

**SOCIAL WORK
BACCALAUREATE
PROGRAM**

**FIELD PRACTICUM
HANDBOOK**

**UNIVERSITY
OF MISSOURI
ST. LOUIS**

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FIELD PRACTICUM MANUAL
UNIVERSITY OF MISSOURI-ST. LOUIS
BSW PROGRAM

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Welcome Letter

Fall 2003

Dear Social Work Student:

You are about to embark on one of the most significant experiences in your development as a professional social worker – the practicum experience. Your field practicum will give you the opportunity to begin applying what you have learned in the classroom to real life social work practice situations.

This manual is designed to provide you with essential information for making your practicum a successful experience. Please familiarize yourself with its contents.

If you have any questions or concerns at any time, please do not hesitate to contact Beverly Sporleder (314-516-6387) or Patti Rosenthal (314-516-6506), Co-Directors of Field Education and Student Services, or to speak to your faculty advisor.

Best wishes for an exciting and rewarding field experience.

Sincerely

Lois Pierce, Ph.D.
Chairperson

Program Overview

Section 2 Program Overview Last Revised 8/1/03

MISSION OF THE SOCIAL WORK PROGRAM 2.1

The mission of the Department of Social Work is derived from and consonant with the missions of the University of Missouri, the University of Missouri-St. Louis and the College of Arts and Sciences. This includes meeting diverse needs in the state's largest metropolitan community and further educating traditional and non-traditional students in undergraduate, graduate and professional programs to provide leadership for the region (UM-St. Louis Strategic Plan, 2002).

The mission of the department is to provide a quality, cost-effective, and accessible professional social work education to traditional and non-traditional students in the St. Louis metropolitan area. The undergraduate and graduate degree programs prepare entry and advanced level professional social workers to meet diverse human service needs; contribute to understanding diversity and social welfare issues; promote human, organizational and community development; and advance social justice and positive social change. Focus is on a range of at-risk populations vulnerable to discrimination, oppression, and economic deprivation, but with special emphasis on at-risk groups in the St. Louis region, including racial and ethnic minorities, immigrants, gays and lesbians, and the poor (especially women, children and the elderly). Students gain understanding and expertise about social work in both the non-profit and public sectors, and prepare for lifelong learning. Overall, the Department of Social Work upholds respect for diversity and plurality and promotes a just and equitable society.

The Department of Social Work serves a student body that is diverse, including students with different ethnic, racial, social class, sexual orientation, physical ability, and cultural backgrounds. The program serves traditional and nontraditional students who desire an undergraduate and/or graduate education in social work. Students in the UM-St. Louis Department of Social Work tend to be older, first-generation university students, and many are returning to school after spending time in the labor force or raising families. Most have limited resources for their education and are place-bound and time-bound. To meet the needs of this group of students, the Department provides a less expensive alternative to private universities in the St. Louis region. Further, the Department provides a full range of courses for part-time students that include evening, weekend, and short intensive courses.

Generalist practice is the basic conceptual approach for the BSW degree and forms the foundation for the MSW degree. Building on a liberal arts background, the social work curriculum develops knowledge and skills to understand complex social issues and the ability to assess and intervene directly and indirectly at the individual, family, group, organizational, community, and/or policy levels. In each phase, students are taught to think critically and analyze and evaluate their social work practice.

With a solid liberal arts and generalist foundation, students undertake advanced practice in the MSW concentration. Concentration level curricula are guided by the eco-systems and strengths perspectives aimed at empowerment and capacity-building of vulnerable and at-risk populations. Students concentrate in advanced knowledge and skills in family practice with an emphasis on direct practice skills, or in organizational and community development practice with emphasis on organizational and macro skills. The choice of these particular concentrations was based on several years of background study, which included analyses of (a) the St. Louis region's needs; (b) existing St. Louis area social work programs; (c) advice from field instructors and the Department of Social Work Advisory Board; (d) a scan of two dozen MSW programs around the nation; (e) an internal scan of UM-St. Louis curricular and faculty strengths; and (f) student interest.

Finally, the Social Work Department's mission is enhanced through significant partnerships and cooperative relationships with area educational institutions, human service organizations, policy makers, citizen action groups, and business organizations. Further, student learning is enriched through the growing use of shared educational resources, and information and distance learning technologies that are generated in collaboration with other public and private social work programs in the metropolitan region and the state.

Goals of the BSW Program 2.2

The goals of Bachelor of Social Work (BSW) program are to:

1. Prepare students with the knowledge, skills, values and ethics for effective generalist professional social work practice.
2. Prepare undergraduate students to utilize problem solving and capacity building skills at all levels of social work practice, including their work with individuals, families, groups, communities and organizations.
3. Prepare students to analyze and address dynamic issues and challenges facing diverse populations (eg., ethnic, racial, social class, gender, sexual orientation, disability, and age) and to promote social justice and positive social change.
4. Prepare students to conduct and to utilize research to respond effectively to dynamic social contexts, issues and problems, and to inform and enrich their ongoing social work practice.
5. Assist and support faculty in their work and to advance social work knowledge, and enhance their teaching and service.
6. Develop and participate in collaborative activities with social agencies, communities, organizations, and government that will enhance students' opportunities for learning and enrich faculty research and teaching.

The curriculum at the BSW level is organized around the concept of generalist social work practice. Generalist practice embodies content central to a common knowledge base, values and skills of social work practice. Students develop entry-level skills to understand, assess, and intervene effectively at the individual, family, group, organizational and community levels. It implies understanding of self and one's impact on client systems. It requires openness, understanding and skills in working with diverse groups of people. Generalist practice is built on a liberal arts foundation, including understanding of basic psychological, sociological, economic, political, and biological processes.

For a complete description of the BSW Curriculum, please refer to the UM-St. Louis Bulletin, which can be accessed on line at www.umsl.edu or consult the Bachelor of Social Work Student Handbook.

The BSW Program is fully accredited by the Council on Social Work Education. A complete description of the Educational Policy and Accreditation Standard of the Council on Social Work Education can be found at www.cswe.org.

Objectives of the BSW Program 2.3

The following objectives are met in required courses at the undergraduate level, and in order to receive a bachelor's degree in social work, students should:

1. Acquire basic theoretical knowledge of individual, family, group, organizational, community, and social systems dynamics and processes.
2. Understand that oppression and injustice are endemic to human societies and to recognize the forms they take and the mechanisms used to perpetrate them. Within this context they become cognizant of strategies of change that advance social and economic justice.
3. Be knowledgeable about the roots of social work, including its origin and history, as well as about its current structures and the issues faced by the profession.
4. Be able to conduct an initial assessment that identifies strengths/resources and problems with individuals, families, groups, organizations and communities.
5. Be able to identify the appropriate level(s) of intervention, including social policy, and conduct entry level intervention(s) at the individual, family, group, organization, and community levels—based on assessments of the relevant problems, strengths, and resources.
6. Develop critical thinking skills and a theoretical understanding of the problem solving process and entry-level skills in problem solving with individuals, families, groups, organizations and communities.
7. Develop a critical understanding of self and impact of self in social work practice, including the ability to use research to critically examine one's impact on client systems.
8. Develop theoretical and practical understanding and sensitivity to experiences of diverse population groups (e.g., ethnic, racial, class, gender, sexual orientation, age, ability and religious) and develop foundation skills in working with different systems.
9. Understand the social work Code of Ethics and be able to apply these guidelines in entry level social work practice at each level of practice.
10. Develop an entry-level identity as a social work professional.
11. Gain skills, tools, and resourcefulness to continue developing analytical and substantive abilities throughout the life span.

Organization of Practicum

Organization of Practicum 3.0

The field practicum is an integral part of the social work program. It is administered under the auspices of the Co-Directors of Field Education and Student Services.

General goals of the practicum are as follows:

1. To enable students to see first hand some of the difficulties encountered by human beings as they attempt to negotiate their environment with specific emphasis on populations who are vulnerable or oppressed because of their race/ethnicity, gender, sexual orientation, physical or mental ability, class or age.
2. To give students an opportunity to test their own interests and abilities for working with or on behalf of people as a professional social worker.
3. To help students gain some familiarity with the administrative complexities involved in addressing human problems and a beginning experience in using the network of public and private social welfare services.
4. To familiarize students with the kinds of responsibilities and assignments that are typical in social work settings.
5. To help students understand how social work methods, techniques and strategies may be used, as well as the theoretical base that governs the application of these methods and their limits.
6. To help students develop appropriate techniques and practice skills of their own.
7. To give students the opportunity to observe professionals in action---how they interact with each other and their clients.
8. To acquaint students with the application of social work values and ethics to practice situations.

Students perform 570 hours of practicum (285 hours per semester) in agency sites that provide the opportunity for them to engage in generalist social work practice activities with populations of interest to them. Specific assignments are based on a learning agreement developed between a student and an agency and include learning objectives, tasks to fulfill those objectives and methods used for evaluation. Although all students are given the same basic learning objectives, tasks may vary considerably depending on the site. Students receive four credit hours per semester for the agency practicum experience and two credit hours for the companion seminar courses - SW 4801 and SW 4851.

Topics for the first semester of the practicum seminar focus on direct practice issues. Students are required to keep a journal of their learning in which they are asked to link class work with the practicum experience and engage in self-reflective reporting so that they are learning about themselves in the process of working as professional helpers. Administrative issues such as agency structure, agency management, advocacy, and program evaluation are topics for the second semester. This allows students to integrate both micro and macro level practice approaches to their field placement. Syllabi for SW 4801 and SW 4851 are located in Appendix B.

ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE WILL NOT BE GRANTED IN WHOLE OR IN PART IN LIEU OF THE FIELD PRACTICUM COURSES.

Students must have completed SW 3200, SW 4800, and SW 4801 and received a satisfactory grade (C- or better) in each of these courses before enrolling in SW 4850 and SW 4851.

Practicum Planning Process

Section 4 Practicum Planning Process Last Revised 8/1/03

Practicum Planning Process 4.0

Before students contact social service agencies to inquire about field placements, they participate in a planning process designed to help clarify their goals and interests. Each student completes an application for the practicum. They meet with assigned faculty advisors to ensure that all academic requirements have been completed and to discuss practicum site possibilities. In addition, a series of mandatory practicum planning meetings are held during the semester prior to the first practicum. These meetings are intended to assist the student in the selection of the practicum site and in the development of the learning agreement.

The step by step process for practicum planning is outlined below.

1. First practicum planning meeting.
Highlights:
 - a. Overview of the practicum process (including review of the practicum manual, forms and policies).
 - b. How to select a practicum site (including a list of approved agencies).
2. Student completes practicum application, reviews it with his/her advisor, and submits it to the Office of Field Education and Student Services.
3. Field faculty meet to review applications and approve requests to interview at practicum sites.
4. Student contacts approved agencies, interviews, and secures practicum. (At the initial meeting, both the student and the agency explore the possibility/desirability of participation in the practicum at the agency. Either the student or agency can decide against the placement).
5. Second practicum planning meeting to learn how to complete the learning agreement
6. Student in consultation with agency field instructor drafts learning agreement.
7. Learning agreements are reviewed by one of the Co-Directors of Field Education and Student Services, and if necessary, suggestions for revisions are made. Once revisions are complete the agreement is approved by the Office of Field Education and Student Services and signed by the student, the agency supervisor and one of the Co-Directors of Field Education and Student Services.

BSW STUDENTS MAY NOT BEGIN EARNING PRACTICUM CREDIT UNTIL THE LEARNING AGREEMENT HAS BEEN APPROVED BY THE OFFICE OF FIELD EDUCATION AND STUDENT SERVICES.

Practicum Policies

Section 5 Practicum Policies Last Revised 8/1/03

Administration of Practicum 5.1 Responsibilities of the Field Education Office

The Co-Directors of Field Education and Student Services are responsible for the administration of the field practicum for MSW and BSW students. Their duties include:

- Identifying prospective practicum opportunities that meet the needs of BSW students and foundation and/or concentration MSW students. A list of approved sites will be distributed to students at the practicum planning meeting.
- Identifying prospective practicum instructors within health and human service agencies in the metropolitan St. Louis, area who are qualified to provide supervision of MSW or BSW students. These qualifications are identified in Section 5.3 of this manual.
- Providing orientation and ongoing professional development in practicum-related issues to agency instructors, orientation sessions for new instructors, practicum instructor meetings, and annual professional workshops.
- Evaluation of agency instructors using formal student feedback instruments (See Appendix C) as well as site evaluations by the Co-Directors of Field Education. In instances in which problems of supervision are found, the Co-Directors of Field Education will document the problems and steps taken to remedy the problem. If problems cannot be resolved, the instructor and/or agency will be removed from the approved list of practicum agencies and/or field instructors.
- Helping students secure a practicum experience by providing orientation meetings, organizing an annual practicum fair, and providing individual advising sessions.
- Mediating problems between students and their practicum agencies, as necessary.

Site Selection Criteria 5.2

In order to be selected as a practicum site an agency must meet the following criteria:

1. A clearly enunciated agency mission and purpose that is compatible with the philosophy and purpose of social work.
2. Agency functioning that is consistent with the N.A.S.W. Code of Ethics.
3. Identification of agency staff that can meet the requirements for practicum supervision of B.S.W. students and who are willing to serve in this capacity.
4. Provision of learning opportunities that will allow the student to engage directly in entry-level generalist social work practice.
5. Provision of staff time for planning student learning experiences, instruction and evaluation of students.
6. Support for research activities by students designed to evaluate professional practice.
7. Administrative staffing and stability that assures continuity of instruction for students.
8. Physical facilities that permit students adequate space for activities related to practicum objectives.

Agencies that wish to be considered as a practicum site must complete an application packet consisting of an agency profile, a supervisor profile(s) and a practicum placement agreement. (See Appendix D) The application is reviewed by one of the Co-Directors of Field Education and a decision is made regarding approval of the site.

Practicum Instructor Qualifications 5.3

Practicum instructors must meet the following qualifications to supervise B.S.W. students in field placement.

1. Possession of a B.S.W. or M.S.W. degree.
2. The B.S.W. must have three years of practice experience. An M.S.W. must have two years of practice experience.
3. The instructor must have demonstrated competency in the field of practice used for the practicum.
4. The instructor must have a desire to mentor and supervise B.S.W. students and a willingness to make reasonable adjustments in his/her schedule to meet the learning needs of the student.
5. Previous practicum instruction or supervisory experience is preferred.

Practicum instructors are expected to meet with the student prior to the beginning of the placement experience to work with the student to complete the learning agreement. Instructors must agree to provide one hour of weekly supervision for the student. In some cases students are approved to receive task supervision from a person with a degree in a field related to social work such as counseling. This would occur in situations, for example, where the student may be assigned part time to two programs, sites or units within the agency, with the student's M.S.W./B.S.W. instructor assigned to only one of them. The student may be assigned a task supervisor within the other site or unit who is available to provide hands on supervision and respond to questions from the student. In such cases, the student still meets weekly with his/her M.S.W./B.S.W. supervisor, and that supervisor is ultimately responsible for that student's placement.

Individuals who wish to supervise practicum students are asked to complete a field supervisor profile documenting educational credentials, experience, etc. (See Appendix D). New field instructors attend an orientation workshop, which is offered in partnership with the George Warren Brown School of Social Work at Washington University and the St. Louis University School of Social Service.

Evaluating of Students in Practicum 5.4

The learning agreement is the mechanism by which the students, their supervisors and the faculty monitor and assess students' progress in the field. It clearly specifies learning objectives, tasks to be performed to meet those objective and methods for evaluation.

The learning agreement is completed by the student and field instructor, and must be approved by the Office of Field Education and Student Services. Field instructors are encouraged to review the learning agreement with their students during regular supervisory sessions. In addition, the faculty liaison meets with the student and the field instructor at least once during the semester. The faculty liaison reviews the learning agreement during this visit to assess progress towards completion of outlined tasks. (For more detailed information on learning agreements refer to Section 6).

The student's faculty liaison is also his/her practicum seminar instructor. Therefore, the liaison has the opportunity to review the student's field placement journals and logs (which are seminar class assignments). These journals and logs can provide the instructor with valuable information related to how the student is performing in his/her field placement. Class time is allotted for informal discussion of practicum experiences and issues, again giving the liaison yet another means of assessing the student.

The agency field instructor completes a written mid term and final evaluation form that is reviewed with the student and submitted to the faculty liaison. As a part of the final evaluation, the field instructor is asked to comment on the progress the student has achieved on each of the learning objectives. Based on the learning agreement, the site visit, and the supervisor's written assessment of the student's progress at mid term and on the final evaluation, the faculty liaison assigns the student a grade that is converted to satisfactory/unsatisfactory. Sample evaluation forms are included in Appendix E.

Students are awarded a letter grade for each of the practicum seminar courses. These grades are assigned based on students' journals and logs, class presentations, concept papers, and class participation. The evaluation criteria for these courses are clearly spelled out in the course syllabi. (See Appendix B).

Notice of Non Discrimination 5.5

It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, national origin, age or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex.

To insure compliance with this policy all University of Missouri prospective or enrolled students shall have available to them this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.

This grievance procedure neither supersedes nor takes precedence over established University procedures of due process for any and all matters related to Academic dishonesty, Grade Appeals, Traffic appeals, disciplinary Appeals, or other specific campus procedures, which are authorized by the board of Curators and deal with faculty/staff responsibilities.

Note: A grievance concerning specific incidents filed under this discrimination grievance procedure shall not be processed on behalf of any student who elects to utilize another University grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other University grievance or appeals procedures for the same incident. Refer to procedure in Student Planner on page 81.

(Grievance procedures are further detailed in Appendix F).

Students with Disabilities 5.6

Students requiring an accommodation related to a disability should meet with their agency practicum instructor during the first week of the semester to ensure that they are appropriately accommodated. UM-St.Louis Office of Disability Access Services (314) 516-5211 may be contacted for information about general University policy and additional supports. If there are problems in negotiating arrangements with the practicum agency, please contact one of the Co-Directors of Field Education for guidance in resolving this issue.

(See appendix G for further information)

Professional Liability 5.7

The Curators of the University of Missouri maintain a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing duties in their field practicum. The policy provides in minimum amounts not less than \$1,000,000 per occurrence on an occurrence basis, \$3,000,000 annual aggregate. Students wishing to obtain **additional coverage at their own expense** may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext 387.

The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Safety and Security of Students in Field 5.8

Safety of students in field is a priority for the Office of Field Education and Student Services. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering services to clients. This topic is addressed in more detail in the field practicum seminar courses. Students are also encouraged to take advantage of university or agency sponsored workshops focused on personal safety. Students have the right and are encouraged to raise issues of potential risk and safety with agency field supervisors during placement interviews and at any time thereafter.

Paid Practica 5.9

The Office of Field Education and Student Services encourages agencies and organizations to offer paid practicum experiences to our social work students. In such cases, the student has not been an employee of the agency, and is paid a stipend for time served at the practicum. This is arranged between the student and the agency. The agency and practicum supervisor must be approved by the Office of Field Education as outlined in Sections 5.2 and 5.3 of this manual.

Policy for Practicum Placement at Agency in Which Student Works as an Employee 5.10

Students who wish to complete a practicum experience at their place of employment must submit a request form to one of the Co-Directors of Field Education and Student Services. Request forms are distributed at the practicum planning meetings. The request is carefully reviewed using the following five standards:

1. The agency must be approved as a field placement site using the criteria outlined in Section 5.2 of this manual.
2. The student must list all the positions he/she has held at the agency, including a description of employment responsibilities, schedule of work hours and names of supervisor(s).
3. The student must be assigned-as his/her practicum- to a department, unit, or program that differs from all prior or current employment units. This is to insure that the student has exposure to new methods, client populations, and other new learning experiences.
4. The agency must provide a qualified field instructor who has not supervised the student in employment responsibilities. The field instructor must be approved by the social work program faculty using the same criteria that it would to approve any other new field instructor.
5. The schedule of hours designated for the field assignment must clearly be designated from the employment schedule.

Students who are approved to complete their practicum at their place of employment must meet the same educationally focused learning objectives as all other students in the program.

Criminal Records History 5.11

Students should inform one of the Co-Directors of Field Education and Student Services of any information regarding previous felony convictions and/or other information that may impact the student's ability to secure a practicum. The student will be asked to sign a release of information authorizing the UM-St. Louis Social Work Program to discuss this information with approved practicum sites.

Sharing Sensitive Information 5.12

The Office of Field Education and Student Services will share all relevant information with appropriate persons including the faculty liaison, the agency field instructor, the student's advisor, the Social Work Program Director, and members of the Social Work Department's Personnel and Policy Committee. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may impact clients, agency field instructors, staff, or the learning experience. Such information will be shared to enable informed choice by field instructors, protect clients, protect students, and facilitate the learning process. Agency field instructors are also expected to share relevant information with the Office of Field Education and Student Services.

Withdrawing from Practicum 5.13

The practicum is distinct from most other social work courses in that a field placement in the community entails not only the educational objectives of the student and faculty, but also professional responsibilities to clients, social service agencies and the community. When students engage clients and assume service responsibilities, they have ongoing professional, educational and ethical responsibilities to consider. Considerable effort is spent on the part of the faculty and field instructor planning and orienting the student to the placement. For this reason students should only consider withdrawing prematurely from a field placement site under extenuating circumstances.

Should a student desire or be requested to terminate a placement prior to the completion of the total hours required, the student's field faculty liaison should be contacted immediately to discuss the situation. Such a situation may occur as a result of: insufficient resources and/or experiences to provide for an adequate learning experience; agency restructuring; a personality or ideological conflict between the student and field instructor and/or agency; personal crises; a serious illness; or other educational considerations.

Only after consultation with the faculty liaison and the agency field instructor may the student terminate the practicum. The faculty liaison, in consultation with the Co-Directors of Field Education and the student, will determine whether or not the student will be permitted to resume a practicum at a new site, and whether or not credit will be awarded to the student for hours completed at the first practicum site.

**Termination from the field practicum/and or BSW program for
non-academic reasons 5.14**

A student enrolling in the University of Missouri-St. Louis and the Department of Social Work assumes an obligation to behave in a manner that is compatible with the institution and department educational enterprises. This applies not only to the student's behavior on campus, but to the field practicum as well. The Collected Rules and Regulations for the University of Missouri, Section 200.010, Code of Student Conduct (UM-St. Louis Bulletin, www.umsl.edu/bulletin), and the BSW student handbook clearly delineate conduct for which a student can be sanctioned and/or disciplined.

In addition, sanctions (including but not limited to termination from the field placement and/or the program) may be imposed upon any BSW student who has been found to have violated the professional expectations and standards as described in the NASW Code of Ethics (Appendix H).

The departmental and university processes for addressing violation of the standards outlined in the documents sited above are outlined in the BSW student handbook

Student Learning Objectives

Section 6

Practicum Policies

Last Revised 8/1/03

Student Learning Objectives 6.0

All students must have a completed and fully signed learning agreement before they can begin practicum. The learning agreement guides the learning experience and serves as an evaluation tool. The learning agreement states the learning objectives, specific activities the student will engage in to meet the learning objectives, and methods for evaluating the student. All students must meet the same generalist practice learning objectives (listed below). However, tasks will vary greatly depending on the practicum setting. Learning agreement forms are distributed at the practicum planning meeting.

Once a practicum site has been agreed upon by the student and the agency representative, the student should complete the learning agreement with his/her supervisor. The learning agreement may then be submitted to one of the Co-Directors of Field Education and Student Services for review and suggested revisions, if necessary. Once revised the final copy of the learning agreement must be signed by the student, agency field instructor, and one of the Co-Directors of Field Education and Student Services. Copies will be distributed to the student and agency field instructor. The original will be kept on file with the Office of Field Education and Student Services.

STUDENTS MAY NOT BEGIN COUNTING PRACTICUM HOURS UNTIL A SIGNED LEARNING AGREEMENT IS ON FILE WITH THE OFFICE OF FIELD EDUCATION AND STUDENT SERVICES.

BSW Core Practicum Learning Objectives

SW 4800 and SW 4850

4800 4850

- | | | | | |
|---|---|----|---|--|
| X | | 1. | To develop an understanding of the history of the agency, services provided, and the role of the social worker in providing services. | |
| X | X | 2. | To be able to do a multidimensional problem assessment, develop goals and an intervention plan, and implement and evaluate the plan as appropriate for: (Choose at least one from each column each semester). | |
| | | | <input type="checkbox"/> an individual | <input type="checkbox"/> an organization |
| | | | <input type="checkbox"/> a family | <input type="checkbox"/> a community |
| | | | <input type="checkbox"/> a small group | <input type="checkbox"/> a policy |

- | | | | | | | | | | | | | | | | | | | | |
|---------------------|--------------------|------|--|---------------------|-------------------|-------------|--------------------|--------------------|----------|-------------|--------------------|--------------|---------------|-------------|-----------------|-----------------|------------------|---------------------|-------------|
| X | X | 3. | To be able to conduct an interview focused on the following skills: | | | | | | | | | | | | | | | | |
| | | | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">attending behaviors</td> <td style="width: 50%;">eliciting meaning</td> </tr> <tr> <td>questioning</td> <td>reflecting meaning</td> </tr> <tr> <td>client observation</td> <td>focusing</td> </tr> <tr> <td>encouraging</td> <td>influencing skills</td> </tr> <tr> <td>paraphrasing</td> <td>confrontation</td> </tr> <tr> <td>summarizing</td> <td>selecting goals</td> </tr> <tr> <td>noting feelings</td> <td>structure skills</td> </tr> <tr> <td>reflecting feelings</td> <td>integration</td> </tr> </table> | attending behaviors | eliciting meaning | questioning | reflecting meaning | client observation | focusing | encouraging | influencing skills | paraphrasing | confrontation | summarizing | selecting goals | noting feelings | structure skills | reflecting feelings | integration |
| attending behaviors | eliciting meaning | | | | | | | | | | | | | | | | | | |
| questioning | reflecting meaning | | | | | | | | | | | | | | | | | | |
| client observation | focusing | | | | | | | | | | | | | | | | | | |
| encouraging | influencing skills | | | | | | | | | | | | | | | | | | |
| paraphrasing | confrontation | | | | | | | | | | | | | | | | | | |
| summarizing | selecting goals | | | | | | | | | | | | | | | | | | |
| noting feelings | structure skills | | | | | | | | | | | | | | | | | | |
| reflecting feelings | integration | | | | | | | | | | | | | | | | | | |
| X | | 4a. | To be able to understand how to implement a group and identify group processes. | | | | | | | | | | | | | | | | |
| | X | 4b. | To be able to understand organizational dynamics, process, and environment as they apply to the practicum agency. | | | | | | | | | | | | | | | | |
| | X | 4c. | To be able to identify relevant social policies and understand how they impact practice in the agency setting. | | | | | | | | | | | | | | | | |
| | X | 4d. | To understand how communities respond to social problems and to learn how to access and utilize community resources. | | | | | | | | | | | | | | | | |
| | X | 5a.. | To be able to identify the effects of student’s personal interactions and practice interventions with an individual client, client group, | | | | | | | | | | | | | | | | |

organization or community and critique the effects.

- X 5b. To become more self aware by identifying the effects of the student's behavior and decisions on the organization (agency) and its clients.

- X 6. To be able to explain (select a specialized target population or problem) in terms of the scope and description of the problem and identification of the special characteristics, problems and needs of the individuals involved.

- X 7. To be able to identify potential ethical dilemmas in the practicum setting and apply social work values and ethics to resolve those dilemmas.

- X 8. To be able to identify issues of diversity in the population served by the agency and understand how the student's values and behaviors impact on service delivery to a diverse population.

Roles/Responsibilities

Section 7

Roles/Responsibilities

Last Revised 06/20/01

Responsibilities of Agency Field Instructors 7.1

The agency field supervisor plays a vital role in the education of BSW students. It is important that those who take on this role have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

Field supervisor responsibilities include:

- Assuming instructional and administrative responsibility for the student in the field setting
- Orientation of the student to field placement.
- Assisting the student with preparation of the learning agreement.
- Provision of regularly scheduled individual supervision with each student (at least one hour per week), and where feasible additional group supervision.
- Providing the student with ongoing feedback about his/her performance.
- Meeting with the faculty field liaison from the University at least once during the semester, or as needed, regarding the student's progress.
- Informing the faculty liaison of all concerns relative to the student's fieldwork progress, activities, and any other issues that might affect the placement.
- Informing the Office of Field Education of significant changes at the agency (i.e., agency moves, changes in phone number, resignation of field instructor, etc.).
- Completing and submitting all necessary paperwork within the timeframes outlined.
- Attending an orientation for new field instructors

Responsibilities of Faculty Liaison 7.2

Before beginning practicum each student will be assigned a faculty liaison. The responsibilities of the faculty liaison include:

- Helping the student plan his/her field experience.
- Assisting students with preparation of the practicum learning agreement.
- Consulting with the agency field supervisor and student to review progress and access performance.
- Assisting students with any concerns they have relating to the agency field supervisor, integration of classroom work with the field placement, or other issues related to field.
- Acting as an educational consultant to field instructors to enhance their teaching skills.
- Informing the Office of Field Education of any problems relative to students' performance in practicum
- Assigning students a grade in practicum.
- Acting as the student's practicum seminar instructor

Students' Responsibilities at Practicum Agency 7.3

Students are to consider themselves as potential practicing social workers, visiting members of the social work staff, and are to perform assignments in a manner consistent with accepted social work practices. The best guide to general agency customs and expectations will be the behavior of supervisors and the other professional social workers within the agency.

When in doubt, students should discuss questions such as mode of dress, ways of addressing clients and colleagues, and resources within the agency with the agency supervisor.

Students are expected to arrive on time, follow the scheduled hours meticulously, and practice good time management skills. All students should maintain a time sheet recording the hours spent at the practicum site. Time sheets will be distributed in the seminar course. They are expected to observe provisions of the Social Work Code of Ethics (see Appendix H) and other generally acknowledged guidelines for professional social workers. Students are also expected to comply with the UM-St. Louis policy on sexual harassment (see Appendix I).

Students are expected to participate actively in the assessment of their performance. Students experiencing problems at the practicum site, should go first to the agency field instructor. If the problem is not resolved at that level, the student should next go to the faculty liaison for further consultation and direction. If the problem is not resolved with the intervention of the faculty liaison, the student and liaison should go directly to one of the Co-Directors of Field Education.

Appendix A

Council on Social Work Education

Education Policy and Accreditation Standards

From

Handbook of Accreditation Standards and Procedures, Fifth Edition, Chapter 2

May also be found at:

www.CSWE.org/accreditation/2003_Handbook/Chapter_2.htm

Chapter 2. Education Policy and Accreditation Standards

Preamble

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

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

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

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

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

Functions of Educational Policy and Accreditation

1. Educational Policy

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

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels.

Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum

- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

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

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.
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.

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

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

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

2. Curriculum

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

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

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

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

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

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

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

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

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

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

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 recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also 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 The chief administrator of the social work program 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. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 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.

3.0.6 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.

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

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

3.1.2 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.

3.1.3 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.

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

3.1.5 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.

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

4.2 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.

B4.2.1 The baccalaureate social work program has a minimum of two full-time 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.

M4.2.1 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 have a master's degree in social work and a doctoral degree.

4.3 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.

4.4 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.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

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

5.3 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.

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

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 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.

5.5 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.

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

5.7 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.

7.2 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.

8.1 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 such changes as new leadership, governance, structure, off-campus programs, etc. 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.

Appendix B

Seminar Syllabi

**WINTER SEMESTER 2003
SOCIAL WORK 4851
INTEGRATIVE FIELD SEMINAR II**

Thursdays, 5:30-8:00 PM
Lucas Hall, Room 208

INSTRUCTORS

Beverly Sporleder, M.S.W., L.C.S.W.
Office Hours- Thursday, 3:00-5:00PM
Lucas 511
Phone- 516-6387
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GENERAL INTRODUCTION/COURSE OVERVIEW

This seminar is a continuation of 4801, an integration of university course work with field experience. However, in the current course we shift the focus from individuals, families, and small groups to communities organizations, and policy related to your field experience. This is an upper level course designed for social work students who are expected to bring with them knowledge of organizations and organizational behavior from sociology, social psychology, and social work courses; policy from sociology, political science and social work courses; and communities from sociology and social work courses.

COURSE PREREQUISITES

Consent of instructor and concurrent registration in SW-4850- Supervised Field Experience in Social Work II.

RELATIONSHIP TO GENERALIST PRACTICE

In this course, special emphasis is placed on the generalist social worker in the organizational and community environment. This seminar is an opportunity for students to explore how generalist social work practitioners, can address client/constituent needs at several macro levels. Populations vulnerable to oppression due to gender, race, ethnicity, age, sexual orientation or disability will be emphasized in the discussion of macro level intervention strategies. The application of social work values and ethics to the organizational, community, and policy contexts of practice will be addressed.

COURSE METHODS AND OBJECTIVES

Objectives

1. To integrate classroom and practice learning about organizational, community, and policy issues in social work.
2. To develop generalist skills within the context of a field placement to solve problems and empower clients/constituents at the organizational, community, and policy levels, with particular emphasis on vulnerable populations. (women, children, people of color, older adults, people with disabilities, etc.)

3. To learn how to lead effective and creative discussions and how to engage in-group problem solving with your peers about organizational, community, and policy issues that emerge in field placements.
4. To gain an understanding of your role in the practicum setting and the effects of agency, community, and policy on student's work.
5. To explore further ways to advocate effectively for and empower older adults, since this is a population that they will directly and indirectly serve.
6. To learn to write clearly and concisely about complex situations that arise in social work agencies and organizations.
7. To use research skills to begin examining ways to evaluate practice and programs.

Methods for assessing achievement of objectives

1. Achievement of knowledge objectives will be assessed through the written assignments and class presentations.
2. Achievement of process objectives will be assessed through the written assignments and class presentations.
3. Achievement of skills objectives will be assessed through practicum.
4. Sensitization to issues facing under served populations and those who face unequal treatment in the service delivery system will be assessed through written assignments and class presentations.

AMERICANS WITH DISABILITIES ACT ACCOMMODATION POLICY

Faculty is required by law to provide “reasonable accommodations” to students with disabilities. Students should inform faculty at the beginning of the semester about accommodation needs. Students requesting special services should also contact the Office of Disability Access Services (UM-St. Louis Bulletin, pg. 45).

ACADEMIC DISHONESTY

“Academic dishonesty is a serious offense which may lead to probation, suspension, or expulsion.” (UM-St. Louis Bulletin, pg. 25). Academic dishonesty includes plagiarism (which is the use of an author’s ideas, statements, or approaches without crediting the source) and cheating.

REQUIRED READINGS: (See course schedule for further detail.)

There is no required text, but readings are assigned for each class session. Readings are on reserve at the Thomas Jefferson Library. Please read before each class session. Some handouts will be distributed in class. Complete citations for all readings can be found in the bibliography section at the end of your syllabus.

COURSE REQUIREMENTS

Résumé and cover letter. Résumé writing and cover letters will be discussed on the first night of class. Read the classified ads from the weekend newspaper, and select a job that you might be interested in. You will need to construct a cover letter as though you were actually applying for this job. Develop a résumé to accompany the cover letter. The final draft of your résumé and cover letter will be due on the last night of class. Please attach the advertisement for the job that you are applying for. You may turn drafts of your cover letter and résumé in as many times as you would like for feedback prior to the last night of class.

Seminar leaders. Each week one or two students will lead the seminar. The seminar focuses on discussion and analysis of students' agency experiences within the context of what has been learned in social work and other classes. Session leaders may organize the class in any way they believe will be effective. Possible formats may include: short introduction of the topic followed by a group discussion; group or dyad exercises; videotapes or films on the topic and discussion; re-enactments of illustrative agency situations; invited speakers; and so forth. This is an opportunity for you to convey your ideas and questions in a way you think would be effective and interesting. *Turn in a plan for your session the week before you present.* If it is more convenient you may fax your plan to me at 515-5816 or e-mail it.

Reading: Required reading assignments should assist you in thinking about the seminar topics and concept papers. Complete the reading and think of specific questions **before** talking to your supervisor about the assigned topic.

Concept papers. Come to class with a written 3-page concept paper on the topics of the week. These brief concept papers must be typed. **Concept papers are due each week.** There are a total of seven papers. Make time during the week to work on your essay, and possibly speak with your supervisor (and/or other agency personnel, board members, or clients) to discuss the topics of the week. Some outside readings may be helpful. A page description of each topic will also help you think about the topic. Remember, the focus of the seminar is the integration of classroom learning and field. At the end of your paper, close with a paragraph about how you would do things if in charge. I am really interested in what you think and how you perceive various issues. ***save all of your papers and turn them in during your last seminar class.***

Activity log and time sheet. Each week, please insert your concept paper into a two-pocket paper folder along with a log of major tasks and duties in your field placement. Your log need consist only of a list or short sentence about each major activity and the dates completed. If you want to write more, we will be happy to read and comment. A time sheet will also remain in your folder and you should be sure to record the **exact** hours spent at your practicum site.

Attendance. Your attendance each week is **required** for successful completion of this seminar (no more than **one** class can be missed without a penalty. (However, no participation points will be awarded for classes missed). The second missed class will result in one letter grade reduction for the course. If a third class is missed you must repeat the entire course). Late arrival (more than 5 minutes past the beginning of the class time) may be counted as an absence. As a courtesy to your classmates who will be acting as seminar facilitators, please plan to arrive on time.

EVALUATION CRITERIA

There are possible points. Each of the seven concept papers is worth a possible 5 points. Five points is considered excellent, thorough, and well-written work. Three is adequate. One point indicates that the work is done, but is inadequate and needs to be rewritten. **All students have the option of re-writing any concept paper once for an improved grade. It must be turned in the following week.**

Please turn in the original and the re-written essay. The class presentation is worth a possible 15 points. The class presentation is evaluated on content, presentation of material (including whether or not you were able to make it interesting) and discussion/involvement of students. Resumes and cover letters are worth a total of 10 points. Class participation is worth a total of 24 points (3 points x 8 classes). Participation is defined as being present for the class and actively involved in the discussion or activities of the group.

GRADING SCALE

Participation	24 points
Concept papers	35 points
Resume/cover letter	10 points
Presentation	15 points
Total	84 points

84-76	A
75	A-
74	B+
73-68	B
67	B-
66	C+
65-59	C
58	C-
57	D+
56-49	D
48	D-
47	F

CLASS FORMAT

Seminar leaders are responsible for leading the discussion each week. However, each student is responsible for the assigned reading, the concept papers, logs, and for active participation in each seminar. Remember there are only (7) classes so we will be covering a lot of material in each class. Presentations and discussion related to the topic of the week should take approximately 60 minutes.

The remaining hour will be used to discuss issues arising during the previous week at practicum sites.

These issues can be about the site or about your performance. At the beginning of class (everyone) please write on a sheet of paper a situation at your practicum site that you would like to address (ethical, communication, a client, your supervisor) or whatever you may need help with. The class will try its skill at problem –solving with you if needed. We will help look at resources interventions and strategies that might be helpful in addressing these issues.

Course Schedule/Outline

Date	Presenters (s)	Topic and Required Readings
May 22, 2003,	<hr/>	<p>Overview of the course.</p> <p>Discussion of resume' writing, cover letters, interviewing, graduate school. Final draft resumes and cover letters are due on the last night of class.</p> <ul style="list-style-type: none">• Kirst-Ashman and Hull. Chapter 16, <i>Resumes, interviewing and getting the job</i>, pp. 523-554.
May 29, 2003 Week 2&2a	<hr/>	<p>Agency goals and change/Agency structure/SW Values in the organizational environment</p> <ul style="list-style-type: none">• Kirst-Ashman and Hull, Chapter 4, <i>Understanding Organization</i>, Chapter 5, <i>Decision Making for Organizational Change</i>, Chapter 6, <i>How to Implement Macro Intervention: Changing Agency Policy</i>, pp. 123-220.• Corliss and Corliss, Chapter 7, <i>Organizational Challenges</i>, pp.201-209.
June 5, 2003 Week 3 & 3a	<hr/>	<p>Diversity in agency management/Leadership</p> <ul style="list-style-type: none">• Kahn, <i>Leaders</i>, pp. 21-44.• Weinbach, Chapter 5, <i>Creating & Managing Staff Diversity</i>, pp. 99-131, Chapter 10, <i>Leading</i>, pp. 257-279.• Edwards, Yankey, and Altpeter, Chapter 10, <i>Advancing Women in Managerial Tasks</i>, pp. 200-218.

June 12, 2003
Week 4 & 4a

Financial management / Fund raising, Grant writing

- Martin, Chapter 13, *Fund Development*, pp. 174-186.
- Kirst-Ashman, Chapter 14, *How to Apply for a Grant*, pp. 479-499.
- Kettner, Chapter 8, *Managing Resources to Support Excellence*, pp. 190-224.
- Edwards, Yankey, and Altpeter, Chapter 19, *Managing Risk in Nonprofit Settings*, pp. 405-420, Chapter 3, *Effective Proposal Writing*, pp. 45-58.

June 19, 2003
Week 5 & 5a

Conflict mediation/Conflict/
Survival/Organizational Communication

- Kirst-Ashman, Chapter 2, *Using Micro Skills in the Macro Environment*, pp. 43-87.
- Corliss and Corliss, Chapter 8, *Interpersonal and Professional Relationships*, pp. 211-232.

June 26, 2003
Week 6

Advocacy and legislative issues/
Empowering vulnerable populations.

(Elderly) Pick an issue that impacts the elderly and write how you would advocate for them.. Example; housing, medicine, living alone, dementia, wanting to stay in there own home, etc.

- * Edwards, Yankey, and Altpeter, Chapter 7, *Managing Public Policy Advocacy and Government Relations*, pp. 115-150.
- Kirst-Ashman, Chapter 11, *Advocacy and Social Action with Populations at Risk*, pp. 351-384.

July 3, 2003
Week 7

Accountability and program evaluation.

- Edwards, Yankey, and Altpeter, Chapter 11, *Evaluating Employee Performance*, pp. 115-150. Chapter 18, *New Approaches to Program Evaluation*, pp. 371-405.
- Weinbach, Chapter 7, *Staff Evaluations and Personal Actions*, pp. 177-204.
- Rossi, Freeman, and Lipsey, Chapter 1, *Programs, Policies, and Evaluation*, pp. 3-36.

July 9, 2003 **ACAT test 9:30-12:00 or 1:30-4:00**

July 10, 2003
Week 8

Volunteers/ Job Satisfaction and Burnout

- Alle-Corliss, Chapter 9, *Burnout*, pp. 243-253.
- Kirst-Ashman, Chapter 15, *Stress and Time Management*, pp. 501-522.
- Berg-Weger and Birkenmaier, Chapter 2, *Stress: Bane or Boon?*, pp. 35-41.

Please turn in your folder with your time sheets, logs, and all of your papers and re-writes during the last class.

BIBLIOGRAPHY/RECOMMENDED READINGS (see also readings in SW 3400 (285) and SW 3300 (305) syllabi):

- *Alle-Corliss, L and Alle-Corliss, R. (1998). *Human Service Agencies: An Orientation to Field Work*. Pacific Grove: Brooks/Cole.
- Alle-Corliss, L and Alle-Corliss, R. (1999). *Advanced Practice in Human Service Agencies: Issues, Trends and Perspectives*. Pacific Grove: Brooks/Cole.
- *Berg-Weger, M. and Birkemaier, J. (2000). *The Practicum Companion for Social Work*. Boston: Allyn and Bacon.
- *Edwards, R. L., Yankey J. A., and Altpeter, M. A. (1998). *Skills for Effective Mangement of Nonprofit Organizations*. Washington, DC: NASW
- Hahn, A.J. (1994). *The Politics of Caring: Human Services and the Local Level*. Boulder, CO: Westview.
- *Kahn, S. (1991). *Organizing*. Silver Springs, MD: NASW
- *Kettner, P. M. (2002). *Achieving Excellence in the Management of Human Service Organizations*. Boston: Allan and Bacon.
- *Kirst-Ashman, K. K. and Hull, G. H. (2001). *Generalist Practice with Organizations and Communities*. Second Edition. Pacific Grove, CA: Books/Cole.
- Kravetz, D. and C.D. Austin (1984). Women's Issues in Social Service Administration: The Views and Experiences of Women Administrators. *Administration in Social Work* 8, pp. 25-38.
- Lewis, J.A., Lewis, M.D., & Souflee, F., Jr. (1995). *Management of Human Service Programs*. Pacific Grove, CA: Brooks/Cole.
- Loewenberg, F.M., and R. Dolgoff. (1992, 4th ed). *Ethical Decisions for Social Work Practice*. Itasca, IL: F.E. Peacock.
- Netting, F.E., P.M. Kettner, and S.L. McMurtry. (1993). *Social Work Macro Practice*. New York: Longman.
- *Rossi, P., Freeman, H., and Lipsey, M. (1999). *Evaluation: A Systematic Approach*. Sixth edition. London: Sage.
- Royse, D., Thyer, B., Padgett, D., and Logan, T.K. (2001). *Program Evaluation: An Introduction*. Third edition. Belmont, CA: Wadsworth.
- *Weinbach, R.W. (1998). *The Social Worker as Manager: Theory and Practice*. Third edition. New York: Longman.

**WINTER SEMESTER 2003
SOCIAL WORK 4801
INTEGRATIVE FIELD EXPERIENCE SEMINAR I**

(2 Credit hours)

SYLLABUS

Thursday 4:00-6:30 PM, Lucas Hall, Room 592

Instructor:

Patti Rosenthal, MSW, LCSW

518 Lucas Hall

Office Hours: Thursday 2- 4

(314) 516-6506

scwprose@admiral.umsl.edu

Teaching Assistant:

Toni Zvorak

Office hours-by appointment

548 Lucas

Phone- 516-5892

Itstoniz2@aol.com

GENERAL INTRODUCTION/ COURSE OVERVIEW

The overall objective of the Integrative Field Seminar I is to provide students with a forum on social work knowledge, values and skills as they are evidenced in the practicum setting. This seminar provides an opportunity for students to integrate previous course work with their experience in social work agencies.

COURSE PREREQUISITES:

Consent of instructor and concurrent registration in SW 4800 -Supervised Field Experience I.

KNOWLEDGE OBJECTIVES

1. To integrate theoretical and classroom materials with practical applications.
2. To address issues related to professional values and the application of skills.
3. To learn methods of leading and participating in a team approach to problem solving.
4. To encourage critical thinking and self-analysis.
5. To learn how to help clients make use of community resources.
6. To continue to sensitize students to the needs and experiences of vulnerable populations.

7. Demonstrate an ability to evaluate practice with individuals, families and groups.

RELATIONSHIP TO GENERALIST PRACTICE

In this seminar, classroom discussion centers on generalist social work practice with special emphasis on the micro and mezzo levels of social work practice. Students will explore how to meet client needs using the relationship building, interviewing, problem-solving skills and critical thinking skills acquired in previous courses. Populations vulnerable to oppression due to gender, race, ethnicity, age, sexual orientation or disability will be emphasized in class exercises and discussion. The application of social work ethics in work with individuals, families and groups will be addressed.

AMERICANS WITH DISABILITIES ACT ACCOMODATION POLICY

Faculty members are required by law to provide reasonable accommodation to students with disabilities. Students should inform the instructor at the beginning of the semester about accommodation needs. Students requesting special services should also contact the Office of Disability Access Services (UM-St. Louis Bulletin- www.umsl.edu)

ACADEMIC DISHONESTY

Academic dishonesty is a serious offense, which may lead to probation, suspension, or expulsion (UM-St. Louis Bulletin, www.umsl.edu). Academic dishonesty includes plagiarism (which is the use of an author's ideas, statements, or approaches without crediting the source) and cheating.

REQUIRED TEXT

The United Way Community Service Directory. Book may be purchased only at the United Way Office: 1111 Olive Street St. Louis, Mo. 63101. Phone Number (314) 421-0700.

RECOMMENDED TEXT

Older Adults. . . the Resource Guide. (2002-2003 edition). May be secured by calling Mid East Area Agency on Aging at (636) 207-0847. MEAAA suggests a \$5.00 donation per directory.

COURSE REQUIREMENTS

Attendance. *Attendance is mandatory* at all seminars. For seminars that are missed, students will be expected to write a four (4) page paper on the topic covered that week in the seminar. **Missing (2) or more seminars in the semester will result in having to repeat all seminars in the following semester. Tardiness may be considered an absence.**

Seminar presentations.

This assignment gives students the opportunity to refine presentation and group facilitation skills. Each student will work as a member of a group. Each group will be responsible for leading a seminar session. The discussion leaders will be expected to present a case or issue for staffing.

A one (1) page case summary and/or presentation outline should be provided to the instructor no later than the morning prior to the seminar presentation. These may be e-mailed (scwprose@admiral.umsl.edu). The leaders are expected to use innovative methods to increase group participation. Examples of such methods might include: role-plays, creative games, group activities, guest speakers, videos, etc.

Remember, this is a seminar and not a lecture class. Seminar presentation is worth **15 points**.

Participation.

All assigned readings will either be on reserve at the TJJL, or they will be distributed in class. Students are expected to complete the readings prior to each class session and come prepared to discuss the topic for the day. Active participation in class is required for each student. Student will draw on their theoretical knowledge from previous courses, the assigned readings and agency experience. A general discussion about experiences at agency practicum sites and problem solving related to the specific issues presented by fellow students will be a part of each class session. The class will take a team approach to problem solving with input from the entire group. **Participation is worth 24 points total (3 points per class).**

Journal.

Each student is responsible for completing and submitting a journal every class period. A record of time spent, both during the reporting period and cumulatively, is to be submitted with the journals. The journals should average about **four (4) pages per entry** and should focus on a brief discussion of an occurrence(s) at the agency during the week, but **more importantly**, should focus on the student's response--either behavioral or emotional--and your assessment of your response. **In other words, the focus should be on the your thoughts, feelings and reactions to situations encountered at the practicum site.** Sample journal entries are attached.

A grade of 1, 2,3,4 or 5 will be assigned with a score of 3 being average and 5 considered excellent and thorough. A score of 2 or 1 indicates that the work was completed but could be improved. **The journals are worth 35 points, (5) points per journal entry.** Students who receive a score below 3 on any given journal will be given an opportunity to re-write that journal one time. All re-writes should be submitted within one week. A copy of the original journal must also be attached.

EVALUATION CRITERIA

<i>PRESENTATION</i>	= 15
<i>PARTICIPATION</i>	= 24
<i>JOURNALS</i>	= <u>35</u>
<i>TOTAL</i>	74

Point Scale

68-74	A
67	A-
66	B+
62-65	B
60-61	B-
59	C+
55-58	C
54	C-
53	D+
48-52	D
47	F

CLASS FORMAT

This is a seminar class, not a lecture course. Approximately 30 minutes per class will be devoted to discussion about issues that have arisen during the previous two weeks in the practicum setting. A team problem solving approach will be utilized to address these issues.

The remaining 90 minutes will be devoted to group presentations on the topic/issue of the day. Discussion leaders will be assigned for each session. It is expected that the entire class will be actively involved in group activities and discussion related to the topic of the day.

COURSE OUTLINE: Utilizing a *generalist practice* model, students will prepare their seminar discussions on the following topics. Questions are examples only. Feel free to discuss other questions. *Each presentation must be one that involves students. You may use role playing, guest speakers, questionnaires or surveys, teach skills, groups activities or what ever creative means you choose--but the out come, should be that students learn a new skill or increase their knowledge.*

Overview of course and assignments.

Week 1 1-16 There are only 8 seminars so attendance is very important. Review of course expectations. Assign topics. Check in on practicum placements.

Week 2 1-30 **Role of the student social worker in the agency/ professional socialization/safety in social work settings.** What concerns do students have as they begin practicum? What are their responsibilities compared to those of others in the agency? What should I expect from my agency, supervisor and self? Dealing with issues of personal safety and sexual harassment.

Readings

Berg-Weger, M. and Birkemaier, J. (2000). *The Practicum Companion for Social Work Practice*. Pacific Grove: Brooks/Cole.

Chapter 1- Getting Started on Your Social Work Practice Career
Chapter 2- Socialization into the social work profession
Chapter 3- Safety in Social Work Settings

Week 3 2-13 **Values, ethics and legal issues.** How do my personal values compare to the values of the social work profession? The values of my agency? How should one handle conflicts between professional and personal values? What models can be used as guidelines for ethical decision making? What are the legal obligations of social workers? What liability risks exist for social workers? What licensing regulations exist for BSW social workers?

Reading

Alle-Corliss, L. and Alle-Corliss, R. (1998) *Human Service Agencies: An Orientation to Fieldwork*. Pacific Grove: Brooks/Cole.
Chapter 6- Ethical and Legal Issues

Berg-Weger, M. and Birkemaier, J. (2000). *The Practicum Companion for Social Work Practice*. Pacific Grove: Brooks/Cole.
Chapter 9- Social Work Practice and the Legal System

Week 4 2-20 **Social history/intake and assessment.** What information is necessary for a comprehensive assessment? What issues are involved when asking for information? How is information shared with clients? How do race, ethnicity, age and gender impact on a person's social history? How do you ask for personal data? *Please bring a copy of a social history/assessment form from your agency.*

Reading

Hepworth, D., Rooney, R. And Larsen, J. *Direct Social Work Practice: Theory and Skills*. (2002). Sixth edition. Pacific Grove: Brooks/Cole.
Chapter 8- Multidimensional Assessment (review from SW210 course)

Sheafor, B., Horejsi, C., & Horejsi, G., *Techniques and guidelines for social work practice*. (1997). Fourth edition. Needham Hts., MA: Allyn & Bacon.
Chapter 14- The Client Who is Elderly, pp. 519-521.

Class handout: Components of a Comprehensive Assessment
Teaching Resource Kit v. 2.0/ A publication of the Council on Social Work Education's Strengthening Aging and Gerontology Education for Social Work (SAGE-SW) program/ John A. Hartford Foundation.

Week 5

3-6 **BRING YOUR UNITED WAY DIRECTORY AND OLDER ADULTS RESOURCE GUIDE TO CLASS.**

Case management and referrals. What is case management? How is case management different from social casework? How are case management and referrals related? Where are most resources located?

Working with families. How is case management applied to work with families? What issues impact single parent families? What are some of the issues faced by families with older adult members? What resources are needed to respond to these populations? Do two class exercises *using the United Way Community Service Directory, and the Older Adults Resource Guide*. Create a scenario involving a single parent household, and a scenario involving a family with an older adult member. Use the United Way Directory and the Older Adults Resource Guide to help find appropriate referrals.

Readings

Kirst-Ashman, K. And Hull, G. *Understanding Generalist Practice*. Second edition. (1999). Chicago: Nelson-Hall.
Chapter 15- Brokering and Case Management

Alle-Corliss, L and Alle-Corliss, R. *Advanced Practice in Human Service Agencies*. (1999). Pacific Grove: Brooks/Cole.
Case Management, pp. 125-132.

Week 6

3-20 **Groups- Children/Adolescents.** What are the advantages of group interventions? Give examples of group work techniques that can be used with children and adolescents. Discuss how to establish norms through groups. Why are groups particularly appropriate for children and adolescents? How do you evaluate the effectiveness of group? Do a group work exercise in class.

The unwilling and difficult client. How do we engage clients who are mandated to receive services but are unwilling? Give examples of how to engage difficult clients.

Readings

Shapiro, J. Pelz, L. and Shapiro, S. (1998) *Brief Group Treatment*. Pacific Grove: Brooks/Cole. Chapter 11- Adolescents.

Schulman, L. *The Skills of Helping Individuals, Families, Groups and Communities*. Fourth edition (1999). Itasca, IL: F.E. Peacock Publishers, Inc.

Chapters 11- First Group Sessions: Some Variations; First Sessions with Children and Adolescents; The Impact of Authority on the First Sessions; Client Problem Impact; Impact of the Setting of Service; Impact of Time
Chapter 16- Some Variant Elements in Group Practice- The Open-ended Group; Residential Settings; Single-Session Group; Activities in Groups.

Week 7

4-3 **Dealing with Diversity-race, ethnicity, religion, sexual orientation, age, disabilities and gender.**

What is the relevance of these factors in services delivery? How well do agencies address issues of diversity?

Readings

Lum, D. *Social work practice with people of color.* (1999). Pacific Grove: Brooks/Cole.

Chapter 1- Culturally Competent Practice

Chapter 2- A Framework for Cultural Competency

Mackelprang, R. And Salsgiver, R. *Disability: A Diversity Model Approach in Human Services Practice.* (1999). Pacific Grove: Brooks/Cole.

Chapter 1- Societal and Professional Stereotypes

Chapter 13- Guidelines for Practice With Persons With Disabilities

Atkinson, D. And Hackett. *Counseling Diverse Populations.* (1998). Boston: McGraw Hill.

Chapter 4- Oppression of Women: Past and Present

Chapter 5- Oppression of Gay Men and Lesbian Women: Past and Present.

Alle-Corliss, L. And Alle-Corliss, R. *Human Service Agencies: An Orientation to Field Work.* (1998). Pacific Grove: Brooks/Cole.

Chapter 5- Diversity of Human Services

Faherty, V. (ed.). (1999-2000). *Social welfare and social work.* Article 31. Religion/ Spirituality and Health Among Elder African Americans and Hispanics. Guilford, CT: McGraw Hill.

Class handout: Lesbian, Gay, Bisexual and Transgender Older Persons. Published by the U.S. Administration on Aging, 2002.

Evaluation - How can you evaluate your practice? Single subject designs.

This is where we incorporate research into our practicum. Practicum sites are great places to begin evaluating our social work practice. There are many ways to evaluate practice. What evaluation efforts are underway at agency practicum settings? Demonstrate a single subject design.

Termination- how do you know when a client is ready to terminate services? What is your role with a client after termination? What feelings are generated for both worker and client?

Readings

Royce, D., Thyer, B., Padgett, D., and Logan, T.K. (2001). *Program Evaluation: An Introduction*. (Third edition). Belmont, CA: Wadsworth.
Chapter 6, Single System Research Designs

Westerfelt, A. And Dietz, T. *Planning and Conducting Agency Based Research: A Workbook for Social Work Students in Field Placements*. (2001). Second edition. Needham Heights: Allyn and Bacon.
Section VII- Single Subject Design Research.

Berg-Weger, M. And Birkemaier, J. *The Practicum Companion for Social Work*.(2000). Boston: Allyn and Bacon.
Chapter 10- Termination: The Beginning of an End (or the End of a Beginning?)

Bibliography

- Alle-Corliss, L. & Alle-Corliss, R. (1998). *Human service agencies: An orientation to field work*. Pacific Grove: Brooks/Cole.
- Alle-Corliss, L. & Alle-Corliss, R. (1999). *Advanced practice in human service agencies: Issues, trends and treatment perspectives*. Pacific Grove: Brooks/Cole.
- Atkinson, D. & Hackett, G. (1998). *Counseling diverse populations*. (2nd ed.). Boston: McGraw-Hill.
- Atkinson, D. Morten, G. & Wing Sue, D. (1998). *Counseling American minorities*. Boston: McGraw-Hill.
- Berg-Weger, M. & Birkemaier, J. (2000). *The practicum companion for social work practice*. Pacific Grove: Brooks/Cole.
- Faherty, V. (ed.). (1999-2000). *Social welfare and social work*. . Guilford, CT: McGraw Hill.
- Feree, M. Lorber, J. & Hess, B. (1999) *Revisioning gender*. Thousand Oaks, CA: Sage Publications.
- Hepworth, D. Rooney, R. & Larsen, J. (2002) *Direct social work practice: theory and skills*. (6th ed.). Pacific Grove: Brooks/Cole.
- Herek, G. (1998). *Stigma and sexual orientation: understanding prejudice against lesbians, gay men and bi-sexuals*. Thousand Oaks, CA: Sage.
- Kirst-Ashman, K. & Hull, G. (1999) *Understanding generalist practice*. Chicago: Nelson Hall.
- Lintzer, N. (1999) *Resolving ethical dilemmas in social work practice*. Boston: Allyn & Bacon.
- Lum, D. (1996) *Social work practice with people of color: a process stage approach*. (3d ed.). Pacific Grove: Brooks/Cole.
- Lum, D. (1999) *Culturally Competent Social Work Practice*. (1999). Pacific Grove, CA: Brooks/Cole.
- Mackelprong, R. & Salsgiver, R. (1999) *Disability: a diversity model approach in human service practice*. Pacific Grove: Brooks/Cole.

- Rosenblum, K. & Travis, T. (2000). *The meaning of difference*. Boston: McGraw-Hill.
- Royce, D., Thyer, B., Padgett, D. and Logan, T.K. *Program evaluation: An introduction*. (2001). Third edition. Belmont, CA: Wadsworth.
- Shapiro, J., Peltz, L. & Shapiro, S. (1998). *Brief group treatment*. Pacific Grove: Brooks/Cole.
- Sheafor, B., Horejsi, C. & Horejsi, G. (1997). *Techniques and guidelines for social work practice*. (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Shulman, L. (1999). *The skills of helping individuals, families, groups and communities*. (4th ed.). Itaska, IL: Peacock.
- Westerfelt, A. & Dietz, T. (2001). *Planning and conducting agency based research: A workbook for social work students in field placements*. (2nd ed.). Needham Heights: Allyn & Bacon..

Appendix C

Student's Evaluating Placement

Evaluation of Field Experience Instructions for Students

Your assessment and evaluation of your field placement experience provides helpful feedback to the Office of Field Education, your faculty liaison, your agency supervisor, and to students who may be considering the same site for practicum. We strive to offer quality field experiences to our students, and this is one tool by which we can measure our performance.

At the end of the semester please complete the following evaluation form. **This information will not be shared with your field supervisor or your faculty liaison prior to the assignment of the practicum grade. The practicum grade will not be affected by anything that you write on this form.** We will also take into account your preference for how we use the information. Please be sure to complete the section of the form that asks for your preferences.

All students must complete the Evaluation of Field Experience form prior to being assigned a practicum grade.

These forms should be returned to the Office of Field Education, Social Work Program, 590 Lucas Hall. If you have any questions please do not hesitate to contact Patti Rosenthal at 314-516-6506, or Beverly Sporleder at 314-516-6387.

Student Name _____ Student Id _____

Name of Agency Field Supervisor: _____

Name of Social Work Faculty Advisor: _____

**University of Missouri-St. Louis
Department of Social Work
Student Evaluation Field Experience**

Agency Name _____

Semester _____ Course ___SW4800___SW4850___SW5800___SW6800___SW6850

I. Evaluation of Agency

Please rank (1-5) the agency's performance in each of the following areas and provide comments. Use this scale for Sections I-V.
1=Always 2=Almost always, Usually 3=Sometimes
4=Seldom 5=Not applicable

Did the agency provide you with:

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Adequate space in which to work. | 1 | 2 | 3 | 4 | 5 |
| 2. | Opportunities to work with a range of staff. | 1 | 2 | 3 | 4 | 5 |
| 3. | Reimbursement for expenses (previously agreed upon with the agency) | 1 | 2 | 3 | 4 | 5 |
| 4. | Exposure to diverse client populations | 1 | 2 | 3 | 4 | 5 |
| 5. | A generally supportive learning environment | 1 | 2 | 3 | 4 | 5 |
| 6. | Other | | | | | |

Would you recommend this agency as a field site to future practicum students?
If you answered no, please explain your answer.

Evaluation of Agency Supervisor

A. Rank and provide comments

1=Always 2=Almost always, Usually 3=Sometimes 4=Seldom 5=Not applicable

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Provided adequate orientation of agency and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 2. | Kept regularly scheduled supervisory conferences. | 1 | 2 | 3 | 4 | 5 |
| 3. | Assigned tasks necessary to meet the learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 4. | Was availability/flexible. | 1 | 2 | 3 | 4 | 5 |
| 5. | Was helpful in encouraging self-awareness. | 1 | 2 | 3 | 4 | 5 |
| 6. | Was helpful in considering career plans. | 1 | 2 | 3 | 4 | 5 |
| 7. | Provided helpful feedback about my work. | 1 | 2 | 3 | 4 | 5 |

Comments:

B. In what way has your supervisor been most helpful?

C. In what areas could your supervisor have been more helpful?

III. Evaluation of Field Liaison

A. Rank and provide comments

1=Always 2=Almost always, Usually 3=Sometimes 4=Seldom 5=Not applicable

- 1. Was knowledgeable about issues arising in practicum. 1 2 3 4 5
- 2. Was available for advising on practicum issues. 1 2 3 4 5
- 3. Was helpful in developing practicum proposal. 1 2 3 4 5

Comments:

B. Did the field liaison meet with you and your practicum instructor at the field site at least once to review your progress?

IV Evaluation of Office Field Education

A. Rank and provide comments

1=Always 2=Almost always, Usually 3=Sometimes 4=Seldom 5=Not applicable

1.	Usefulness of practicum planning meetings.	1	2	3	4	5
2.	Provided adequate information related to practicum opportunities.	1	2	3	4	5
3.	Field faculty were available to provide consultation/assistance as necessary related to practicum issues.	1	2	3	4	5
4.	Practicum policies and procedures were clearly outlined in field manual and at orientation meetings.	1	2	3	4	5

Comments:

IV Use of Evaluation Form

Please check your preference for use of the evaluation:

1. You may share this evaluation with other students interested in this practicum site
_____ Yes _____ No
2. This evaluation can be sent to my field instructor after my grade is recorded.
_____ Yes _____ No
3. Please do not send this evaluation to my field instructor, but verbally share my comments.
_____ Yes _____ No
4. Contact me to discuss my evaluation. My phone number is: _____
_____ Yes _____ No

Return form to:

Office of Field Education
Social Work Program
590 Lucas Hall
UM-St. Louis
8001 Natural Bridge Rd.
St. Louis, MO 63121

Revised 7/7/03

Appendix D

Site Approval Forms

**University of Missouri-St. Louis Department of Social Work
Saint Louis University School of Social Service
George Warren Brown School of Social Work at Washington University**

Organizational Profile for Field Education Site
(The information in this profile is shared with prospective practicum students.)

Date Completed: _____

An affiliated field site must demonstrate commitment to social work education, ability to provide good learning opportunities for students as measured by quantity of clients and/or assignments, diversity of clients and/or assignments, and other appropriate criteria.

Organization Name _____

Address _____

City _____ State _____ Zip _____

CONTACT INFORMATION - Please list the person to be contacted regarding practicum opportunities.

Name/Title _____

Telephone _____ Fax _____ E-mail _____

Alternate numbers as appropriate _____

Name of chief executive officer _____ Degree _____

Type of Organization: *(check)*

_____ public

_____ private, for profit

_____ private, not for profit

_____ other (specify) _____

Number of MSW's _____

Number of Master Degrees in related field _____

How long has your organization been in existence? _____

BRIEF DESCRIPTION OF AGENCY MISSION/SERVICES (Include brochures, if available):

Please indicate the number of volunteer opportunities that may be available at your agency over and above the practicum experiences: _____

Contact person for volunteer opportunities: _____ Phone: _____

FIELDS OF SERVICE (Check all that apply):

Adult Day Care	___	Employment	___	Physical Disabilities	___
Advocacy	___	Family Court	___	Prevention (specify)	___
Ambulatory Care	___	Family Service	___	<hr/>	
Business	___	Gerontology	___	Recreation	___
Case Management	___	Gov't. Admin/Planning	___	Rehabilitation:	___
Child Welfare	___	Health & Wellness Program	___	Acute Physical	___
Community Health	___	Homelessness	___	Subacute	___
Community Planning	___	Home Health Agency	___	Substance Abuse	___
Community Relations	___	Hospice	___	Vocational	___
Criminal Justice:	___	Hospital:	___	Residential Care:	___
Offender Program	___	Acute Medical	___	Children	___
Penal System	___	Psychiatric	___	Elderly	___
Victim Services	___	Housing	___	School	___
Developmental Disabilities	___	Information/Referral	___	Skilled Nursing Facility	___
Eating Disorders	___	International Services	___	Women's Services	___
Economic Development	___	Legal Services Agency	___	Other _____	___
Emergency Assistance	___	Legislation	___		
Employee Assistance	___	Outpatient Mental Health	___		

SERVICES OFFERED/LEARNING OPPORTUNITIES AVAILABLE (Check all that apply):

Clinical

Aftercare	___	Family Services:	___	Mentoring	___
Assessment	___	Adoption	___	Multidisciplinary	___
Child Abuse/Neglect	___	Divorce/Custody exchange	___	Teamwork	___
Case Management	___	Family Preservation	___	Pregnancy Counseling	___
Client Empowerment	___	Foster Care	___		
Prevention/Education	___				
Counseling	___	Rehabilitation	___		
Crisis Intervention	___	Group Work:	___	Therapy:	___
Discharge Planning	___	Educational Groups	___	Individuals	___
Domestic Violence	___	Support Groups	___	Families	___
Elder Abuse/Neglect	___	Health Education	___	Groups	___
In-home Services	___	Information/Referral	___	Other _____	___

Community

Advocacy	___	Legal Services	___	Social Action	___
Community Development	___	Legislative Activities	___	Teaching (classroom)	___
Community Education	___	Networking	___	Understanding	___
Community Organizing	___	Outreach	___	Community Systems	___
Conference Planning	___	Policy Analysis	___	Working with	___
Government Relations	___	Policy Information	___	Volunteers	___
Group Work:	___	Prevention/Social Problems	___	Other (specify)	___
Community Groups	___	Public Speaking	___	_____	
Educational Groups	___	Research	___	_____	

Management

Administration	___	Human Resource Dev.	___	Public Relations	___
Budgeting/Fiscal Mgt.	___	Peer Review	___	Quality Assurance	___
Consultation/Collaboration	___	Personnel Management	___	Research	___
Data Collection	___	Planning	___	Work with groups:	___
Executive Governance	___	Program Coordination	___	Board	___
Fund Raising:	___	Program Development	___	Committees	___
Grant writing	___	Program Evaluation	___	Community	___
Events	___	Other (specify)	___		

LEARNING RESOURCES

Internet	___	Practice Manuals	___	Professional journals	___
Professional research library	___	Published practice guidelines	___	Systematic reviews	___

DIVERSITY OF CLIENTELE SERVED BY AGENCY (Check all that apply):

<u>Age</u>	<u>Sexual Orientation</u>	<u>Socio-Economic Status</u>	
Infant/Toddler	___	Poverty Level or Below	___
Pre-School	___	Average Income	___
Elementary	___	Above Average Income	___
Adolescents	___		
Young Adults	___		
Adults	___		
Older Adults	___		

<u>Ethnic Groups</u>	<u>Family Status</u>	<u>Gender</u>	
Caucasian	___	Male	___
African American	___	Female	___
Asian	___		
Hispanic	___		
Native-American	___		
Other	___		

	<u>Residence</u>	
	Urban	___
	Suburban	___
	Rural	___

LEVEL OF SOCIAL WORK STUDENT ELIGIBLE FOR PRACTICUM AT AGENCY (Check all that apply):

<u>GWB</u>	<u>SLU</u>	<u>UMSL</u>
___ MSW Beginning Student (Foundation)	___ BSW	___ BSW
___ MSW Advanced Student (Concentration)	___ MSW Beginning Student	___ MSW Beginning Student
___ Children, Youth and Families	(Foundation)	(Foundation)
___ Gerontology	___ MSW Advanced Student	___ MSW Advanced Student
___ Health	(Concentration)	(Concentration)
___ Mental Health	___ Community	___ Family Practice
___ Social Economic Development	___ Family	___ Organizational &
___ Organization & Community Development	___ Health	Community Development

Describe your procedure for selecting practicum students (resume, interviews, etc.):

How much advance notice do you need to consider/accept students? _____

Requirements of Students:

What do you require of students in your organization?

One semester _____ Two semesters _____

Distribution of hours/week (specify) _____

Specific coursework (specify) _____

Specific times for attendance (specify) _____

Specific training (specify) _____

Special expenses (eg: parking; physical exams, etc.) _____

Prior experience (specify) _____

Home visits (specify) _____

Criminal records background check? Yes _____ No _____

Abuse/Neglect background check? Yes _____ No _____

Is a formal orientation provided? Yes _____ No _____

Can a student using public transportation meet requirements for your site? Yes _____ No _____

Immunizations/health verification? Yes _____ No _____

If yes, please specify: _____

Please list any other conditions of the practicum experience the student may need to be aware of:

Additional Considerations

Are practicum opportunities available for evenings/weekends? Yes _____ No _____

If yes, is supervision available? Yes _____ No _____

Can practicum be completed entirely during evening/weekend hours? Yes _____ No _____

Is financial support available? Yes _____ No _____

If yes, please check all that apply :

Stipend _____ Amount \$ _____ Travel _____ Parking _____

Is training provided to students around issues of safety in the agency, with clients and the community served by the agency? Yes _____ No _____

Is your organization equipped to provide practicum opportunities for:

International student for whom English may be a second language Yes _____ No _____

Visually/hearing impaired students Yes _____ No _____

Students utilizing adaptive equipment Yes _____ No _____

(please describe) _____

ELIGIBLE FIELD INSTRUCTORS:

Information regarding individual field instructors must be completed on the individual Field Education Instructor Profile form. In addition to the following criteria, a field instructor must attend an orientation for each school with which he is interested in affiliating and must be willing to participate as necessary with student, practicum liaisons and school faculty at:

Washington University and Saint Louis University: MSW and two years post-MSW social work experience, one year of employment in his/her current position. Non-MSW, master-degreed professionals may supervise second year students at Washington University. Washington University requires re-affiliation every two years.

University of Missouri at St. Louis: **MSW and two years post-MSW social work experience to supervise MSW students. To supervise BSW students, instructor must have an MSW and two years post-MSW experience or a BSW with three years post-BSW experience.**

Please send a copy of the completed organizational profile and a completed field instructor profile to each of the social work programs with which you wish to affiliate.

Office of Field Education
 Saint Louis University
 School of Social Service
 3550 Lindell Boulevard
 St. Louis, MO 63103
 314/977-2720
 314/977-2731 (fax)

Office of Field Education
 University of MO-St. Louis
 Dept. of Social Work
 8001 Natural Bridge Road
 St. Louis, MO 63121
 314/516-6385
 314/516-5816 (fax)

Office of Field Education
 George Warren Brown
 School of Social Work
 Washington University
 Campus Box 1196
 St. Louis, MO 63130-4899
 314/935-6602
 314/935-8323 (fax)

Incomplete forms will be returned

Thank you for assisting us in facilitating our students' involvement with your area of social work practice. Please feel free to enclose a current resumé if you would like students to better understand your qualifications and professional background.

For Office Use Only				
	Date	Initials	Update	Replacement
Attended orientation:				
Site visit completed by:				
Profile reviewed By:				

**University of Missouri-St. Louis Department of Social Work
Saint Louis University School of Social Service
George Warren Brown School of Social Work at Washington University**

Field Education Instructor Profile

(The information in this profile is shared with prospective practicum students.)

Date Completed: _____

All field instructors must attend an orientation for EACH school with which they wish to affiliate. In addition to the following criteria, a field instructor must be willing to participate as necessary with student, practicum liaisons and school faculty as well as:

Washington University and Saint Louis University: MSW and two years post-MSW social work experience, one year of employment in his/her current position. Non-MSW, master-degreed professionals may supervise second year students at Washington University. Washington University requires re-affiliation every two years.

University of Missouri at St. Louis: MSW and two years post-MSW social work experience to supervise MSW students. To supervise BSW students, instructor must have an MSW and two years post-MSW experience or a BSW with three years post-BSW experience.

Name: _____ **Degree/Year:** _____ **Sex:** M F

Position/Title: _____

Organization: _____

Street Address: _____

City _____ **State** _____ **Zip** _____

Phone: () _____ **Fax:** () _____ **E-mail address:** _____

Length of employment at this agency: _____

With which school are you currently affiliated?

- _____ **University of Missouri – St. Louis**
- _____ **St. Louis University School of Social Service**
- _____ **GWB School Of Social Work - Washington University**
- _____ **None**

With which school(s) are you seeking affiliation with this application?

- _____ **University of Missouri – St. Louis**
- _____ **St. Louis University School of Social Service**
- _____ **GWB School Of Social Work - Washington University**

or

Updating information with:

- _____ **University of Missouri – St. Louis**
- _____ **St. Louis University School of Social Service**

AREAS of EXPERTISE (Check all that apply to your current position):

- | | |
|---|--|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Hospice/Death/Dying Issues |
| <input type="checkbox"/> AIDS/HIV | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Alcohol/Drug Issues | <input type="checkbox"/> Immigration and Refugee Services |
| <input type="checkbox"/> Child Development | <input type="checkbox"/> Juvenile Justice |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Legal Services |
| <input type="checkbox"/> Community Organization | <input type="checkbox"/> Legislative Action |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Managed Care |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Minority Issues |
| <input type="checkbox"/> Disaster Assistance | <input type="checkbox"/> Physical and Medical Care |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Policy Analysis |
| <input type="checkbox"/> Employee Assistance | <input type="checkbox"/> Poverty Issues |
| <input type="checkbox"/> Economic Development | <input type="checkbox"/> Psychiatric Services |
| <input type="checkbox"/> Education | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Sexual Abuse/Assessment & Treatment |
| <input type="checkbox"/> Family Preservation | <input type="checkbox"/> Welfare to Work |
| <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Youth Services |
| <input type="checkbox"/> Forensic Social Work | Other _____ |
| <input type="checkbox"/> Gerontology | _____ |
| <input type="checkbox"/> Homelessness | _____ |

KNOWLEDGE AND SKILL DEVELOPMENT TO BE OFFERED TO STUDENT:

Clinical

- | | |
|---|---|
| <input type="checkbox"/> Behavior Modification | <input type="checkbox"/> Supervision (by student of volunteers, students, etc.) |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Therapy |
| <input type="checkbox"/> Counseling
(assessment/treatment) | <input type="checkbox"/> Art Therapy |
| <input type="checkbox"/> Documentation | <input type="checkbox"/> Drama Therapy |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Music Therapy |
| <input type="checkbox"/> In-home Treatment | <input type="checkbox"/> Play Therapy |
| <input type="checkbox"/> Intake | Other _____ |
| <input type="checkbox"/> Interviewing | _____ |
| | _____ |

Communities/Management

- | | |
|--|---|
| <input type="checkbox"/> Budgeting Process | <input type="checkbox"/> Personnel Management |
| <input type="checkbox"/> Computer Skills | <input type="checkbox"/> Program Planning & Development |
| <input type="checkbox"/> Program/Policy Evaluation | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Report Writing |
| <input type="checkbox"/> Leadership & Decision-Making | <input type="checkbox"/> Research |
| <input type="checkbox"/> Negotiation/Mediation | <input type="checkbox"/> Staff Development |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Advocacy/Legislative Activities | <input type="checkbox"/> Community Education |
| <input type="checkbox"/> Work with Volunteers | <input type="checkbox"/> Coalition building/Networking |
| <input type="checkbox"/> Conference Planning | <input type="checkbox"/> Classroom Teaching |
| <input type="checkbox"/> Other _____ | _____ |

of the social work programs with which you wish to affiliate.

Office of Field Education
 Saint Louis University
 School of Social Service
 3550 Lindell Boulevard
 St. Louis, MO 63103
 314/977-2720
 314/977-2731 (fax)

Office of Field Education
 University of MO-St. Louis
 Dept. of Social Work
 8001 Natural Bridge Road
 St. Louis, MO 63121
 314/516-6385
 314/516-5816 (fax)
 314/516-5816 (fax)

Office of Field Education
 George Warren Brown
 School of Social Work
 Washington University
 Campus Box 1196
 St. Louis, MO 63130-4899
 314/935-6602
 314/935-8323 (fax)

Incomplete forms will be returned

Thank you for assisting us in facilitating our students' involvement with your area of social work practice. Please feel free to enclose a current resumé if you would like students to better understand your qualifications and professional background.

For Office Use Only				
	Date	Initials	Update	Replacement
Attended orientation:				
Site visit completed by:				
Profiles reviewed by:				

PRACTICUM PLACEMENT AGREEMENT

THIS AGREEMENT is made on the _____ day of _____, between THE CURATORS OF THE UNIVERSITY OF MISSOURI, contracting on behalf of the University of Missouri-St. Louis Social Work Program (hereafter “University”) and _____ (hereafter “Agency”).

It is mutually agreed by the University and the Agency that a practicum experience for UM-St. Louis Social Work students will be provided by the Agency.

UM-St. Louis Social Work students shall participate with the Agency in a practicum experience for educational purposes. In arranging such assignment, appropriate consideration shall be given to the University and Social Work Program policy, accreditation criteria (voluntary and regulatory) and the professional standards, policies, procedures and regulations of the Agency.

The number of students assigned at a given time shall be determined by the Agency. Representatives of the Agency and the University shall cooperate in developing methods of instruction, objectives and other details of the field experience.

The faculty of the University will assume responsibility for the selection and assignment of students to the learning experience. The students shall follow Agency’s rules, regulations and procedures. If problems arise, the Field Faculty Liaison for the University shall be notified and representatives from the University and Agency will mutually handle such problems.

The Agency will provide the students with a thorough orientation to the Agency setting, policies and procedures. University faculty members and Agency staff supervisors will evaluate the students’ performances by mutual consultation. Final grades will be assigned by a University faculty member.

The Agency shall retain full responsibility for the clients of the Agency and will maintain overall administrative and professional supervision of students and/or faculty of the University insofar as their presence affects the operation of the Agency and/or the direct or indirect provision of services for clients of the agency.

The University acknowledges that during the course of practicum experiences, certain information may be divulged by the Agency to University, its faculty and/or students, which the Agency deems confidential and/or proprietary. University agrees it will not disclose such information identified in advance by the Agency as confidential and/or proprietary without the prior written approval of the Agency excepts where disclosure is required by law.

The Agency shall be responsible for arranging immediate care in case of accident or illness of students but is not responsible for the costs involved, follow-up care or hospitalization.

It is understood that assigned students are not employees of the University or the Client and therefore are not covered by Social Security, Unemployment compensation or Worker's Compensation.

Neither party will discriminate against any student in assignment to experiences because of race, color, religion, sex, handicap, national origin, age or status as Vietnam era veteran.

This agreement shall begin on the date set forth above in the initial paragraph of the Agreement and shall terminate on the 31st day of August, _____, provided, however, that the Agreement shall continue thereafter automatically for successive one-year terms running from September 1 to August 31, subject, however, to the right of either party to terminate the agreement, without liability or cause, at the end of the initial term or the end of any subsequent annual term by giving other party prior written notice no later than August 1st immediately preceding the beginning of the next successive annual term on September 1st.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be duly executed by their properly authorized representatives.

THE CURATORS OF THE
UNIVERSITY OF MISSOURI
ON BEHALF OF THE UNIVERSITY
OF MISSOURI-ST. LOUIS SOCIAL
WORK PROGRAM

Gloria J. Leonard Date
Director of Business Services

Agency

Name

Signature

Title

Date

UM-St. Louis Social Work Program

Agency's Mailing Address & Phone
Number

Co-Director of Field Education and
Student Services

() _____

Appendix E

Evaluation of Students in Field (Sample forms)

Evaluation of Students in Field Instructions for Agency Field Supervisors

The faculty at UM-St. Louis appreciates your willingness to work with our students. All students will receive a satisfactory/unsatisfactory grade for their practicum experience. (See Evaluation of Student in Practicum, Section for more details). In order to assign the student a grade, we need your help. Please carefully review the following instructions.

1. Upon approval of the Student Learning Agreement by the Office Of Field Education, each agency supervisor will receive a packet of information by mail that will contain three forms, the signed Learning Agreement, a mid semester evaluation form and a final evaluation form. Keep these forms on file, as they will be needed during the semester.
2. Agency field instructors should meet with students weekly to provide ongoing feedback to the student about his/her progress. It is recommended that the student and field instructor review the student's learning agreement often assess progress in meeting specific learning objectives.
3. At least once during the semester (more often if necessary), the student's faculty liaison will meet with you and the student to assess the student's progress and address any concerns raised by either you or the student.
4. At Mid term, or when the student has completed approximately half of his/her field hours, please complete the mid term evaluation form. The mid term evaluation should be reviewed with the student and returned to the Office of Field Education and Student Services.
5. At the end of the semester, please complete and review with the student the final evaluation form. Mail this form to the Office of Field Education by the date listed on the instructions received in the mail.
6. If at any time you have concerns about a student or need assistance with completing the forms please do not hesitate contact Beverly Sporleder at 314-516-6387, or Patti Rosenthal at 314-516-6506, Co-Directors of the Office of Field Education and Student Services.

**University of Missouri-St. Louis Social Work Program
Mid-Semester PRACTICUM PROGRESS REPORT**

Student Name: _____ I.D. Number: _____

Agency: _____

Supervisor's Name: _____

Dates Report Covers: _____

Please describe the student's progress to date including BOTH areas of strength and areas needing growth on which the student should concentrate before the end of the semester.

Use the back of this form if necessary.

Strengths:

How many times have you and the student met for supervision?

Areas to work on:

Mail to:
Beverly J. Sporleder
Practicum Coordinator
University of Missouri-St. Louis
Department of Social Work
590 Lucas Hall
8001 Natural Bridge Road
St. Louis, MO 63121-4499
Fax number: 516-5816

Supervisor's Signature/Date

Student's Signature/Date

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Able to communicate clearly and concisely in written materials such as letters and reports. | 1 | 2 | 3 | 4 | 5 |
| 2. | Able to communicate clearly and effectively with clients, supervisors and other professionals. | 1 | 2 | 3 | 4 | 5 |

B. Professional Performance

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Able to establish and maintain effective professional relations with clients, co-workers, other disciplines and other agencies. | 1 | 2 | 3 | 4 | 5 |
| 2. | Able to use supervision constructively. | 1 | 2 | 3 | 4 | 5 |
| 3. | Able to organize time and plan work accordingly. | 1 | 2 | 3 | 4 | 5 |
| 4. | Uses appropriate techniques to gather necessary information for assessment. | 1 | 2 | 3 | 4 | 5 |
| 5. | Able to evaluate the effectiveness of relevant systems on the problem situation. | 1 | 2 | 3 | 4 | 5 |
| 6. | Appears comfortable with clients. | 1 | 2 | 3 | 4 | 5 |
| 7. | Responds appropriately to client's concerns. | 1 | 2 | 3 | 4 | 5 |
| 8. | Terminates cases in a planned and timely manner. | 1 | 2 | 3 | 4 | 5 |
| 9. | Demonstrates self-awareness by being able to recognize the difference between personal and professional attitudes and values. | 1 | 2 | 3 | 4 | 5 |
| 10. | Shows some awareness of how his/her personality affects interactions with clients. | 1 | 2 | 3 | 4 | 5 |
| 11. | Understands and follows agency policies and procedures. | 1 | 2 | 3 | 4 | 5 |
| 12. | Demonstrates initiative and resourcefulness in practicum. | 1 | 2 | 3 | 4 | 5 |

III. Please describe the student's primary strengths. In which areas does the student have difficulties?

IV. In what ways could the University instructors have been more helpful to the agency or the student in enabling him/her to use the opportunity for service in your agency?

V. Is your organization planning any changes (such as in staffing, programming, etc.) of which the University should be aware? Please describe.

VI. COMPLETE ON SECOND SEMESTER (SW 4850) STUDENTS ONLY:

Do you consider this student ready to enter a beginning position as a social worker? If not, please comment.

Supervisor _____ Date _____

Student _____ Date _____

Appendix F

Grievance Procedures

GRIEVANCE PROCEDURES

Individual faculty and the student involved are expected to attempt to resolve conflicts informally before resorting to formal grievance procedures. Described below are the procedures for grade appeals and discrimination grievances.

1. Grade Appeal Procedure

On each campus of the University of Missouri, it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies, and activities. On the University of Missouri-St. Louis campus, the Chancellor has delegated responsibility for overseeing the grade appeal process to the Vice Chancellor for Academic Affairs. The Vice Chancellor is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.

Informal Procedures

At any time after the awarding of a grade, for a course or an assignment in a course, a student may discuss the grade with her or his instructor and request that the instructor review the grade. If the instructor does review the grade he or she is, of course, free to change the grade or not as is appropriate.

Formal Procedures

The following procedures apply if the above informal procedure does not resolve a dispute concerning a grade to the student's satisfaction and if the process is initiated within 30 working days of the start of the first regular semester (fall or winter) following the semester for which the grade was given, or 30 days after the assignment of the grade (whichever is later).

1. If the student has not already done so, he or she discusses the contended grade fully with the course instructor. ¹ The student should prepare for this meeting by taking all relevant written work (test, reports, etc.) with him/her. If the issue is not resolved, and the student wished to pursue the appeal, he or she should consult the administrative officer of the department or discipline housing the course in question. (This officer will normally be someone below the level of the Dean.) The administrative officer will discuss the appeal with the course instructor, and will inform the student of the result of this discussion. (That result

¹ If the instructor is deceased, cannot be located, or is otherwise unable or unwilling to reconsider the grade, the student should consult directly with the administrative officer of the department or discipline housing the course in question. The remaining procedures here specified will be followed except that the administrative officer and the faculty committee will not consult with the instructor if he or she is unavailable.

may be the instructor's agreement to change the grade, his or her refusal to change the grade, or her or his agreement to discuss the case further with the student.) The administrative officer may require that the student put the appeal in written form before the administrative officer discusses it with the instructor.

2. If the matter remains unresolved, the student may, within 10 working days of being notified of the result of the discussion between the administrative officer and the instructor, or within 10 working days of her or his last discussion with the instructor, submit a detailed written statement of the complaint to the administrative officer. The administrative officer will refer it to a faculty committee composed of at least three faculty members in the department or unit offering the course, or if such are not available, in closely allied fields. This committee will investigate the matter, meeting, as it may deem necessary, with the student, the instructor, and possibly others. Following its inquiries and deliberations, but prior to making its final recommendations, the faculty committee will submit a copy of its findings to the course instructor. If the course instructor elects to comment on the findings to the committee, this must be done in writing within seven working days. After further consideration, but within 30 working days after receiving the student's statement, the faculty committee will submit its findings with its recommendations and reasons for those recommendations directly to the course instructor, with a copy to the administrative officer.
3. If the faculty committee recommends that the grade be changed, the administrative officer will ask the instructor to implement the recommendation. If the instructor declines, the administrative officer will change the grade, notifying the instructor and the student of this action. Only the administrative officer, upon the written recommendation of the faculty committee, will effect a change in grade over the objection of the instructor who assigned the original grade.²

If the faculty committee recommends that the grade not be changed, the administrative officer will notify the student of this action. The student may then appeal to the Dean of the School or College within which the course in question is housed, who will determine whether the above procedures have been properly observed. If the Dean determines that the procedures have not been appropriately followed, and that their not being followed may have substantively affected the outcome, the case will be returned to the faculty unit for review by the same or, if the Dean so determines, by a different committee.

If the Dean denies the procedural appeal, the student may ask the Vice Chancellor for Academic Affairs, acting as the Chancellor's designee, to conduct a procedural review. The Vice Chancellor is not obligated to conduct such a review and will normally do so only where there is compelling evidence of procedural irregularities. If the Vice Chancellor finds the procedures have not been appropriately followed, and that their not being followed may have substantively affected the outcome, the case will be returned to a lower level for re-review. As the Vice chancellor is acting as the designee of the Chancellor, there is no appeal beyond this level.

² Under current campus policy, transcript notation of 'DL' automatically becomes an F after one regular semester. These changes, which the Registrar is mandated to make, are not considered grade changes and are consistent with this Grade Appeal Policy. Students may appeal these changes provided the appeal is initiated within 30 working days of the notification of the change.

2. Discrimination Grievance Procedure for Students (**U.M. Collected Rules & Regulations, 390.010 Bd. Min 12-17-82, Bd. Min 1-25-90**)

General:

It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, national origin, age or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex.

To insure compliance with the policy, all University of Missouri prospective or enrolled students shall have available to them this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.

This grievance procedure neither supersedes nor takes precedence over established University procedures of due process for any and all matters related to Academic Dishonesty, Grade Appeals, Traffic Appeals, Disciplinary Appeals, or other specific campus procedures which are authorized by the Board of Curators and deal with faculty/staff responsibilities.

These proceedings may be terminated at any time by the mutual agreement of the parties involved.

NOTE: A grievance concerning specific incidents filed under this discrimination grievance procedure shall not be processed on behalf of any student who elects to utilize another University grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other University grievance or appeals procedures for the same incident.

The full text of U.M. Collected Rules & Regulations 390.010 is available from the Offices of Equal Opportunity, the Vice Chancellor for Student Affairs, and the Women's Center, and is reprinted in the Bulletin. Professional staff members in any of these offices are available to discuss and explain these provisions in a confidential setting.

Appendix G

Auxiliary Aids & Services for Students with Disabilities

CAMPUS POLICIES AND PROCEDURES

PROVISIONS FOR AUXILIARY AIDS, REASONABLE ACCOMODATIONS, AND OTHER SERVICES FOR STUDENTS WITH DISABILITIES

The University of Missouri is committed to equal educational opportunities for qualified students without regard to disabling condition. The University, therefore, will take necessary action to ensure that no qualified student with a disability is denied access to any particular course or educational program. Such action includes an assessment of the student's abilities and an evaluation of the requirements of the particular course or program.

If the University determines that some type of auxiliary aid is required, it will assist the qualified student with a disability in obtaining the necessary auxiliary aid from other sources. If it is not available from other sources, the University, at its option, will provide you with the necessary auxiliary aid.

Requests for the assessments must be made to the Director of Disability Access Services no later than six weeks prior to the beginning of the next semester. Unfavorable determinations may be appealed through the University of Missouri Discrimination Grievance Procedures for Students, a copy of which will be provided to you if your request for auxiliary aid is denied.

The University will make reasonable modifications to its academic requirements, if necessary to comply with legal requirements ensuring that such academic requirements do not discriminate or have the effect of discriminating on the basis of a student's known and adequately documented disability, unless the requested modification would require alteration of essential elements of the program or essential elements of directly related licensing requirements or would result in undue financial or administrative burdens.

The school or college dean's office, in cooperation with the Director of Accessibility Services and the department through which the requirement is fulfilled, will determine the appropriate modification or substitution.

Please consult the complete **Executive Order No. 21, 240.040 Policy Related to Students with Disabilities** for further information. (A copy of the revised Executive Order No. 21 can be viewed or obtained at the Thomas Jefferson Library in the UM Collected Rules and Regulations, the University of Missouri web site, or from the Director of Disability Access Services in 144 Millennium Student Center.)

Appendix H

NASW Code of Ethics

May also be found at:

www.socialworkers.org/pubs/code

Code of Ethics

of the National Association of Social Workers

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

Preamble

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

Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a

sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of

Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

5.02 Evaluation and Research

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix I

UM Policy of Sexual Harassment

SEXUAL HARASSMENT

U.M. Collected Rules & Regulations, 330.060

Executive Order No. 20, 3-17-81, rev. 7-1-81, 9-20-83, 3-93, 12-98

The University is committed to maintaining an atmosphere that is free of sexual harassment. It is the responsibility of all faculty, staff, and students to help promote and maintain such an atmosphere.

The Collected Rules and Regulations of the University of Missouri define sexual harassment as either

1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or member of the student body, or
2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
 - a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
 - b. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
 - c. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.

INFORMAL CONSULTATION

The University has an affirmative obligation to investigate every formal complaint of sexual harassment. Students, staff, and faculty are entitled to proceed directly to the filing of a formal complaint based on an allegation of sexual harassment. However, the campus also has individuals available who are willing to talk confidentially with students, staff, and faculty who believe they may have experienced sexual harassment but are not ready to file a formal complaint. Such discussions may, but need not, lead to the filing of a formal complaint, and a formal investigation.

These individuals include:

Miranda Duncan, Public Policy Research Center 516-6040
Sharon Clark, Associate Dean, College of Arts & Sciences 516-5300
Deborah Burris, Interim Director, Office of Equal Opportunity 516-5695
Sharon Biegen, Director, Counseling Services 516-5711
Peter Heithaus, Director Human Resources 516-5808
Brenda Jaeger, President, Staff Association 516-5589

These individuals are available to talk informally and confidentially with those who believe they may have experienced sexual harassment, and, where appropriate, to attempt to resolve, on an informal basis whatever issues these individuals may have.

FILING A FORMAL COMPLAINT

The following have been designated by the Chancellor as the individuals who will assist faculty, students, and staff in filing formal complaints of sexual harassment. Each is willing to discuss issues in an informal fashion, but each is also under an obligation to initiate an investigation if she or he believes there are probable grounds for a case of sexual harassment.

Faculty: Academic Affairs, 516-5372

Students: Joanne Bocci, Associate Vice Chancellor for Student Affairs, 516-5211
Such complaints will be processed by the office of the Vice Chancellor within whose unit the harassment is alleged to have occurred.

Staff: Peter Heithaus, Director of Human Resources, 516-5808.