional difficulty in un-familiar situations.	Generally forms productive relationships in both familiar and unfamiliar situations.	Consistently forms productive relationships with a wide range of consumers n complex situations.	

14. Relationships with Coworkers (Other Students in the Agency as Well as Agency Staff):

1 2	3 4	5 6	7 8	9 10	N/A
Arouses resentment; quarrels with others and cannot use tact and diplomacy.	Occasionally antagonistic, creating needless conflict which impedes effective working relationships.	Working relationships are fairly smooth. Does not arouse antagonism or impede co-operative work but does not actively contribute to cooperative efforts in problematic situations	Good working relationships, contributes to cooperative work in most situations and occasionally in problematic situations.	Promotes teamwork, very cooperative and handles delicate situations tactfully; is well liked by others.	

15. Relationship with Staff of Other Agencies:

1 2	3 4	5 6	7 8	9 10	N/A
Agency receives complaints about student's performance or unprofessional behavior. Student is hesitant to contact other agencies.	Sometimes has difficulty in relating to outside professionals. Supervisor has had to intervene because of conflict between the student and staff in other agencies.	Sometimes has satisfactory relationships with other staff.	Maintains effective working relationships with other professionals and is generally prompt and cooperative in handling referrals.	Consistently professional. Student is always cooperative and skillful in relating to other agency staff.	

16. Demonstration of the Acceptance and Use of Basic Social Work Values, Ethics, and Principles:

1 2	3 4	5 6	7 8	9 10	N/A
No evidence that student has incorporated social work values, ethics, and principles.	Usually demonstrated with only occasional exceptions.	Demonstrated at an acceptable professional level.	Demonstrated frequently in routine situations and sometimes in controversial situations.	Consistently guided by social work values, ethics, and principles.	

17. Effectiveness in Providing Services to Individuals and Families:

1 2	3 4	5 6	7 8	9 10	N/A
Completely ineffective.	Seldom assesses situations accurately and is limited in ability to provide services.	Usually is effective in applying professional knowledge and skills in routine or uncomplicated situations.	Is effective most of the time even in situations requiring considerable patience and skill.	Consistently effective in both routine and extremely demanding situations.	

18. Knowledge and/or skills related to small group services (note-this objective measures the student's knowledge of, or in some agencies, actual skills related to small group work, and if the student understands how various groups (support, task, administrative, socioeducational) function within the agency):

1 2	3 4	5 6	7 8	9 10	N/A
No demonstrated knowledge and/or skill in forming or working with groups.	Occasionally demonstrates knowledge and/or skill in forming/working with groups when there is considerable support from supervisor and/or co-leader	Usually demonstrates knowledge/skill in forming/working with groups in routine or non-demanding situations.	Demonstrates knowledge/skill in forming/working with groups most of the time in both routine and demanding situations.	Consistently demonstrates knowledge/skill in forming/working with groups in demanding situations.	

19. Knowledge and/or skills related to effective community level services (note-this objective measures the student's knowledge, and in some agencies, actual skills related to community services provision):

1 2	3 4	5 6	7 8	9 10	N/A
No demonstrated knowledge/skill in recognizing and addressing problems on a community-based level.	Shows sporadic, limited ability at the community level. Demonstrates occasional but limited ability in working with problems on community-based level.	Usually demonstrates knowledge/skill in working with community-based problems in routine or non-demanding situations.	Demonstrates knowledge/skill most of the time in working with community-based problems in both routine and demanding situations.	Consistently demonstrates knowledge/skill in working with community-based problems in both routine and demanding situations.	

20. Effectiveness in providing services at an organizational level (note-this objective measures the student's ability [knowledge and skills] to address problems at an organizational [placement agency systems, other existing community organizations; development of new organizations] level:

1 2	3 4	5 6	7 8	9 10	N/A
No demonstration of knowledge or skill in recognizing and addressing problems at an organizational level.	Occasionally recognizes problems at an organizational level.	Usually recognizes problems at an organizational level but demonstrates minimal skill in addressing problems at this level.	Has a good knowledge of organizational functioning and can assess and plan intervention at this level.	Has excellent knowledge base of organizational functioning and can intervene in problems at this level.	

21. Use of Supervision:

1 2	3 4	5 6	7 8	9 10	N/A
Resents supervision and will not follow instructions or guidelines.	Seldom seeks supervisory help and becomes defensive when work is criticized.	Responds satisfactorily to supervision but usually does not take initiative in seeking such help. Seldom requests or makes suggestions for improvement.	Seeks supervision responsibly and generally makes wise use of supervisor's suggestions. Is prepared for conferences most of the time.	Consistently makes wise use of supervision. Is prepared for supervisory conferences and handles any disagreements with tact and diplomacy.	

22. Development of a Professional Self-Awareness, Including the Need for Continued Professional Growth:

1 2	3 4	5 6	7 8	9 10	N/A
No apparent interest in professional development; is not self-critical and is apathetic about increasing skills and knowledge.	Seldom recognizes limitations and shows little motivation for improvement.	Does not initiate many efforts toward increasing knowledge and skills. Interest is somewhat restricted but there is some evidence of commitment.	Commitment to continuing professional development though student plans in this regard may be too self-limiting. Student shows initiative in self-evaluation.	Consistently seeks to extend knowledge and improve skills. Has a clear sense of professional responsibility and realistic plans for continuing professional growth.	

23. Critical Thinking Skills:

1 2	3 4	5 6	7 8	9 10	N/A
Almost no critical thinking skills demonstrated.	Limited demonstration of critical thinking skills.	Sometimes demonstrates critical thinking skills.	Usually able to explore and analyze information; usually makes informed decisions and is able to explain decisions.	Consistently able to explore and analyze evidence, makes informed decisions and understands and explains decisions.	

24. Understanding of Oppression and Discrimination and the Factors That Create and Maintain Social and Economic Injustice:

1 2	3 4	5 6	7 8	9 10	N/A
Almost no understanding of oppression or discrimination.	Rarely exhibits knowledge of oppression and discrimination.	Seems to understand oppression and discrimination but fails to recognize their implications.	Usually seems to understand oppression and discrimination and recognizes their implications for individuals and families.	Understands oppression and discrimination, recognizes implications for all size systems and is able to be involved in plans to address them.	

25. Understanding of the Dynamics and the Impact of All Levels of Violence (Interpersonal, Cultural, and Institutional) on the Functioning of Individuals, Groups, Organizations, Communities, and Society:

1 2	3 4	5 6	7 8	9 10	N/A
Little to no understanding of violence and its implications.	Recognizes violence and its implications only on an interpersonal level.	Able to assess the implications of violence on individuals and families, but remains uncertain about how to assess cultural and institutional violence.	Able to assess the implications of violence on interpersonal, cultural, and institutional levels.	Able to assess the implications of violence on interpersonal, cultural, and institutional levels and is able to plan interventions that address these implications	

26. Identify and Analyze the Impact of Social Policies on Client Systems, Workers, and Agencies:

1 2	3 4	5 6	7 8	9 10	N/A
Almost no ability to identify and analyze social policies demonstrated.	Very limited ability to identify and analyze social policies demonstrated.	Sometimes able to identify and analyze the impact of social policies.	Usually able to identify and analyze the impact of social policies.	Consistently able to identify and analyze the impact of social policies.	

27. Evaluate Research Studies and Apply Findings to Practice:

1 2	3 4	5 6	7 8	9 10	N/A
Little or no ability to evaluate/apply demonstrated.	Very limited ability to evaluate/apply demonstrated.	Occasionally demonstrates ability to evaluate/apply.	Usually able to evaluate research studies and apply findings to practice.	Consistently demonstrates ability to evaluate research studies and apply findings to own practice.	

28. Evaluate Own Practice Interventions and Those of Other Relevant Systems:

1 2	3 4	5 6	7 8	9 10	N/A
Little or no ability to evaluate own or other systems' practice interventions demonstrated.	Very limited ability to evaluate own or other systems' practice interventions demonstrated.	Occasionally demonstrates ability to evaluate own or other systems' practice interventions.	Usually able to evaluate own or other systems' practice interventions.	Consistently demonstrates ability to evaluate own or other systems' practice interventions.	

Evaluation Of Student's Field Performance

III. **NARRATIVE SECTION** (attach additional pages as needed)

1. Comment on performance areas in which the student was <u>outstanding</u>; e.g., s/he may be especially effective with certain types of clients or method(s) of social work. *Attach extra pages if needed.*

2. Comment on performance areas which need improvement. *Attach extra pages if needed.*

3. If the student's rating in any area for <u>SWK 390 is three (3) or below</u>, or for <u>SWK 490 is five (5) or below</u>, explain how the student's work performance warranted the rating s/he received. *Attach extra pages if needed.*

Date: _____   Agency Field Instructor: _____

I have been involved in this evaluation process, and my Agency Field Instructor has discussed this evaluation with me.

_____**I agree with the evaluation**

_____**I do not agree with the evaluation**

(NOTE: If the student disagrees with this evaluation, s/he should explain in writing and submit a copy to the Faculty Instructor)

Date: _____   Student's Signature: _____

Expectations and Responsibilities of Faculty Field Instructor

- Maintain positive professional relationship between EKU's Social Work Program and the agencies where students are placed.

- Attend faculty field instructor's seminar for orientation and discussion of field issues. These seminars will usually take place at the beginning of each semester.

- Facilitate weekly seminar class for practicum students.

- Mediate between students and agency. Notify Field Placement Coordinator (FPC) of any problems requiring further mediation as soon as possible.

- Evaluate student's class assignments and assign final grade.

- Evaluate student's SWK 490 comprehensive paper.

- Evaluate student's logs and return within one week.

- Meet with new agency instructor in their agency twice each semester.

- Midterm evaluations should be completed prior to date midterm grades are due.

- Notify FPC of supervisor changes as soon as possible.

- Notify FPC when students with an unsatisfactory grade at midterm or at end of semester.

- Complete monthly travel vouchers and submit to Department secretary.

- Attend and participate in meetings for agency field instructors (new and experienced supervisors).

- Submit student files to FPC within two weeks of semester's end.

- Inform FPC of concerns about agencies and/or agency supervisors as concerns arise.

Duties and Responsibilities of Field Placement Coordinator

- Maintain positive professional relationship between Social Work Program and the practice community, social service consumers, and larger community resource providers

- Arrange, publicize and conduct orientation meetings for SWK 390 and 490 each semester for campus which the Coordinator is assigned.

- Facilitate an understanding of current field issues, student challenges, CSWE field accreditation issues for all SWK faculty and university administrators as needed

- Arrange for the collection and management of practicum applications and materials for assigned identified campus

- Schedule interviews between placement applicants and social work faculty

- Chair interviews with each applicant

- Place each qualified student in optimal practicum sites each school semester after assessing the students' needs, abilities, and learning

- Coordination of all faculty (full time, extended campuses, and part time) involved in field placement teaching

- Oversight of part time faculty teaching field placement courses

- Teach nine semester hours during Fall and Spring semester (Extended Campus Coordinator teaches 6 hours)

- Develop new practicum sites as needed

- Assess, measure and evaluate performance quality of existing practicum sites

- Arrange contracts between EKU and practicum sites for each practicum

  - Coordinate field work with SWK and Departmental clerical/administrative support staff

  - Facilitate necessary approvals for agency/university Memoranda of Agreement

- Manage all field placement agencies' concerns about practicum experience

- Assume leadership in continued evaluation of practicum course syllabi, texts, assignments, and seminar content and recommend to social work faculty changes when needed

- Represent EKU field program at national level via BPD and CSWE organizations

- Evaluate and recommend changes in practicum evaluation process, procedures, and forms as needed

- Take leadership in revisions of Field Placement Manual

- Arrange for adequate number of field placement manuals for all agency supervisors

- Take part in state and national efforts to strengthen the field component in social work education, including membership in Kentucky's Consortium of Field Directors

- Collect and retain files of each practicum student at the end of each semester or summer session. Files will include: application, self evaluation, learning contract, midterm evaluation, final evaluation, and other relevant information concerning the student's practicum experience (information from checklist)

- If requested by agency, field instructor, or students, assist in resolution of practicum problems or complaints

- Mediate difficulties concerning practicum experience between part time faculty teaching placement and students in placement. Concerns between full time faculty and students will be referred to the Program Director

- Address and manage issues and concerns about part time faculty teaching field placement courses. Inform Program Director of issues and concerns about full time faculty teaching field placement courses

- Share with faculty field instructors information which should be shared with agency field instructors about a student or placement

- Monitor training orientations at all campus sites

- Assume a leadership role in the accreditation process in all matters regarding field

- Assume a leadership role in the development of field programs at all campus sites

Process for Handling Students Placed with

Non-Social Work Degreed* Agency Field Instructors
Field Placement Manual

1.   The decision to accept someone as a Agency Field Instructor who does not hold a social work degree is based on training, experience, and demonstrated commitment to the values and knowledge of the profession.   The Field Placement Director (FPD) will maintain a file on all non-degreed supervisors, with specific information about the supervisor's unique qualifications to supervise EKU social work students (Implemented Fall 1997).

2.   The FPD will discuss the NASW Code of Ethics, social work values, and standards for student performance for any new non-social work degreed supervisors at their initial orientation session. Written materials will be distributed to new supervisors as appropriate.

3.   The SWK 390 and SWK 490 practicum seminars will specifically address the issue of non-social work degreed staff performing social work duties and being assigned a social work job title. ** Kentucky's social work licensure requirements will be discussed in detail from a multi-disciplinary viewpoint. Students will be asked to critically evaluate in seminar as well as in course assignments the job duties and performance of non-social work degreed staff and discuss the benefits of social work credentials.

4.   Faculty seminar instructors will be made aware of their students placed with non-social work degreed agency supervisors. The Faculty Instructor will conduct three agency visits during the semester. One at the beginning, middle and end of the semester.

5.   It is expected that all non-social work degreed agency supervisors will attend the new supervisors' orientation before receiving an additional practicum student.

Defined as: agency supervisor without an accredited social work degree (BSW or MSW).

The State Board of Social Work Examiners grandfathered personnel working in social work positions prior to 1975, and thus those workers are allowed to use LSW as a part of their title.

IV. SELECTION OF AGENCIES AND AGENCY INSTRUCTORS

The importance of effective field instruction settings cannot be over-emphasized. It is in these settings that the student seeks to achieve validation of his/her learning expectations. The social work program, through the field placement director and/or faculty members with field placement assignments, approve all field agency settings.

A. Criteria for Selection of Placements and Agency Instructors for SWK 390, Field Experience in a Social Agency.

The social work program faculty recognize that the relatively brief time periods scheduled for the SWK 390 placement limit the level of responsibility assigned to the student. However, agencies which use these students do provide experiences which can fully meet the objectives of the course. These placements offer the student opportunities to experience direct client contact which requires the use of knowledge, values, and many of the skills taught in the program. While each placement is unique, all have common features which can be generalized into the following **criteria for selection of agency settings:**

1. The agency and/or program should have been in operation for some time, at least long enough to be considered an integral part of the community.

2. The agency or program should have a sanction to operate and should receive some support, not necessarily financial, from the community or client system it serves.

3. The agency or program should be oriented to, but not particularly limited to, providing direct client services to client systems. It should have commitment to and experience with cooperation with other agencies.

4. The agency or program should provide opportunities for the student to participate in staff meetings and conferences whenever possible to observe the decision making and policy making processes.

5. There should be an accepting attitude toward the student among the agency staff, including clerical personnel. Staff patterns should be relatively stable.

Characteristics Desired in an Agency Field Instructor Are:

1. The student's agency instructor should demonstrate a commitment to the values held by the social work profession.

2. The agency instructor must be able to oversee the work of the student and be knowledgeable of the student's activities and growth.

3. The agency instructor must have the time to and be willing to engage in regular supervisory conferences with the student; participate in evaluation conferences at midterm and at the end of the semester; and complete the necessary paperwork to meet University requirements.

4. The agency instructor should demonstrate an ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in her/his professional development.

5. The agency instructor will possess a BSW or MSW degree; exceptions to this will be rare and based on training, experience, and demonstrated commitment to the values and knowledge of the profession .

B. Criteria for Selection of Placements and Agency Instructors for SWK 490, the Social Work Practicum.

The criteria used for SWK 490, the major social work practicum is as follows:

1. The agency should be considered an integral part of the community. In providing social services, there should be an effective referral system which is closely associated with other agencies in the community.

2. The agency should receive acceptance and support from the community it serves.

3. The agency should provide direct services to client systems in conjunction with other types of services.

4. The agency should stimulate the student to become involved in program planning and policy-making decisions.

Field Placement Manual

5. The agency should provide opportunities for the student to participate in staff meetings, in-service training sessions, and conferences.

6. The agency should provide direction in establishing effective client system/worker relationships for evaluating the social work process and outcome.

7. There should be an accepting attitude toward the student by agency personnel and a desire to provide a broad range of learning experiences.

8. The agency instructor should demonstrate a commitment to the values held by the social work profession.

9. The agency instructor should demonstrate ability to identify the student's areas of strength and weakness and to assist in the student's effort toward appropriate change.

10. The agency instructor should demonstrate and ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in his/her professional development.

11. The agency instructor must have the time to devote to ongoing supervisory sessions (at least one hour per week) and the interest to encourage innovative and creative ideas in the social work process.

12. The agency instructor must allocate time to engage in evaluation conferences at the midterm and the end of the course term, as well as complete other necessary paperwork meeting University requirements.

13. The agency instructor should possess a BSW or MSW degree; exceptions to this will be rare and will be based on training, experience, and demonstrated commitment to the values and knowledge of the profession **(see page 48)**.

C. **Criteria for Field Placements in which the Student is Employed.** (Revised 11/30/10)

The Field Placement Coordinator will conduct an evaluation for appropriateness in meeting the learning objectives of the course and criteria for selection of the placement and agency supervisor. After the completion of this evaluation, students may be placed in an agency in which they are employed under the following conditions:

1. The area of field placement is distinct from the job (roles and responsibilities) for which they are employed. It must be "new learning."

2. The field instructor is different from the employment supervisor.

3. The student is not paid for field placement hours nor can they count work hours as practicum hours.

4. The agency will draft a practicum student agreement regarding the student's roles/responsibilities, Social Work Degreed Field Instructor supervision, and unpaid practicum hours. This document is signed by the prospective Agency Field Instructor, Employment Supervisor, EKU Field Coordinator, Program Director and Student.

5.   Attach employment job description and duties.

V. RELATIONSHIP BETWEEN THE AGENCY AND THE UNIVERSITY

The relationship between the field agency and the University is a key factor in the student's placement experience. Clear communication and cooperation is critical to the success of the field component for the student, agency, and university.

A. Definition of Responsibilities

The faculty field instructor carries primary responsibility for the provision of continuity to the field component learning experience. This responsibility is fulfilled in several ways, such as developing a relationship with the selected agency instructor; negotiating understanding of the educational process for the particular student with the agency instructor; assisting the student in seminar sessions and individual interviews to integrate classroom content with the placement experience; and many other tasks that are necessary to close, effective communication with the student and the agency instructor. Assignment of the student's course grade is the responsibility of the faculty field instructor. This responsibility is met only after careful consultation with the agency field instructor and conferences with the student.

Various teaching methods are used to accomplish the goals of the field instruction component. These methods include evaluation and feedback on student weekly logs; organization and conduct of the seminars; student conferences; case presentations; and support for student effort to introduce significant ideas and concerns about field experiences into the classroom discussion.

The faculty field instructor meets at least twice a semester with the agency instructor and the student. A midterm and final term evaluation conference is held with the agency instructor and student in order to discuss and review the educational progress of the student. Additional visits may be scheduled as deemed appropriate by the faculty and/or agency instructor. All appointments with the agency instructor are negotiated within the specific circumstances of the given situation.

The agency instructor is responsible for providing the student with appropriate practice assignments and other agency tasks that will assist the student toward reaching his/her goals and for giving the student the necessary instruction and supervision to enable her/his accomplishment. The student is accountable to the agency instructor for client system contacts. This includes recording, reporting on contracts, and the delivery of service. It is clearly recognized that the student is accountable to the agency instructor for all assignments required and all tasks delegated by the instructor, as well as the methods used in completing them.

Prior to, or during the beginning of, the placement period it is expected that the agency and the faculty field instructor will negotiate an agreement (see manual section V. -K "Agency Agreement"). This agreement explicates the general responsibilities of the Agency and the University.

B. Social Work Faculty and Agency Field Instructor Meetings

Agency instructors and the full time social work faculty at EKU meet twice annually. The purpose of the meetings is focused on the process of fulfilling the mutual responsibility for ensuring the preparation of the EKU social work graduate for beginning professional social work practice.

Each Fall and Spring semester, the Field Placement Coordinator sends invitations to all the agency instructors who are supervising an EKU student for the first time or multiple times; have supervised an EKU student in placement but for some reason have not attended a meeting orienting him/her to the EKU social work program; or have agreed to supervise an EKU student but have not yet done so because of timing issues or because a suitable match has not yet been made. It is expected that the agency instructor must attend the orientation before receiving additional EKU students.

The information presented in this meeting is basic material regarding the current state of the curriculum and future directions. An opportunity for discussion about matters of concern is scheduled for the latter part of the meeting.

VI.   COURSE MECHANICS
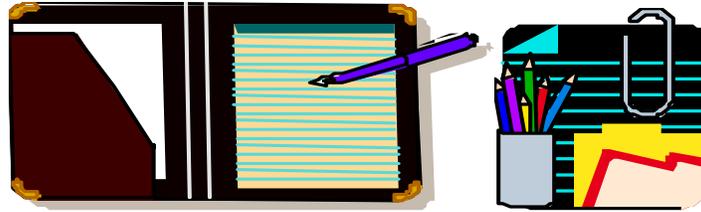
A. **Clock Hour Requirements**

B. **Holiday Observances**

C. **Personal Expenses and Transportation**

D. **Transportation of Clients**

E. **Confidentiality and Client's Right to Privacy**

F. **Professional Behavior and Appearance**

G. **Notification of Change in Agency Instructor**

H. **Student Orientation to Agency**

I. **Distribution of Medication to Clients**

J. **Carrying of Weapons**

K. **Agency-University Agreement**

VII. COURSE MECHANICS

A. Clock-Hour Requirements

The student enrolled in SWK 390, Field Experience in a Social Agency, is expected to spend an average of eight hours per week for an entire semester in assignments directly related to the placement. Each student must complete a minimum of one hundred and twelve agency hours. Most frequently, the preferred arrangement for scheduling the student's hours is one full day each week (at the agency) and a weekly 1 1/2 hour seminar (on campus). Students taking SWK 390 in the summer session spend two days per week in the agency, a three hour weekly seminar and must complete a minimum of one hundred twelve agency hours. Students enrolled in SWK 490 are required to complete at least 384 agency hours and attend a weekly two-hour seminar (on campus).

In case of lost hours because of health reason, inclement weather, lack of transportation, etc., the student may make up the missed hours. The arrangements need to be negotiated by the student to the satisfaction and convenience of the agency instructor and the faculty field instructor. Make up time need not be limited to time in the agency; such activities as attending a related seminar or workshop and special research in the library may be considered appropriate. Transportation time to and from the agency is not considered part of the required learning experience.

Specific days and hours for field placement are blocked out in the student's academic schedule; however, should other periods (i.e. evening hours) be more desirable for a special program of the agency, this may be arranged between the student and the agency supervisor. It must be recognized that the student has other responsibilities and may not be able to change his/her agency schedule. In such cases, the faculty field instructor should be notified so that some solution may be reached to the satisfaction of all parties.

B. Holiday Observances

The student in placement observes all official University holidays and is not required to make up that placement time. She/he must, however, complete the total hours required.

C. **Personal Expenses, Transportation and Liability Insurance**

The student accepts responsibility for all personal expenses (including transportation) incurred while in placement. In many cases this puts a heavy financial burden on the student. It is expected that agency instructors will keep this in mind when planning assignments with the student.

The student is also responsible for his/her own transportation arrangements to the site of the field placement. She/he is expected to allow for some flexibility in case of emergency situations, but the agency instructor needs to recognize the hardship factor if there is one in the existing emergency. Transportation problems which interfere with the student's growth in the placement should be discussed with the student and brought to the attention of the faculty field instructor.

All students enrolled in social work practicum courses are required to carry personal liability insurance. The insurance policy is underwritten by Eastern Kentucky University and is charged at the time of registration for SWK 390 and SWK 490 courses. The fee covers the cost of the liability insurance.

D. **Transportation of Clients**

Students in a field placement MUST NOT transport any agency clients without a clearly defined agency policy addressing transportation by students. Students are responsible for maintaining a driver's license and appropriate vehicle insurance.

E. **Confidentiality and Client's Right to Privacy**

Confidentiality and privacy have been stressed in the social work curriculum and the student is expected to demonstrate genuine concern with regard to this ethic as it applies to clients and to self in the practice setting. It is expected that the student will observe the same concern for confidentiality in the placement as well as in seminar discussions and logs. *Agency field instructors should provide students with information regarding the agency's confidentiality guidelines at the beginning of placement.*

F. **Professional Behavior and Appearance**

It is expected that the student will conform to standards of professional behavior, appearance, and dress. If the agency has a formal dress code policy this should be made known to the student prior to the placement assignment. Prior to placement the student agrees to follow standards of appropriate professional conduct and appearance and understands that she/he can be denied access to the agency placement if he/she deviates from these standards.

G. **Notification of Change in Agency Field Instructor**

It is conceivable that during a field placement period a change in the person designated as agency instructor can occur. In that event, the faculty field instructor should be notified immediately. A plan to orient the "new" instructor to the program and to the student's learning expectations for placement should be established as soon as feasible within the circumstances. It is expected that the original agency instructor will do everything reasonable to make the transition smooth and effective for the student and the replacement agency instructor. The University, through the faculty field instructor and the field placement director, has final approval on all agency instructors.

H. **Student Orientation to the Agency**

It is generally recognized that some form of planned orientation is beneficial to new employees as well as to students. Each agency has its own approach to orienting new employees. It is the expectation of the EKU social work program that the agency instructor will carefully plan an orientation experience that will aid the student in becoming familiar with the placement agency and his/her role within it.

I. **Distribution of Medication to Clients**

Students in placement SHALL NOT administer medication of any kind to agency clients.

J. **Carrying of Weapons**

Students are NOT PERMITTED to carry weapons while in placement, regardless of whether or not they have a permit.

K. Counseling of Clients

Students are NOT permitted to do counseling/therapy. They can do assessments, psychoeducation, etc. with proper supervision.

L. The Agency-University Agreement

To ensure better communication and understanding of the cooperative nature of field placement between the social work program, the University, and the agencies which participate in the placement component, this agreement is established. An agreement is for one semester only. Two copies are to be signed by each party. One copy will be retained by the agency, and the other by the social work program at EKU.

It is understood that some agencies may require the completion of additional forms, memoranda of agreement, or other standard documentation initiated by the agency which are necessary for completion of the arrangements for the student's placement. These will be addressed on an individual needs basis. A sample copy of the agreement form follows:

AGENCY-UNIVERSITY AGREEMENT

To foster communication and understanding of the cooperative nature of field placement between the Social Work Program at Eastern Kentucky University and the agencies who participate in the placement component, this agreement is established. An agreement is for one semester only. Two copies should be signed by each party. One copy will be retained by the Agency and the other by the Social Work Program, Eastern Kentucky University.

AGREEMENT
between

SOCIAL WORK PROGRAM
Department Of Anthropology, Sociology, And Social Work

Eastern Kentucky University
Richmond, Kentucky 40475
and

For the period beginning: _____ and ending: _____

    for (number) _____ students in SWK 390 _____ Hours per week

    for (number) _____ students in SWK 490 _____ Hours per week

1. _____ 2. _____

_____   _____
    (Faculty Instructor)   (Agency Field Instructor)

A. Responsibilities of the University (Social Work Program)

1. The University will provide the Agency with a field manual which states the objectives, policies and content of the Social Work field placement component.

2. The University will provide the Agency with information about the student's academic background, work and volunteer experience, learning expectations and special interests and skills.

3. In cooperation with the Agency and the Student, the University assigns student(s) to the Agency and will set the educational direction and goals for the student. (NOTE: The Agency makes the final decision as to students assigned.)

4. The University will provide student performance evaluation forms to be completed by the Agency and returned to the University at mid-term and at the end of the agreement period.

5. The University shall be responsible for setting periodic assessment conferences with the Agency and with the student. The frequency of these conferences shall be determined by the needs of the student, but the minimum shall be two such conferences per semester.

6. The University shall provide at least one seminar per year in which Agency Field Instructor and Social Work Faculty shall participate; the content of these seminars shall relate to: (1) the goals and the objectives of the Social Work Program; (2) improving the quality of the field placement component; and (3) the educational development of the Agency Field Instructor and the Social Work Faculty.

7. The University will hold required weekly seminars for all students in field placement and will make written and/or oral assignments as indicated.

8. The University assumes the responsibility for evaluating the overall achievement of the student and assigning the academic grade. This grade will be based upon the evaluations of the Agency Field Instructor; the student's self-evaluation; the student's participation in and attendance at seminars and his/her written assignments.

9. The University shall retain final approval of all Agencies and Instructors participating in the field placement component of the Program.

10. In all matters of field instruction the University shall observe rules of confidentiality as understood within the framework of social work education.

11. The University and each student will comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

B.   Responsibilities of the Agency:

1. The Agency will provide a Field Instructor who meets the qualifications as defined by the University.

2. The Agency will grant the Instructor the necessary time to fulfill his/her responsibilities as defined in this agreement and in the manual, including time to attend the University seminars for Field Instructors.

3. The Field Instructor, in consultation with the faculty instructor and the student, plans assignments and experiences for the student that will: (1) meet the educational goals and objectives of the student; (2) orient the student to the overall purpose and functions of the Agency; and (3) enhance the student's knowledge of the social work profession, values and development of skills required for the beginning level of social work practice.

4. The Field Instructor will provide periodic cooperative opportunities for on-going assessment of the student performance in the field.

5. The Field Instructor agrees to submit a written evaluation of the student's performance at mid-term and at the end of the agreement period and additional evaluation material throughout the agreement period as requested by the faculty instructor.

6. The Agency agrees to provide the student access to its facilities and resources in order to enhance his/her learning experiences. This will include the assignment of space to the student sufficient to the completion of required tasks.

The Agency and the University recognize the interdependence of their relationship on behalf of the social work program and the students. Each enters into this agreement with the intention of cooperating with the other in fulfilling the conditions of this agreement. Each agrees to promote the interests of the profession of social work, social work education, and the client system served by the Agency and the community.

This agreement will be reviewed at regular intervals and can be modified at any time by mutual consent.

FOR THE AGENCY: *FOR THE UNIVERSITY:*

(Name and Title) **(Date)**	***Director, Social Work Program*** **(Date)**
(Name and Title) **(Date)**	***Dean, College of Arts & Sciences*** *(Date)*
(Name and Title) **(Date)**	

APPENDIX

A. SWK 390 Materials
1. **Orientation Handout**
2. **Application**
3. **Student Agreement**
4. **Syllabus**
5. **Sample SWK 390 Log Form**

B. SWK 490 Materials
1. **Orientation Handout**
2. **Application**
3. **Student Agreement**
4. **Syllabus**
5. **Sample SWK 490 Log Form**
6. **Student Evaluation-SWK 490 Practicum**

C. Social Work Program Admission Requirements

D. NASW Code of Ethics

<u>**SWK 390 ORIENTATION**</u>

The first practicum is the beginning opportunity for a professionally supervised social work practice experience. Frequently the student approaches this course with an elevated anxiety level. The social work faculty is aware of many of the probable causes for anxiety and we seek to enhance the student's level of comfort as much as possible while at the same time maintaining the necessary educational and professional foci.

One of the ways in which we believe that student anxieties may be diminished is for us to present to the student a written description of the field placement assignment process. There is a clear and definite process by which field placement assignments are completed in the EKU Social Work Program.

<u>**THE RESPONSIBILITIES OF THE STUDENT ARE AS FOLLOWS:**</u>

1. Attendance at the orientation meeting.
2. Completion of necessary forms.
3. Interview completed with social work faculty.
4. An agreement with the social work faculty or Field Coordinator about the geographical vicinity of the practicum agency.
5. Instructions received from the Field Coordinator regarding contact with the prospective agency instructor.
6. Setting up the interview with prospective agency instructor within a reasonable period of time **(as soon as possible after receiving the information from the Field Coordinator.)**
7. Reporting to the Field Coordinator regarding the results of the interview with the prospective agency instructor **(within a week following the interview).**

When the interview leads to a decision by **both the student and the agency** <u>that there is an appropriate match</u>, and that decision is shared with the Field Coordinator by the above designated deadlines, then the assignment of the student to an agency is complete.

When the interview leads to a decision by the **agency** <u>that the match is not appropriate</u> then the process begins again at step number four. When the interview leads to an agreement between **the student and Field Coordinator** <u>that the match is not appropriate</u> then the process begins again at step number five.

In the event the student does not complete any one of the tasks that are outlined as the student's responsibility, or refuses the second placement or agency interview, then there is a definite **probability** that the student will not be able to enter the SWK 390 course for that particular semester.

<u>**Other policies that apply to field placement courses are:**</u>

1. There will be few placements arranged with agencies that are located more than sixty miles from campus. (The mileage limit for summer placement is 30 miles.)

2. In no event is a student to approach an agency or agency representative regarding an arrangement for his/her placement experience without having received instruction from the Field Coordinator to do so.

3. If there is a request to change the vicinity of the practicum agency, that change must be approved by the Social Work Program Director.

4. Students are encouraged to obtain a TB test and hepatitis immunization before beginning placement. Some placement sites will require these procedures along with a background check.

5. Students are not allowed to carry weapons at placement agencies or on campus, regardless of whether or not they have a permit.

6. All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.

7. EKU Social Work Program does not allow students to be paid for practicums. Exceptions may be made for reimbursement for mileage per agency policy for students.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student's knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student's educational experience is the primary focus.

_____   _____
Field Placement Coordinator   **Social Work Program Director**

Revised 9/8/11

DEPARTMENT OF ANTHROPOLOGY, SOCIOLOGY AND SOCIAL WORK
EASTERN KENTUCKY UNIVERSITY
Social Work Program
Eastern Kentucky University
APPLICATION FOR SWK 390 – FIELD EXPERIENCE IN A SOCIAL AGENCY
Please print or type

Date/Semester Admitted to the Social Work Program: _____

Name: _____

Campus Address: _____ Phone: (___)_____

Permanent Address:_____Phone: (___)_____
E-Mail Address: _____

(street, box and/or apt number, city, state, zip)
Address/Phone where you will be prior to the beginning of placement (check one):
       Address:_____**Phone: (___)_____**
Campus___ Permanent____ Other (specify)_____
****

Do you have a current driver's license?   Y   N   Use of a vehicle?   Y   N

Junior/Senior_____ Social Work Advisor _____

Semester you will take SWK 390:_____UWR completed? Y   N

Second major or minor:_____

Social work courses you have had or are now taking:_____
_____

Campus activities:_____
_____

Paid or volunteer work experiences you have had:_____
_____
_____

Special skills, interests, hobbies:_____
_____

Personal expectations for your field experience (including any limitations and/or preferences you have regarding the experience). May be continued on the back of this page.

_____
_____

Have you ever been convicted of a felony?   Y   N
(This information will be kept confidential and will not necessarily prevent you from being assigned a field placement.)

If you have a criminal record that might influence placement options it is your responsibility to inform the Field Coordinator so that an appropriate placement can be obtained. **Please initial after reading this statement. _____**

Cumulative GPA:_____

Date of Application:_____

Signature:_____

DEPARTMENT OF ANTHROPOLOGY, SOCIOLOGY AND SOCIAL WORK
EASTERN KENTUCKY UNIVERSITY

STUDENT AGREEMENT
SOCIAL WORK 390
FIELD EXPERIENCE IN A SOCIAL AGENCY

In consideration of being enrolled in Social Work 390, Field Experience in a Social Agency I understand and subscribe to the following:

1. That as a condition of enrolling in this course I have satisfactorily met the academic prerequisites and have maintained a 2.0 standing in my major.

2. That I will assume all personal costs, including transportation, incurred while taking this course.

3. That I am responsible for arranging my own transportation and that these arrangements shall not conflict with regular and/or emergency tasks as assigned by my agency supervisor.

4. That I will participate in the field placement course for a minimum of 112 clock hours.

5. That I will submit all written assignments to the course instructor on time and in an appropriate manner.

6. That I will carry out in a responsible and appropriate manner all tasks and responsibilities assigned by the agency supervisor, including maintenance of records and reports.

7. That I will conduct myself in a manner that demonstrates adherence to   the values of the profession, the NASW Code of Ethics, and my awareness of my role as a representative of the social work profession, the agency and Eastern Kentucky University.

8. That I will participate with the course instructor and the agency supervisor in ongoing and final evaluations of my performance and level of professional skill development.

I understand that deviation from the above may result in my being denied access to the agency's facilities and/or my receiving a failing grade for this course and/or being released from the Social Work Program.

_____   _____
(Signature)   (Date)

NOTE: Students should complete two (2) copies. Submit one to the Field Coordinator and retain one for own records.

MASTER SYLLABUS- revised and edited – July 2007
EASTERN KENTUCKY UNIVERSITY
Department of Anthropology, Sociology, and Social Work
SWK 390 Field Experience in a Social Agency
CRN #

3 credit hours   **Semester**
Instructor:
Date/Time

Office: **Room / Building –**
Phone:
Program Office: 622-1645
e-mail:
Office Hours:

1. Course Description: SWK 390 Field Experience in a Social Agency (3 credit hours). Prerequisite: SWK 350/354. May be taken concurrently with or following SWK 355. "C" or better in social work courses and overall GPA of 2.0. Acceptance into the social work program.   Eight hours per week in an agency, special community program or project approved by the Practicum Field Coordinator plus 1 ½ hour seminar. Applications of practice theory and process.

Requires 8 hours per week (for a total of <u>112 hours</u>) in an agency approved by Practicum Coordinator. Student must apply the previous semester. Social Work majors only.

2. Text(s) and other required readings:
        <u>Required</u>:
        Royse, D., Dhooper, S.S. Rompf, E.L (2007). *Field Instruction: A Guide for Social Work Student.* Boston: MA, Pearson Education Inc.
        <u>Recommended</u>:
        Coggins, K. & Hatchett, B. (2002) *Field Practicum, Skill Building From A Multicultural Perspective.* Peosta, IA: Eddie Bower

Students are expected to utilize and integrate materials from courses previously taken and in which they are concurrently enrolled. Students may be required to read additional materials recommended by the course and/or field instructor.

3. Social Work Definition: THE GENERALIST PERSPECTIVE: The practice of social work requires that a practitioner be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used and there is recognition that often the most effective change occurs when a professional addresses problems at different private and public issue levels.

4. Social Work Program Objectives
1.   Apply critical thinking skills within the context of professional social work practice. (Program Goal: #4)
2.   Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Program Goal: #2, #3)
3.   Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Program Goal: #3, #4)
4.   Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Program Goal: #3, #4)
5.   Understand and interpret the history of the social work profession and its contemporary structures and issues. (Program Goal: #1, #2)
6.   Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Program Goal: #1, #4)
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. (Program Goal: #1, #4)
8.   Analyze, formulate, and influence social policies. (Program Goal: #3, #4)
9.   Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Program Goal: #2, #3, #4)
10.   Use communication skills differentially across client populations, colleagues, and communities. (Program Goal: #1, #3, #4)
11.   Use supervision and consultation appropriate to social work practice. (Program Goal: #2, #3)

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Program Goal: #2, #3, #4)
13. To understand and analyze the impact of current social issues specific to the region and the larger society. (Program Goal: #1, #4)

5. Course Objectives:

1. For students to apply beginning critical thinking skills regarding the agency services. Program Objective #1.
Educational Outcomes:
1. By the end of the course students will be able to use critical thinking skills regarding the agency services and client interactions.
> Measures: *Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Black Board Discussion Boards.*

2. To provide opportunities for students to explore their personal values and operationalize social work values and provide a framework to resolve value/ practice conflicts. Program Objectives #2.
Educational Outcomes:
1. By the end of the course students will be able to describe the personal values and beliefs which motivate their behavior and be able to accommodate conflicting values.
2. By the end of the course student will be able to identify personal feelings toward the client systems and their problems and see the effect of personal feelings in the helping relationships.
3. Students will demonstrate knowledge and application of the profession's code of ethics.
> Measures: *Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Black Board Discussion Boards.*

3. For students to gain an understanding of the idea of professional use of self and their own associated strengths, limitations, and personal and professional needs. Program Objectives #2 and #3.
Educational Outcomes:
1. By the end of the course student will be able to identify personal feelings toward the client systems and their problems and see the effect of personal feelings in the helping relationships.
> Measures: *Midterm and Final Evaluation of Student from Field Instructor Reflective Logs, Oral Presentations, Learning Contract, Black Board Discussion Boards, self care plan.*

4. For students to practice responsible work behavior. Program Objectives #10, #11, #12.
Educational Outcomes:
Students will demonstrate accountability and accuracy for meeting deadlines and efficient management of time.
> Measures: *Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Seminar punctuality and attendance, submitting course material on time.*

5. To expose student to daily operations of service delivery systems of assigned agency and the program and staff functioning and processes. Program Objectives #10, 11, #12.
Educational Outcomes: Students will demonstrate accountability and accuracy for meeting deadlines, and efficient management of time.
1. By the end of the semester students will be able to identify the role of the program in the agency and in the service delivery system of which it is a part.
2. By the end of the semester students will demonstrate knowledge of the policies and practices the agency uses in dealing with diverse populations.
> Measures: *Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Black Board Discussion Boards.*

6. **To provide experiences to students involving client and agency systems which demonstrate theories of human behavior, group dynamics and political processes for which they can make assessments. Program Objectives #6, #7, #12.**
    Educational Outcomes:
      1. By the end of the course students will demonstrate knowledge of the policies and practices the agency uses in dealing with diverse populations.
     2. Students will be able to make beginning level assessments of client systems and apply developmental theories of human behavior to the client and agency systems.
     3. By the end of the course students will have an understanding that membership in certain diverse populations is accompanied by oppression.
              Measures: *Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Black Board Discussion Boards.*

7. **To require written documentation of activities demonstrating beginning skill in the collection, screening and communication of pertinent data. Program Objectives #1, #6, #7.**
    Educational Outcomes:
    1. By the end of the semester, students will have practiced documentation activities as identified on their learning contracts.
         Measures: *Midterm and Final Evaluations of Student from Field Instructor.*

8. **Provide students opportunities for demonstration of beginning skills in purposeful interaction with clients, co-workers and supervisors (which includes understanding the human and social dynamics which motivate their behavior). Program Objectives #6, #7.**
    Educational Outcomes
        1. Students will demonstrate the ability to establish working relationships with other professionals .
       2. Students will actively participate in the supervisory process.
      3. Students will establish positive relationships with client systems and practice appropriate communication skills.
              Measures*: Midterm and Final Evaluation of Student from Field Instructor, Reflective Logs, Term Papers, Oral Presentations, Learning Contract, Black Board Discussion Board.*

9. **For students to practice tasks requiring beginning skill in assessment and planning for change. Program Objectives #1, #6, #7, #12.**
    Educational Outcomes
        1. By the end of the semester students will establish positive relationships with co-workers, clients, and community partners.
        2. By the end of the semester students will identify appropriate short and long range goals with client systems.
        3. By the end of the semester students will demonstrate a beginning level of knowledge about use of community resources in planning for change.

6. Academic Integrity/Honesty Policy:
    Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses:
        1) Claiming as your own work a paper written by another student.
        2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
        3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
        4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.

5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see Student Handbook). *University Handbook for Students*, and *EKU Undergraduate Catalog*.

Violations of the NASW Code of Ethics is also considered a violation that may result in a failing grade or dismissal from the social work program.

7. Disabilities Policy- NOTICE TO STUDENTS:
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building by telephone at (859) 622-2933 V/TDD or email at disabilities@eku.edu. Upon individual request, this syllabus can be made available in alternative.

8. Attendance Policy: This is a seminar course which requires active participation from students. Attendance is required. Class participation is considered in grading and evaluation. Frequent absences may result in an unsatisfactory grade.

9. Grading and *Evaluation: S / U*

> Weekly Logs
> Learning Contract
> Paper #1
> ***Paper #2***
> Oral Report #2
> Self Care Plan
> Agency Evaluations
> Time Sheets
> Class participation

> *Scale: This course is a satisfactory/unsatisfactory course. All assignments must be satisfactory for students to successfully compete the course.*

10. Student Progress: Students will be informed of their mid-term grade at the mid-point of the semester based on course assignments and agency feedback.

11. Course Assignments (Samples):
Written assignments for this course which will be graded are: a weekly log prepared in accordance with the outline attached to the syllabus, learning contract, and two papers (see attached outlines) designed to help the student in assessing performance in the field experience and to aid in student integration of former and current course content. Assignments are expected to be submitted on time and in legible form. Two oral reports are required and will be graded by the instructor based on student adherence to the stated requirements that are attached, and on presentation skills.

1. STUDENT LOG ASSIGNMENT
Objectives:
1. To help the student organize own thinking about the learning experience in the agency
2. To give the student direction in exploring the experience.
3. To communicate activities and experiences to the instructor.
4. To serve as a record of progress in achieving personal goals and general course objectives.

A format to guide students in writing logs will be distributed by the instructor.
Assignment designed to help student achieve Course Objectives 1, 2, 3, 5, 6, 7, and 8.

2. INDIVIDUAL LEARNING CONTRACT
Each student enrolled in SWK 390 is responsible for preparing an Individual Learning Contract. This is to be prepared by the student in consultation with the agency supervisor and the SWK 390 professor. (Formats

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for the learning contract are attached or will be distributed in class.
Assignment designed to help student achieve Course Objectives 1, 2, 3, 4, 5, 6, 7, and 8.

3. REQUIRED PAPERS (2)
    Objectives:
      l. To assist the student in integrating previous course work with into the specific
        practice setting.
      2. To help the student organize own learning in the field experience.
      3. To help the student develop evaluation skills.
        Grading: These papers will be graded on the following criteria:
            Evidence of thoughtfulness and thoroughness on the part of the student.
            Adherence to each point of the assignment.
            Evidence of integration of previous course work with current educational
        experiences.
            Ability to organize and present written material in a clear and concise fashion, using good
            grammatically correct writing.

      PAPER #1 - THE AGENCY –
      Basic Outline – [see attached for more detailed information].
      Describe the following:
            l. The Agency/Program
            2. Client System Served
            3. Your Role in the Program
            4. Identify sources of information.
    Assignment designed to help student achieve Course Objectives 3, 4, 5, 6, 7, and 8.

      PAPER #2 - PLACEMENT ANALYSIS
      Outline - *Describe the following:*
            l. Identify the service delivery system of which your agency or program is
              a part.
            2. How does your program fit into the service delivery system of which it
              is a part?
            3. How effective is this agency in meeting community needs? Include
              information about how you are determining effectiveness? Describe
              ways the agency is not effective.
            4. What professional values are apparent in program and staff operations?
              Are any lacking which should be there? What effect do these values
              have on program functioning? Describe attitudes, policies, and
              practices that indicate racism, sexism, and heterosexism. Give specific
              examples.
            5. Assess this placement for suitability as a SWK 390 field experience for
              future students.
            6. Evaluate your commitment to social work as a career choice.
    Assignment designed to help student achieve Course Objectives 1, 2, 3, 4, 5, and 6.

4. ORAL REPORTS (2):

      Oral Report #1: THE AGENCY AND ITS CLIENTS
      Prepare a short (10-15 minutes or less) report covering:
      l. A description of the purpose, goals and structure of the agency or the particular program with
      which you are involved... (Structure should include local staff titles as well as the administrative
      structure up to the top level decision makers.)
      2. The characteristics and needs of the population group served by the agency or program. (Include
      relevant information concerning private trouble/public issue as well as attention to effects of racism,
      sexism, ageism, homophobia, etc.)
      3. The social work role and responsibility (Is social work the primary discipline? What are the roles
      most frequently utilized? What are the general tasks and responsibilities, etc.?).

      This presentation will be evaluated on the basis of its completeness as well as effectiveness in
      communicating the information to seminar participants.
      Assignment designed to help student achieve Course Objectives 5, 6, 7, and 8.

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Oral Report #2: IMPLEMENTING CHANGE
For this oral presentation you are to follow the basic problem-solving process to describe a change effort for which you have had responsibility during placement.
Your presentation should be descriptive of a specific client system or project and be limited to 10-15 minutes.

You should identify and expand upon the following elements:
- •   Definition of problem
- •   Assessment
- •   Goal
- •   Plan of Intervention
- •   Evaluation

This presentation will be evaluated on the basis of its completeness as well as effectiveness in communicating the information to seminar participants.
Assignment designed to help student achieve Course Objectives 5, 6, 7, and 8.

5. SELF-CARE PLAN
Instructions: Develop a personal self-care plan to help you manage any stress that you are experiencing related to school, work, field, family, loved ones, etc. Your plan should emphasize prevention as well as intervention techniques. Identify the following elements of you plan.
This assignment is designed to help the student achieve course objectives 1 and 3

6. BLACK BOARD DISCUSSIONS: Students will be expected to participate in the discussion boards posted in Black Board. The topics presented will include various thought provoking topics related to social work practice.
This assignment is designed to help the student achieve course objectives 1 and 3

12. **Sample Course Outline**: [Disclaimer: The below dates and topics are meant as a general guideline and may be adjusted as needed for the flow of the course and student needs].

Date	Topic
August 21	Introductions , Expectations Learning Contract and Logs
August 28	Syllabus review Confidentiality Text Chapter 1
Sept. 4	Holiday – No Class
Sept. 11	Record Keeping Values Draft Learning Contract Due Text Chapter 2
Sept. 18	Multicultural Discussion Learning Contract Due Text Chapter 5
Sept. 25	ORAL REPORT #1 DUE (Agency/Clients
October 2	PAPER #1 DUE (The Agency) Teamwork, resources, self-care Text Chapter 3
October 9	Fall Break – No Class
October 13	Last Day to Withdraw
October 16	Values, Chapter 4 in text Self-Care Plan Due
October 23	ORAL REPORT #2 DUE (Implementing Change)
October 30	Generalist Practice, Worker Safety Chapter 6 in text
November 6	Termination PAPER #2 DUE (Placement Analysis)
November 13	Ethics
November 20	Open for discussion topic
November 27	Evaluations and recap
December 4	Make-up seminar (as needed)

This serves as a general guide for discussion and may change during the semester.

14. Bibliography

Barker, R. (1999). The *social work dictionary*, 4th edition, Silver Springs, MD: NASW Press.

Cochrane, S., & Hanley, M., (1999). *Learning through field, A developmental approach.* Needham Heights, MA:
        Allyn and Bacon.

Coggins, K., & Hatchett, B. (2002). *Field practicum, skill building from a multicultural perspective.* Peosta, IA:
        Eddie Bower.

Cournoyer, B. (2005). *The social work skills notebook*, Belmont, CA: Thomson Brooks/Cole.

Royse, D. (2004). *Research methods in social work,* Belmont, CA: Thomson Brooks/Cole.

Sweitzer, H. F. & King, M. A. (2004). *The successful internship*. 2nd Edition. Belmont, CA: Thomson
        Brooks/Cole.

Ward, K. & Mama, R. (2006). *Breaking out of the box*. Chicago, IL: Lyceum.

NAME: _____   **DATE:** _____

WEEK OF: _____   **AGENCY/PROGRAM** _____

HOURS COMPLETED THIS WEEK _____   **TOTAL HOURS TO DATE** ____

SECTION I	ACTIVITIES
<u>DATE/TIMES</u>	
SECTION II	NEW LEARNING/INSIGHTS/INTEGRATION (Please Attach)

_____
Supervisor Signature

The senior practicum represents the culmination of the undergraduate social work curriculum. The number of actual hours involved, the tasks assigned during office hours, the paperwork required for the seminar and the emotional energy drain of this course combine to represent a demand upon the student that it is not easily understood until experienced.

The policy of the EKU Social Work Program is that any student enrolled in the SWK 490 course is expected to consider that course the complete academic load for that semester. Any exceptions must receive approval from the Field Coordinator. In addition, the student is strongly advised to consider that any employment that the student holds during the senior practicum semester is competing for many of the same energies and resources needed in the practicum experience. The more hours the student spends on the job, the less time and energy is available for the placement experience.

The student must understand that all requirements of the course are to be met at an acceptable level. This applies no matter how much time the student spends on employment and no matter how demanding the job may be. <u>Unsatisfactory completion of any component of the course (agency performance, attendance, seminar participation, logs, final paper) will result in a grade of unsatisfactory.</u>

There is a clear and definite process by which field placement assignments are completed in the EKU Social Work Program.

<u>The responsibilities of the student are as follows:</u>

1. Attendance at the orientation meeting.
2. Completion of necessary forms.
3. Interviews completed with social work faculty.
4. An agreement with the social work faculty or Field Coordinator about the geographical vicinity of the practicum agency.
5. Instructions received from the Field Coordinator regarding contact with prospective field agency instructor.
6. Setting up the interview with prospective field agency instructor within a reasonable period of time **(*<u>as soon</u>* <u>as possible after receiving the information from the Field Coordinator</u>).**
7. Reporting to Professor Litzelfelner regarding the results of the interview with the prospective field agency instructor **(within a week following the interview).**

When the interview leads to a decision <u>by both the student and the agency</u> that there **is** an appropriate match and that decision is shared with the Field Coordinator by the above designated deadlines, then the assignment of the student to an agency is complete.

When the interview leads to a decision <u>by the agency</u> that the match **is not** appropriate then the process begins again at step number five. When the interview leads to an agreement <u>between the student and Field Coordinator</u> that the match **is not** appropriate then the process begins again at step number four.

In the event the student does not complete any one of the tasks that are outlined as the student's responsibility, or refuses the second placement or agency interview, then there is a definite **probability** that the student will not be able to enter the SWK 490 course for that particular semester.

SWK 490 Orientation

<u>Other policies that apply to field placement courses are:</u>

1. There will be no placement arranged with an agency that is located more than sixty miles from campus.

2. In no event is a student to approach an agency or agency representative regarding an arrangement for his/her placement experience without having received instruction to do so from the Field Coordinator.

3. If there is a request to change the vicinity of the practicum agency, that change must be approved by the Social Work Program Director.

4. Students are encouraged to obtain a TB test and hepatitis immunization before beginning placement. Some placement sites will require these procedures along with background check.

Field Placement Manual

5. Students are not allowed to carry weapons at placement agencies or on campus, regardless of whether or not they have a permit.

6. All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.

7. EKU Social Work Program does not allow students to be paid for practicums. Exceptions may be made for reimbursement for mileage per agency policy for students.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student's knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student's educational experience is the primary focus.

Social Work Director   **Field Placement Director**

revised 9/8/11

Social Work Program
Eastern Kentucky University
APPLICATION FOR SWK 490 – SOCIAL WORK PRACTICUM
Please print or type

Date/Semester Admitted to the Social Work Program: _____ Cummulative GPA_____

Name: _____Classification: Junior/Senior

Campus Address: _____ Phone: (___)_____

Permanent Address: _____Phone: (___)_____
E-Mail Address: _____

(street, box and/or apt number, city, state, zip)
Address/Phone where you will be <u>prior</u> to the beginning of placement (check <u>one</u>):
 Address: _____**Phone: (___)**_____ Campus___
Permanent____ Other (specify)_____
****

****

Do you have a current driver's license?   Y   N   Issuing state: _____

Do you have use of a vehicle? _____

Semester you plan to take field placement: _____

Semester you plan to graduate: _____ SWK Advisor: _____

Second major: _____ Minor(s): _____

Social work courses you have had or are now taking: _____

_____

Related courses you have had or are now taking: _____

_____

Campus activities: _____

_____

Describe paid or volunteer work experiences within the past three years: _____

_____

Special skills, interests, hobbies: _____

_____

Plans following graduation: _____

_____

Personal expectations of, and goals for, your field placement (including any limitations and/or preferences you have regarding placement):

_____

_____

Have you ever been convicted of a felony?   Y   N

If you have a criminal record that might influence placement options, it is your responsibility to inform the Field Coordinator so that an appropriate placement can be obtained. **Please initial after reading this statement. _____**
(This information will be kept confidential and will not necessarily prevent you from being assigned a field placement.)

_____   _____
(SIGNATURE)   (DATE OF APPLICATION)

STUDENT AGREEMENT
SOCIAL WORK 490
SOCIAL WORK PRACTICUM

In consideration of being enrolled in Social Work 490, Social Work Practicum, I understand and subscribe to the following:

1. That as a condition of enrolling in this course I have satisfactorily met the academic prerequisites and have maintained a 2.0 standing in my major and overall grade point average.

2. That I will assume all personal costs, including transportation, incurred while taking this course.

3. That I am responsible for arranging my own transportation and that these arrangements shall not conflict with regular and/or emergency tasks as assigned by my agency supervisor.

4. That I will participate in the field placement course for a minimum of 384 clock hours and will be available for emergencies that might arise outside the regular assigned hours which are related to my agency assigned duties.

5. That I will submit all written assignments to the course instructor on time and in an appropriate manner.

6. That I will carry out in a responsible and appropriate manner all tasks and responsibilities assigned by the agency supervisor, including maintenance of records and reports.

7. That I will conduct myself in a manner that demonstrates adherence to social work values, the NASW Code of Ethics and my awareness of my role as a representative of the social work profession, the agency and Eastern Kentucky University.

8. That I will participate with the course instructor and the agency supervisor in ongoing and final evaluations of my performance and level of professional skill development.

I understand that deviation from the above may result in my being denied access to the agency's facilities and/or my receiving a failing grade for this course and/or being released from the Social Work program.

_____   _____
(SIGNATURE)   (DATE)

NOTE: Students should complete two (2) copies. Submit one to Field Coordinator and retain one for own records.

EASTERN KENTUCKY UNIVERSITY
Department of Anthropology, Sociology, and Social Work
SWK 490 SOCIAL WORK PRACTICUM (12 credit hours) CRN#
SYLLABUS (Semester and year)

CRN #

3 credit hours   **Semester**

Instructor:
Date/Time

Office: **Room / Building –**
Phone:
Program Office: 622-1645
e-mail:
Office Hours:
Time and day

1. Course Description: SWK 490 Social Work Practicum. (12) A. Prerequisites: GPA of 2.0 and completion of all other major requirements with a minimum grade of "C." Supervised practice in a social agency approved by Practicum Coordinator. Four days a week for 12 weeks plus weekly on-campus seminar. Application must be made through Practicum Coordinator the semester preceding placement. Social work majors only.

2. Text(s) and other required readings:

The required texts are: Field Practicum by Kip Coggins and Bonnie Hatchett, Research Methods in Social Work (4th edition) by David Royse, **and** The Social Work Skills Workbook, by Barry Cournoyer. The *recommended text for* this course is the Social Work Dictionary, 4th edition. **NOTE:** You are also expected to review texts and course notes from other courses, use the library and other resources for specific material related to your agency assignments and to be familiar with your agency manual and recommended readings suggested by your instructor and/or agency supervisor. Your instructor can serve as an additional resource for other material related to your field placement. As part of the course expectations each student will compile an annotated reading list on his/her practice area with copies for all participants.

3. Social Work Definition: THE GENERALIST PERSPECTIVE: The practice of social work requires that a practitioner be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used and there is recognition that often the most effective change occurs when a professional addresses problems at different private and public issue levels.

4. Social Work Program Objectives
1. Apply critical thinking skills within the context of professional social work practice. (Program Goal: #4)
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Program Goal: #2, #3)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Program Goal: #3, #4)
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Program Goal: #3, #4)
5. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Program Goal: #1, #2)
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Program Goal: #1, #4)
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. (Program Goal: #1, #4)
8. Analyze, formulate, and influence social policies. (Program Goal: #3, #4)
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Program Goal: #2, #3, #4)
10. Use communication skills differentially across client populations, colleagues, and communities. (Program Goal: #1, #3, #4)

11. Use supervision and consultation appropriate to social work practice. (Program Goal: #2, #3)
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Program Goal: #2, #3, #4)
13. To understand and analyze the impact of current social issues specific to the region and the larger society. (Program Goal: #1, #4)

5. Course Objectives:

1. **Apply critical thinking, knowledge, and skills within the context of professional generalist social work practice with systems of all sizes.** *(Program Objectives 1, 6, 9, 12,13)* [OUTCOME MEASURES: weekly logs, student evaluations at midterm and final, learning contract, and comprehensive paper-section B-3]

    EDUCATIONAL OUTCOMES:
    1. Demonstrate the ability to identify client systems and establish positive relationships with them.
    2. Demonstrate the ability to obtain significant data from client systems through use of interviewing, observation and available material. Demonstrate ability to synthesize descriptive information into a useful instrument.
    3. Demonstrate the ability to identify and apply developmental theories of individual and group behavior to the client systems served.
    4. Show evidence of ability to identify target and action systems and plan appropriate problem-solving goals, tasks and strategies.
    5. Demonstrate skills in evaluating the effectiveness of various interventions.
    6. Identify personal feelings about client systems and their problems and see the effect of personal feelings in the helping relationship.
    7. Demonstrate skills in evaluating the effectiveness of the program or service in meeting client needs.
    8. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
    9. Evaluate research studies and apply findings to practice in placement agency.
    10. Apply knowledge of bio-psycho-social, cultural, and spiritual variables that affects individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, and organizations).
    11. Function within the structure of organizations and service delivery systems, and under supervision, seeks necessary organizational change.

2. **Practice within the values and ethics of the social work profession and respect for the positive value of diversity.** *(Program Objective 2, 3)* [OUTCOME MEASURES: logs, student evaluations, comprehensive paper, sections B, C-3.g, D]

    EDUCATIONAL OUTCOMES:
    1. Demonstrate the use of client system advocacy skills, particularly in relation to oppressed populations.
    2. Show sensitivity to conflict of values among practitioners, the community and the social work profession.
    3. Demonstrate acceptance and respect for individuals with attitudes, behaviors and life experiences different from own.
    4. Evaluate personal commitment to social work as a career choice.

3. **Demonstrate the professional use of self.** *(Program Objective 11)* [OUTCOME MEASURES: student evaluations at midterm and final, learning contract, presentation, comprehensive paper, section C-3.h]

    EDUCATIONAL OUTCOMES:
    1. Exhibit responsible work habits.
    2. Participate appropriately in staff meetings/conferences.
    3. Demonstrate ability to relate to other professionals.
    4. Objectively assess own performance skills.

4. **Understand the forms and mechanisms of oppression and discrimination and the strategies for change that advance social and economic justice.** *(Program Objective 4, 8, 12)* [OUTCOME MEASURES: student evaluations, weekly logs, comprehensive paper, B-3, C-4, E-3.f.g, presentation]

    EDUCATIONAL OUTCOMES:
    1. Demonstrate ability to identify cultural, ethnic, economic, political, racial, and gender-related

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conditions as they influence client systems served.

2. Demonstrate ability to develop multi-dimensional assessments that includes the effects of oppression and discrimination.
3. Recognize the effects of societal institutions upon functioning of client systems served within specific service delivery systems.

5. **Understand the history of the social work profession and its current structures and issues.** *(Program Objective 2, 5)* [OUTCOME MEASURES: student evaluations at midterm and final, learning contract, presentation, and comprehensive paper, section B-4]

EDUCATIONAL OUTCOMES:
1. Understand the agency as a social system and as a sub-system of the community's social welfare response.
2. Trace the development of this specific placement agency in relation to social work development.
3. Explore innovative structures and processes that may advance the profession.
4. Evaluate the impact of privatization on the development of the profession.
5. Investigate the impact of managed care philosophy on the delivery of services.

6. **Perform basic tasks common to all social workers and specifically tasks assigned to workers in the placement agency.** *(Program Objectives 1, 2, 3, 4, 6, 7, 10, 11)* [OUTCOME MEASURES: student evaluations at midterm and final, learning contract, presentation, and comprehensive paper. section C-3]

EDUCATIONAL OUTCOMES:
l. Collect and organize social data and makes an appropriate assessment of existing problems.
2. Perform case planning and contracting activities with the client system.
3. Demonstrate prompt and accurate recording skills.
4. Respects the client's right to privacy and confidentiality.
5. Identify community resources.
6. Demonstrate referral skills when appropriate.
7. Evaluate effectiveness of placement agency in meeting state of goals.
8. Develop and evaluate new resources as deemed necessary.
9. Work within the framework of agency policy, procedures and budget, or work toward change in the agency.
10. Effectively use communications differentially.
11. Complete home and/or institutional visits.

7. **Use supervision appropriate to generalist practice.** *(Program Objective 11)* [OUTCOME MEASURES: student evaluations at midterm and final, learning contract, presentation, and comprehensive paper, section F]

EDUCATIONAL OUTCOMES:
1. Identify the methods by which policies are formulated.
2. Identify the role of the agency within the service delivery system of which it is a part.
3. Assess the effectiveness of the supervision within the agency.
4. Demonstrate ability to empathize with supervisor and understand their position.
5. Demonstrate skills in asking for supervision and engaging the supervisor.
6. Present to supervisor assessments and plans that cover micro, mezzo, and macro issues and interventions

8. **Analyze the impact of social policy on client systems and workers in the placement agency.** *(Program Objective 8,9)* [OUTCOME MEASURES: comprehensive paper, sections B, C, and presentation, section I]
EDUCATIONAL OUTCOMES:

1. Assess the impact of legislative and judicial policy on the development of agency policy.
2. Assess the agency's policies in relation to client system needs.
3. Trace the decision making process in placement agency's structure.
4. Plan effectively to add or modify agency policy to better serve client needs.

9. **Analyze the impact of violence on the psychological, social, cultural, and spiritual functioning of individuals, groups, organizations, communities, and society.** *(Program Objectives 4, 13)* [OUTCOME MEASURES: student evaluations at midterm and final, comprehensive paper, section E-3.g, C-3.d.e, presentation, weekly logs]

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EDUCATIONAL OUTCOMES:
1. Apply understanding of the dynamics of violence when assessing and intervening with private trouble and public issues.
2. Analyze the role of institutional and cultural violence in the creation and maintenance of social oppression and economic injustice.
3. Identify the role of violence as a causative faction in a client system's problems.

6. Academic Integrity/Honesty Policy:

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses:

1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board (see Student Handbook). *University Handbook for Students*, and *EKU Undergraduate Catalog*.

Violations of the NASW Code of Ethics is also considered a violation that may result in a failing grade or dismissal from the social work program.

7. Disabilities Policy- NOTICE TO STUDENTS:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building by telephone at (859) 622-2933 V/TDD or email at disabilities@eku.edu. Upon individual request, this syllabus can be made available in alternative.

8. Attendance Policy: - *as per course and instructor*

You are expected to spend a <u>minimum</u> of 384 clock hours during the semester in your agency and attend and participate in all scheduled class seminars. **The weekly seminar is an important component of SWK 490 and attendance is required.** Any request to be absent must be discussed and approved by the course instructor *prior* to the absence except in the case of an emergency. If a student is absent from seminar he/she will be <u>required to prepare a three-page paper on the topic discussed on the day of the absence</u>. You are expected to actively participate in seminar so that your own learning and that of the other students will be enhanced. It is the responsibility of the instructor to evaluate attendance compliance. Failure to comply could result in an unsatisfactory grade.

The student understands that attendance at professional continuing education seminars and workshops will enhance skills and knowledge, as well as provide opportunities for networking. Attendance at a minimum of one such event is required and should be included in the Individual Learning Contract. (See p. 8) Both the agency instructor and course instructor can provide information about such meetings. Ordinarily these experiences are to be in addition to the staff in-services provided at the agency.

You will not receive University sanctioned permission to attend meetings and conferences related to the agency on days other than those scheduled at the agency but you may attend such meetings if you make arrangements to do so without neglecting your other academic and agency commitments.

If you must miss a day or part of a day from the agency for <u>any reason</u> you must notify your agency instructor at the earliest time possible. You will be expected to make up the time; this should be arranged between you and your field instructor. The student in field placement observes all official University holidays unless prior other arrangements are made.

The minimum 384 clock hours are ordinarily expected to be completed over a twelve week period of time for thirty-two (32) hours a week. Any exception to this schedule must be negotiated and approved by the agency instructor and faculty instructor.

9. Grading and Evaluation: S / U

You are expected to actively participate in your learning experience by determining your individual educational goals with the faculty instructor and field agency instructor and periodically evaluating your progress and movement toward these goals. The goals will be specified in your individually prepared learning contract.

The agency instructor will complete a written evaluation of your agency experience and performance at the middle and end of the semester. These evaluations become a part of your academic record and are, of course, available to the student. You and the agency instructor should sign your agency evaluations. Evaluation forms will be discussed in class at the beginning of the semester.

The mid-term grade will be based on the logs completed to date, the class presentation, seminar participation, comprehensive paper parts A and B, and the agency evaluation. Any mid-term deficiency grade will be discussed in an individual meeting.

Students are graded on a Satisfactory-Unsatisfactory system. The final grade is based on 1) the faculty instructor's assessment of the field instructor's evaluation of your performance, 2) the quality of your participation in seminars, including required assignments and attendance, 3) progress in weekly written assignments (logs), 4) comprehensive paper.

<u>You must meet all the above in a satisfactory manner in order to satisfactorily complete the practicum.</u> It is the responsibility of the faculty instructor to assign the mid-term and final grades.

10. Student Progress: Students will be informed of their mid-term grade at the mid-point of the semester as reflected by the score earned on EXAM #1. Make up exams will be given at the discretion of the instructor and may result in a 10% penalty for lateness

Last day to drop this course is ……..

11. Course Assignments (Samples): To assist you in meeting the expectations of the course, in addition to assigned agency tasks, you must complete a learning contract, a weekly log, a scheduled seminar presentation, a personal resume, a placement analysis paper and other class assignments as deemed necessary. Assignments are expected to be submitted on time and in legible form, preferably typewritten.

(1) Individual Learning Contract

In addition to the Agency-University Agreement, each student enrolled in SWK 490 is responsible for preparing an Individual Learning Contract. This is to be prepared by the student, but in consultation with the agency instructor and the SWK 490 faculty instructor.

The contract should be formally prepared, typed and consist of a minimum of five Articles: Time; Specific Learning Objectives; Responsibilities of Participants; Evaluation; Re-negotiation. Recommendations for content follow:

Article I.

      Time: Include the total hours to be spent, beginning and ending dates, weekly time, schedule and the general activities, which will occur during these times. Also appropriate would be experience outside the agency setting including workshops, professional meetings or other related activities. Each student is required to attend a minimum of one professional seminar or continuing education experience.

Article II.

      Specific Learning Objectives: In addition to those general objectives identified in the SWK 490 Complete Syllabus, each student is expected to have specific learning objectives relative to the agency and practice

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area selected for placement. State each specific objective and specify the activities, which will be directed toward achievement of the objective.

Article III.

    <u>Responsibilities of Participants</u>: Describe the responsibilities and role expectations for the student, agency supervisor and faculty member.

Article IV.

    <u>Evaluation</u>: Identify the components of the evaluation process; the frequency of supervisory conferences, and the form evaluations will take.

Article V.

    <u>Re-negotiation</u>: State the circumstances under which the contract could be re negotiated and the parties involved.

All parties will agree to and sign the contract with a copy for each party.

(Samples of contracts will be available to provide some guidance in preparation.)

Assignment designed to help student achieve Course Objectives 1, 2, 3, 4, and 5.

(2) Weekly Written Assignment: Student Log

<u>PURPOSE</u>: This assignment has several purposes:

l. To help organize and clarify your thinking as well as evaluate your performance at the agency.
2. To communicate progress and/or problems to your instructor.
3. Can be used as a reference source for your agency analysis paper.

Your log will be confidential, seen only by you and your instructor. Your agency supervisor may give you a similar assignment. Use your own discretion in submitting this written report to both. The log is seen as an indicator of your professionalism and therefore should reflect professionalism in its content and appearance.

Each student is expected to submit a written log each week. Logs should be submitted each Monday and include content from the previous week's agency activities. The log should be dated and contain the following sections:

1. A record of the number of hours completed during that week and the total number of hours completed to date.

2. A daily chronological account of your activities at the agency. The daily chronology should be <u>brief</u>; <u>non-analytic</u>; and, organized <u>by time frames.</u>

3. A weekly summary of your daily activities oriented toward summarizing the types, functions and purposes of activities engaged in during the week. Generally, the purpose of this section is to enable you to reflect on the application of academic theory and knowledge as learned in the classroom and integrate this with your performance in the reality of field placement. This summary should also contain reflective thoughts on your value and emotional responses and reactions to the activities you have engaged in during the previous week. Additionally, you should include in this section areas of strength and weakness your activities have helped to clarify, as well as questions, conflicts, and directions for growth, which might have been highlighted.

Your log will be read, commented upon and returned at the seminar meeting of the following week. Please leave wide margins on your log for comments. It is anticipated that the log will be written on standard size paper, preferably typed. Handwritten material will be accepted only if you write legibly. Your log will be assigned a grade of **S (Satisfactory) or U (Unsatisfactory)** based on your ability to communicate the information required in an analytical, thoughtful manner using correct grammar, punctuation and spelling. The combined logs must be available to the instructor upon request throughout and at the end of the semester.

Assignment designed to help student achieve Course Objectives 1, 3, and 4.

(3) Presentation And Annotated Reading List

This assignment is to help you utilize the problem-solving process learned in your practice courses. This gives you the opportunity to organize data, assess the problem(s) and set goals, tasks and strategies with an actual client system and plan for evaluating the change effort. It will also give you the opportunity to receive input and constructive criticism from your classmates and course instructor.

The assignment consists of a seminar presentation and an annotated reading list given to all seminar participants at the time of the presentation. In the discussions that follow the presentations, the rights of students to express differences of opinion will be encouraged and respected. In addition to a brief description of the agency, each student is responsible for presenting a client system (individual, group or community) to the class as part of this assignment. The client system you present should be one for which you have carried primary responsibility at your agency. All personal data must be appropriately disguised so as to protect the right of confidentiality. You may use notes for reference but you may not read your presentation.

You will be responsible for providing each seminar participant with an <u>annotated</u> recommended reading list of material related to your field of practice and/or client population. This reading list is expected to be typed and in appropriate bibliographic form (APA, Turabian, etc.) It should include references readily accessible to anyone who would be interested in further study in this area. It is anticipated that books and journal articles will be included and the content and format will reflect the work of a college-educated individual.

Below is a guide to help you organize your presentation; it is not meant to be all-inclusive. You will have to determine what facts are significant; you will have <u>15-30</u> minutes to give your presentation. Your agency supervisor may be a resource to you, but the problem assessment and goals, strategies and tasks should be your own ideas, even though your ideas may differ from general procedures at your agency.

I.   **The Agency/Program**
   A. Toward what goals does the agency operate?
   B. Where does it get its sanction to operate?
   C. Description of the services provided and the clients served.
   D. Description of intake policies and procedures; eligibility requirements.
   E. A description of the staffing pattern for the agency. Include educational requirements for professional staff and the primary tasks of the social workers. State the salary range for each professional job title.
   F. Description of the decision-making structure and process (formal and informal).

II.   **The Client System** (select a <u>specific</u> client system; this could be an individual, group, or community)
   A. Description and background information.
   B. Reason client system came to the agency.
   C. Other agencies involved with client system.

III.   **Statement of Problem(s)**
   A. How client system sees problem(s) (reflect the problem)
   B. How agency (worker) sees problem(s) (worker's view)
   C. What are the factors that **contribute to cause, influence or maintain the problem?** (This **is your analysis**; consider public issues and social forces such **as institutional and cultural blocks such as, racism and sexism etc.)**

IV.   **Terms of Contract** (planned change effort, or program for change) between client system & student (and/or agency)
   A. Goals: short-term, and/or long-term
   B. Tasks and strategies to meet these goals (action steps, smaller goals, etc.)
   C. Was there a contract prior to your involvement with the client? Was it written or verbal? Has the contract changed in content or form? If so, how?

V.   **Evaluation**--How you and/or client system will evaluate the planned change effort.
Assignment designed to help student achieve Course Objectives 1, 2, 3, and 5.

Social Work 490
<u>**COMPREHENSIVE PAPER**</u>
(Assignment designed to measure student achievement of Program Objectives 1-15)
<u>**Field Placement Manual**</u>

INTRODUCTION

This assignment is a comprehensive analysis of your performance, knowledge, skills and value base, which you have gathered throughout your academic career. Besides serving the purpose of assisting your acculturation to the social work profession it also aids in evaluating the effectiveness of the curriculum and the value of your particular placement experience. The assignment is given to you at the beginning of the semester and is not due until the end but you are urged to begin work on it immediately. It is not possible to complete this assignment satisfactorily in a short period of time.

Your paper should be typewritten and double-spaced. When citing references, you must APPROPRIATELY document the source using APA citation and reference style. Your logs, textbooks and class notes from other courses will be very helpful to you in completing this assignment.

The text should be grammatically correct and show evidence of clarity and professional writing skills. Papers with excessive spelling errors, typographical errors and/or absence of academic precision will be returned to be re-typed and/or re-written.

You are expected to follow the outline below. You must complete each section satisfactorily or the entire paper will not be acceptable. An acceptable paper is a requirement for completing the social work practicum with a passing grade.

THE INTERIM DUE DATES ARE:

THE FINAL DUE DATE IS:

OUTLINE FOR COMPREHENSIVE PAPER

Cover page: Your name, name and address of the agency, name of agency supervisor, dates of beginning and ending your field placement.

I. The Community and the Agency (measures Program Objectives 1, 5,6, 7, 8, 9, 12)
   l. Describe, in relevant detail, the community served by your agency. (Factors to consider include, but are not limited to, population and demographic information such as race, income, sex, education levels of the community in general). How do these community characteristics affect the clients and the agency?

II. The Clients
   1. Describe the client (target) population served by the agency. (In what numbers are they served? What are the common presenting problems and issues? What are some demographic factors of the clients, etc.?)

III. The Agency
   1. Include a brief statement about the history, structure (an organizational chart is appropriate) and functions (formal and informal) of the agency. How have its functions changed over the last ten years? How is it related to other social agencies and services in the community?
   2. What social problem(s) is the agency designed to address? Provide descriptive information about the problem.
   3. How is the program attempting to alleviate the problem?
   4. How is the agency's work affected by the nature of the community in which it functions?
   5. What legislative policy most affects the services offered by this agency?
   6. Program Evaluation/Research
      a. What research is currently available about the presenting problems and the effectiveness of similar programs? How can this research help enhance the program where you are assigned? This will require you find and read report(s) and/or article(s) that relates to the program. Cite the report/article in your references.
      b. How would you design original research that might tell you if your program is effective or that would help improve your program.
         Steps:
         1. What is your research question(s)?
         2. Operationally define "effectiveness".
         3. What measures would you use to measure the defined effectiveness?
         4. Design a program evaluation. Use a research design described in the Royse text and your 360 notes. Use appropriate terminology in discussing; sample, population, instruments,

5. How would you collect data?

IV. Relating Skills to Practice (Micro) (measures Program Objectives 1, 2, 4, 6, 7, 9, 10, 12)
1. Briefly describe and summarize kinds of activities in which you were engaged (e.g. direct services to clients, indirect services, meetings attended, paperwork – assessments, case notes, treatment planning). Estimate the proportion of your time spent in each major activity. These estimates should be presented as percentages.
2. List other agencies with which you had contact and briefly describe your contact(s) and the context in which you contacted them.

3. Select an individual for which you carried major responsibility during your practicum. Using the problem solving process:

    a. Write a description of the client using the format outlined in the B. R. Cournoyer Social Work Skills Workbook (Text from SWK 350-354).
    b. Write a tentative assessment (analyzing the factors that contribute to, maintain, influence or cause what you have identified above as the problem, remember to analyze the facts from your history).
    c. Identify and apply a theory of human behavior (SWK 225 and 335) that helps you in your understanding of the client.
    d. Write a complete summary assessment: This is a comprehensive summary of all the factors related to this problem. Remember to apply the violence pyramid.
    e. Outline a plan of intervention, including goals, objectives or sub-goals, tasks and sub-tasks.
    Your plan of intervention (what would be done to solve the problems) should address the **micro, mezzo, and macro issues** that you have identified in your summary assessment.
    Relate how the theory of human behavior you chose for (III above) or a second theory of human behavior informs your intervention. Remember that your plan of intervention needs to address the issues identified in your summary assessment. Goals are to be written in positive outcome language. Objectives and tasks are measurable and have a person or persons identified for completing the tasks in an appropriate time frame.
    f. Explain the evaluation plan and the social workers' and client systems' role in the evaluation. In this section you will use a single subject design to measure the effectiveness of your interventions. Most frequently you will use an AB design though an ABC or ABCD design may be appropriate. You will need to measure your indicators before intervention (baseline). Take several timed measurements after intervention and chart each measurement. This will then be charted on a simple two axes chart. Use a celeration line to get a better sense on improvement or effectiveness of intervention
    h. Using critical thinking skills evaluate the effectiveness of your intervention.
    i. What social work skills, ethics/values did you apply in this case or situation?
    j. Explain how you were and were not prepared to deal with this situation (knowledge, skills, values).
    k. What personal qualities helped you in handling this situation?
    l. Describe the significance of your learning in the situation.
    m. Did you discover any bias or value conflicts in working on this case?
  4. Explain and give examples of how your placement agency addresses oppression and discrimination in working toward social and economic justice.

V. Relating Values to Practice (measures Program Objective 2)
1. Describe a situation from your agency experience which reinforced at least one of the social work values.
2. Were there any policies, procedures or general practices at your agency, which caused you to have a conflict of values? Describe and tell how you resolved the conflict(s).

VI. Relating Knowledge to Practice (measures Program Objectives 1, 6, 7, 8, 12, 13, 14, 15)
l. List the readings you have done this semester in relation to your placement. Also include as well as educational videos, films. List any professional conferences of workshops you have attended.
2. You have had a number of courses in social work, sociology, psychology and related fields. ILLUSTRATE WITH SPECIFIC EXAMPLES how the knowledge gained in your courses related to your placement. Use the examples to discuss how your social work knowledge helped you work with the clients or situations you've identified. You should specifically consider, but not be limited to, the following areas:
    a. Governmental participation in social welfare programs.
    b. Program development and policymaking.
    c. Use of research to support and enhance programs and staff functioning. (*Original research, literature review, program funding support, evaluative, etc.)
    d. Human growth, development and behavior.
    e. The role of the family.
    f. Racist, sexist, ageist, and heterosexist conditions existing in the community and agency. To what extent do these reflect state and/or national conditions?
    g. The impact of violence (interpersonal, institutional, and cultural).
VII. General Agency Evaluation (measures Program Objectives 3, 9, 11, 12)

This section is to be submitted along with the above (A-E) sections of the paper but is to be under separate cover. This section will not be returned to you but may be shared with your supervisor (upon request and with your permission) and with future students planning for a practicum. Your name on this section of the paper is optional.

    l. Name and address of agency, name of supervisor, date of this report.
    2. Comment on work atmosphere, staff relations and the supervision you received.
    3. Briefly describe your assignments (may be duplicated from section C-1).
    4. In what ways did you feel prepared for this setting and placement? In what ways did you feel unprepared?
    5. What could have been done by the University, the agency and/or you, to increase the value of your field experience?
    6. Has your placement made you aware of further course work or experience you need to increase your competency as a social worker? Be specific.
    7. Would you recommend this agency for field placement for future students? Why or why not?
    8. Do you give permission for this evaluation to be shared with your agency instructor?
    9. Do you give permission for this evaluation to be shared with future students?

THE INTERIM DUE DATES ARE:

THE FINAL DUE DATE IS:

Assignment designed to help student achieve Course Objectives 1-9.

12. Course Outline: [Disclaimer: The below dates and topics are meant as a general guideline and may be adjusted as needed for the flow of the course and student needs].

DATE	TOPIC**
Week 1	• **Introduction and Expectations** • **Contracts and Logs** • **Syllabus Review**
Week 2	• **Establishing Relationships**
Week 3	• **FIRST DRAFT OF CONTRACTS DUE** • Discussion of Comprehensive Paper
Week 4	• **NOTEBOOKS DUE** • Schedule Presentations • Supervision
Week 5	• **CONTRACTS DUE** • Ethics
Week 6	• **Sections A & B OF Comprehensive Paper DUE** • Managing Stress and Preventing Burnout
Week 7	• **PRESENTATIONS** • **ANNOTATED BIBLIOGRAPHY DUE**
Week 8	• **PRESENTATIONS** • **RESUMES DUE**
Week 9	**SPRING BREAK (Enjoy your week)** **
Week 10	• **Social Work Licensure** • Discussion of paper

Week 11	• **Termination** • **COMPREHENSIVE PAPER DUE, parts C-E**
Week 12	• **Violence** (individual, family, societal) • Social Worker Safety
Week 13	• **Generalist Social Work Practice Review**
Week 14	• **PAPER DUE: PART F (General Evaluation of Paper)** • Future Plans • Evaluation • **Senior Lunch with Faculty**
Week 15	**MAKEUP SEMINAR (at instructor's discretion)**
Week 16	**Wrap-up and Evaluations**

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Kirst-Ashman, K., and Hull, G. (2001). Macro Skills Workbook, a Generalist Approach, Wadsworth Publishing Company, Belmont, California.

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ADDITIONAL INFORMATION

The major purpose of the social work practicum is to "learn to do by doing." Traditionally this has been a principal method of teaching utilized in social work education. The student, after devoting many hours to classroom learning of social theory, value systems and skill development, now has the opportunity to put this knowledge to use in the actual practice situation.

The practicum is a unique course because the expectations vary considerably from general classroom courses; learning resources are found in the agency and in the larger community as well as in the classroom. Through the student's activities in the agency he/she is assisted in applying the cumulative knowledge gained from the classroom, the extra-curricular activities of the program and his/her life experiences.

For the student who will soon be entering the professional social work community the practicum provides the opportunity to gain an identity with the profession, to gain experience in using the generalist problem-solving model of social work practice, to evaluate personal performance and to increase self-awareness.

TEACHING METHOD

The primary experience is in the agency and community of placement. The classroom experience is in a seminar format and as such lecture is at a minimum. The seminar participants will be expected to share experiences, discuss issues related to practicum as well as professional growth and awareness, encourage, support and confront when

necessary. There will be occasional guest speakers and student presentations on topics related to the agency experience.

INDIVIDUAL CONFERENCES

At any time during the semester you may request an individual conference with the faculty instructor. These conferences may be for the purpose of requesting resource material, determining or reassessing educational goals, clarifying written or oral presentations, progress evaluations or for any purpose you wish. These conferences are a part of the instructor's course responsibility and <u>all</u> students are encouraged to use this individual resource as they deem necessary. **The instructor may request an individual conference with a student at any time during the semester for the purpose of performance review and evaluation.**

PROFESSIONAL STANDING

Your instructor will provide you with information regarding licensure, merit examination procedures and membership in professional associations. Students in the practicum are strongly encouraged to actively participate in the Student Social Work Association and to become members of the National Association of Social Workers.

FINANCIAL COMMITMENT - TRANSPORTATION

You are responsible for all personal costs, including transportation, incurred while taking this course. Most agencies require the use of private automobiles by students but sharing transportation is permissible if approved by the agency; you will be responsible for making such arrangements. Agencies sometimes will be able to reimburse students for mileage driven as part of assigned tasks. A student using his/her personal vehicle is expected to have registration papers, appropriate auto insurance, current driver's license and state vehicle inspection sticker if appropriate.

PROFESSIONAL LIABILITY INSURANCE

EKU provides professional liability insurance for students through a lab fee attached to the practicum course. Students must register for the insurance when they register for the SWK 490 class.

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SOCIAL WORK 490

WEEKLY WRITTEN ASSIGNMENT: STUDENT LOG

PURPOSE: This assignment has several purposes:

l. To help organize and clarify your thinking as well as evaluate your performance at the agency.
2. To communicate progress and/or problems to your instructor.
3. For use as a reference for your agency analysis paper.

Your log will be confidential, seen only by you and your instructor. Your agency supervisor may give you a similar assignment. Use your own discretion in submitting this written report to both. The log is seen as an indicator of your professionalism and therefore should reflect professionalism in its content and appearance.

ASSIGNMENT:

Each student is expected to submit a written log each week. Logs should be submitted each Monday and include content from the previous week's agency activities. The log should be dated and contain the following sections:

1. A record of the number of hours completed during that week and the total number of hours completed to date.

2. A daily chronological account of your activities at the agency. The daily chronology should be brief; non-analytic; and, organized by time frames.

3. A weekly summary of your daily activities oriented toward summarizing the types, functions and purposes of activities engaged in during the week. Generally, the purpose of this section is to enable you to reflect on the application of academic theory and knowledge as learned in the classroom and integrate this with your performance in the reality of field placement. This summary should also contain reflective thoughts on your value and emotional responses and reactions to the activities you have engaged in during the previous week. Additionally, you should include in this section areas of strength and weakness your activities have helped to clarify, as well as questions, conflicts, and directions for growth, which might have been highlighted.

Your log will be read, commented upon and returned at the seminar meeting of the following week. Please leave wide margins on your log for comments. It is anticipated that the log will be written on standard size paper, preferably typed. Handwritten material will be accepted only if you write legibly. Your log will be assigned a grade of **S (Satisfactory) or U (Unsatisfactory)** based on your ability to communicate the information required in an analytical, thoughtful manner using correct grammar, punctuation and spelling. The combined logs must be available to the instructor upon request throughout and at the end of the semester.

Assignment designed to help student achieve Course Objectives 1, 3, and 4.

SOCIAL WORK 490
INDIVIDUAL LEARNING CONTRACT

In addition to the Agency-University Agreement, each student enrolled in SWK 490 is responsible for preparing an Individual Learning Contract. This is to be prepared by the student, but in consultation with the agency instructor and the SWK 490 faculty instructor.

The contract should be formally prepared, typed and consist of a minimum of five Articles: Time; Specific Learning Objectives; Responsibilities of Participants; Evaluation; Re-negotiation. Recommendations for content follow:

Article I.

>   **Time:** Include the total hours to be spent, beginning and ending dates, weekly time, schedule and the general activities, which will occur during these times. Also appropriate would be experience outside the agency setting including workshops, professional meetings or other related activities. Each student is required to attend a minimum of one professional seminar or continuing education experience.

Article II.

>   **Specific Learning Objectives:** In addition to those general objectives identified in the SWK 490 Complete Syllabus, each student is expected to have specific learning objectives relative to the agency and practice area selected for placement. State each specific objective and specify the activities, which will be directed toward achievement of the objective.

Article III.

>   **Responsibilities of Participants:** Describe the responsibilities and role expectations for the student, agency supervisor and faculty member.

Article IV.

>   **Evaluation:** Identify the components of the evaluation process; the frequency of supervisory conferences, and the form evaluations will take.

Article V.

>   **Re-negotiation:** State the circumstances under which the contract could be re negotiated and the parties involved.

All parties will agree to and sign the contract with a copy for each party.

(Samples of contracts will be available to provide some guidance in preparation.)

Assignment designed to help student achieve Course Objectives 1, 2, 3, 4, and 5.

This assignment is to help you utilize the problem-solving process learned in your practice courses. This gives you the opportunity to organize data, assess the problem(s) and set goals, tasks and strategies with an actual client system and plan for evaluating the change effort. It will also give you the opportunity to receive input and constructive criticism from your classmates and course instructor.

The assignment consists of a seminar presentation and an annotated reading list given to all seminar participants at the time of the presentation. In the discussions that follow the presentations, the rights of students to express differences of opinion will be encouraged and respected. In addition to a brief description of the agency, each student is responsible for presenting a client system (individual, group or community) to the class as part of this assignment. The client system you present should be one for which you have carried primary responsibility at your agency. All personal data must be appropriately disguised so as to protect the right of confidentiality. You may use notes for reference but you may not read your presentation.

You will be responsible for providing each seminar participant with an <u>annotated</u> recommended reading list of material related to your field of practice and/or client population. This reading list is expected to be typed and in appropriate bibliographic form (APA, Turabian, etc.) It should include references readily accessible to anyone who would be interested in further study in this area. It is anticipated that books and journal articles will be included and the content and format will reflect the work of a college-educated individual.

Below is a guide to help you organize your presentation; it is not meant to be all-inclusive. You will have to determine what facts are significant; you will have <u>15-30</u> minutes to give your presentation. Your agency supervisor may be a resource to you, but the problem assessment and goals, strategies and tasks should be your own ideas, even though your ideas may differ from general procedures at your agency.

I. The Agency/Program
   A. Toward what goals does the agency operate?
   B. Where does it get its sanction to operate?
   C. Description of the services provided and the clients served.
   D. Description of intake policies and procedures; eligibility requirements.
   E. A description of the staffing pattern for the agency. Include educational requirements for professional staff and the primary tasks of the social workers. State the salary range for each professional job title.
   F. Description of the decision-making structure and process (formal and informal).

II. The Client System (select a <u>specific</u> client system; this could be an individual, group, or community)
   A. Description and background information.
   B. Reason client system came to the agency.
   C. Other agencies involved with client system.

III.   Statement of Problem(s)
   A. How client system sees problem(s) (reflect the problem)
   B. How agency (worker) sees problem(s) (worker's view)
   C. What are the factors that **contribute to cause, influence or maintain the problem?** (This **is your analysis**; consider public issues and social forces such **as institutional and cultural blocks such as, racism and sexism etc.)**

IV. Terms of Contract (planned change effort, or program for change) between client system & student (and/or agency)
   A. Goals: short-term, and/or long-term
   B. Tasks and strategies to meet these goals (action steps, smaller goals, etc.)
   C. Was there a contract prior to your involvement with the client? Was it written or verbal? Has the contract changed in content or form? If so, how?

V.   Evaluation--How you and/or client system will evaluate the planned change effort.
Assignment designed to help student achieve Course Objectives 1, 2, 3, and 5.

Social Work 490

The major purpose of the social work practicum is to "learn to do by doing." Traditionally this has been a principal method of teaching utilized in social work education. The student, after devoting many hours to classroom learning of social theory, value systems and skill development, now has the opportunity to put this knowledge to use in the actual practice situation.

The practicum is a unique course because the expectations vary considerably from general classroom courses; learning resources are found in the agency and in the larger community as well as in the classroom. Through the student's activities in the agency he/she is assisted in applying the cumulative knowledge gained from the classroom, the extra-curricular activities of the program and his/her life experiences.

For the student who will soon be entering the professional social work community the practicum provides the opportunity to gain an identity with the profession, to gain experience in using the generalist problem-solving model of social work practice, to evaluate personal performance and to increase self-awareness.

TEACHING METHOD
The primary experience is in the agency and community of placement. The classroom experience is in a seminar format and as such lecture is at a minimum. The seminar participants will be expected to share experiences, discuss issues related to practicum as well as professional growth and awareness, encourage, support and confront when necessary. There will be occasional guest speakers and student presentations on topics related to the agency experience.

INDIVIDUAL CONFERENCES

At any time during the semester you may request an individual conference with the faculty instructor. These conferences may be for the purpose of requesting resource material, determining or reassessing educational goals, clarifying written or oral presentations, progress evaluations or for any purpose you wish. These conferences are a part of the instructor's course responsibility and all students are encouraged to use this individual resource as they deem necessary. **The instructor may request an individual conference with a student at any time during the semester for the purpose of performance review and evaluation.**

PROFESSIONAL STANDING
Your instructor will provide you with information regarding licensure, merit examination procedures and membership in professional associations. Students in the practicum are strongly encouraged to actively participate in the Student Social Work Association and to become members of the National Association of Social Workers.

FINANCIAL COMMITMENT - TRANSPORTATION
You are responsible for all personal costs, including transportation, incurred while taking this course. Most agencies require the use of private automobiles by students but sharing transportation is permissible if approved by the agency; you will be responsible for making such arrangements. Agencies sometimes will be able to reimburse students for mileage driven as part of assigned tasks. A student using his/her personal vehicle is expected to have registration papers, appropriate auto insurance, current driver's license and state vehicle inspection sticker if appropriate.

SWK 490 WEEKLY ACTIVITIES LOG

Name: _____   Agency/Program: _____

Week of: _____   Date: _____

Hours completed this week: _____   Total Hours to date: _____

SECTION	ACTIVITIES
Date/Time	

_____
Supervisor Signature

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Code of Ethics
of the National Association of Social Workers

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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:

The *Code* identifies core values on which social work's mission is based.

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.

The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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 con-tribute 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.

The National Association of Social Workers is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies*

Promoting high standards of practice and protecting the consumer of services are major association principles.

The primary mission of the social work profession is to enhance human well being and help meet the basic 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.

NASW

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