




# Western Connecticut State University

Social Work Student Field  
Manual

Junior Year Internship Spring 2015



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# Welcome to Junior Year Field Experience!

A Letter to Students

Dear Social Work Junior;

Congratulations on being accepted into Junior Standing and welcome to your junior year internship! Your junior year internship may be your first experience working in a social service setting. This semester will be a great opportunity for you to tryout your future role as a social work professional. You will be doing a lot of watching, learning, and practicing this semester. You are not alone in this journey, your field instructor and field liaison are there to help you. Ask for help when you need it and offer help to your classmates who might be struggling.

This field manual contains all the information you need to get started. First, read over the Frequently Asked Question (FAQ) section to learn the basics. Next, take a look at the directions on how to use the field software. Look over Appendix B for the fine print about the field experience. Also, you will find all the process recording forms you will ever need. Finally, you will find CSWE Standards and a summary of the NASW Code of Ethics. These documents are important to use during supervision time.

Have a great year!

Sincerely,

A handwritten signature in cursive script, appearing to read "Sharon Young".

Sharon Young, Ph.D, L.C.S.W.  
Field Coordinator

# FAQ

## Who does what in the field department?

*Here's a quick outline of who does what in our field department. A more formal description can be found in Appendix B.*

*The Field Coordinator:* Dr. Sharon Young organizes the field placements, develops and oversees the paperwork and evaluations, and coordinates with the Field Liaisons. Dr. Young also plans and organizes meetings each semester for all Field Instructors and Field Liaisons to come together.

*The Field Liaisons:* Your field liaisons directly oversee the work of the students in field, teach the seminar class, and meet with you and your field instructor during site visits. Your field liaison's role is to help you with any problems or concerns you have, and to ensure a positive and productive field experience for you. Be sure to let them know if at any time you are having any difficulties in the field.

*The Field Instructor:* That is your supervisor at your placement setting. He/She is there to help you understand the role of social work practitioner, model and demonstrate social work skills in the field, and to support and guide you. He/She is the first person you go to if you have a challenge or problem in the field.

## What does a field instructor do?

*Please see Appendix B for a more detailed description of the various roles of the Department of Social Work, the agency, field instructor, student and field liaison,*

*Field Instructor will:*

1. Orient students to the agency, including, but not limited to a tour of facility, introduction to social work and other staff members, information about the client systems, organizational structure, objectives, and functions of agency, role of professional staff, and the organization's relationship to the community.
2. Work with the Field Coordinator and/or the Field Liaison to plan student roles and assignments that meet the students' learning needs, and that create opportunities for you develop the CSWE competencies.
3. Meet with the Field Liaison during the course of the Practicum twice per semester to assess student progress, and revise assignments as necessary to maximize learning.
4. Clearly explicate to the student the assigned responsibilities and roles as they relate to specific educational outcomes.
5. Oversee students' time in field practicum by:
  - a. Monitoring and recording hours in the field to ensure students meet, but do not exceed required hours.
  - b. Ensuring time for lunch and a minimum of one process recording and supervision log per week within the total Field Practicum hours.
  - c. Scheduling make-up work when necessary and ensuring it is completed.
6. Provide regularly scheduled supervision and be accessible to the student to handle questions and concerns. The minimal supervisory time is one hour every other week or ½ hour weekly. More time should be provided as the student begins, or is given a new assignment. Supervision should be based on the review of current process recordings, work assignments, and students' overall performance, and should

reflect the outcomes of meetings with the Field Liaison. Oversight by other agency personnel on selected assignments should be in addition to, not replace, the primary Field Instructor's supervision.

7. Plan with students for supervisory coverage in Field Instructor's absence; inform Field Liaison or Department of Social Work about Field Instructor's absences exceeding one week, and negotiate a plan for coverage.
8. Jointly prepare with the student mid-term and final evaluations of the student's performance in the Practicum; read and sign any addendum prepared by the student. These evaluations must be submitted to the Department of Social Work by designated dates, in order for the student to receive a grade in the Practicum. (forms will be e-mailed to you).
9. Become familiar with course syllabi and the field calendar distributed each semester.
10. Attend regularly scheduled Field Instructor meetings at the Department of Social Work; not more than two each semester.
11. Be familiar with WCSU's Department of Social Work, its objectives, expected educational outcomes, CSWE Standards of Accreditation, and the student learning objectives for the assigned practicum level.

### **What is my responsibility as a student intern?**

It is the responsibility of each student to:

1. Demonstrate increasingly developing generalist social work practice skills.
2. Assume responsibility for addressing his/her own learning needs.
3. Be familiar with the Department's Field Manual as a resource for the Field Practicum.
4. Maintain regular attendance at the agency according to a schedule arranged with the Field Instructor.
5. Fulfill, but not exceed, the required number of hours agreed upon, and submit assignments on time.
6. Abide by the *National Association of Social Workers Code of Ethics* (see Appendix I).
7. Behave in a professional manner; dress in a manner appropriate and acceptable to the agency.
8. Protect agency and client system privacy; disguise client identity in course written work, and oral presentations.
9. Follow agency policies and procedures.
10. Maintain written and verbal accountability to the Field Instructor.
11. Prepare for, attend, and participate regularly in supervisory sessions.
12. Write process recordings as required and provide them to the supervisor in preparation for supervision. The Field Liaison must be consulted for any change in this expectation.
13. Complete a supervision log for each supervision meeting.
14. Utilize the Field Instructor, Field Liaison and Field Coordinator appropriately to handle any problems or concerns through proper channels.
15. Meet with the Field Liaison regarding agency visits.
16. Participate in his/her own written evaluation in collaboration with the Field Instructor at mid-semester and the end of each semester. After this process, if agreement is reached, students are expected to sign their evaluations. If agreement is not reached, students may attach a separate letter stating their perceptions of the differences. The Field Instructor must read and sign this letter.
17. Provide his/her own transportation to and from the agency.
18. Manage time to allow for completion of class work and fieldwork.
19. Be familiar with the CSWE Standards of Accreditation.

## What kind of tasks can I do at my internship?

*The junior year internship in a BSW program is an introduction to professional practice. There are many different tasks junior interns do. You may shadow staff, participate in groups, attend meetings, spend time with clients, get to know area organizations, work on a project, help plan a training or an event.....*

## How does my field liaison know how I'm doing in my placement?

*Your field instructor will be using an online system called IPT to send in reports. Your field instructor will have log in information to access all the reporting forms. You will also be able to log in and check on things yourself. You will be trained on how to use IPT so you can help your field instructor as they learn the system.*

*Below are the reports we will be asking your field instructor to complete. You will work with your field instructor to complete the Learning Agreement and will review and sign off on the Mid Semester Review and the End of the Semester Evaluation.*

1. Learning Agreement: due around the 3<sup>rd</sup> week of placement.
2. Mid Semester Review: due the around the 7<sup>th</sup> week of the semester.
3. End of the Semester Evaluation: due around the last day of the semester.

## Why do I have to do process recordings?

*Process recordings allow you to develop your use of self, and to improve your engagement, recall, and interaction skills. During your supervision time, you should bring your process recordings to your supervision meeting and discuss them with your field instructor.*

## How am I evaluated?

*The Council on Social Work Education (CSWE) has outlined 10 competencies that guide every aspect of social work education including field education. If you were to condense them down, they would look like this:*

1. Identify as a **professional** social worker.
2. Practice **ethically**.
3. Think **critically**.
4. Become involved in **diversity & difference**.
5. Advocate for **human rights & economic justice**.
6. Engage in and be informed by **research**.
7. Apply knowledge of **human behavior & the social environment**.
8. Practice within **policy & advocate** for clients & change.
9. Understand and work within **context**.
10. **Engage, assess, intervene, and evaluate**.

*Each of the 10 competencies is operationalized by practice behaviors. Your End of the Semester Evaluation will evaluate how well you are doing on each practice behavior.*

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

1. Advocates for client access to the services of social work.
2. Practices personal reflection and self-correction to assure continual professional development.
3. Attends to professional roles and boundaries.
4. Demonstrates professional demeanor in behavior, appearance, and communication.
5. Engages in career-long learning.
6. Uses supervision and consultation.

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

1. Recognizes and manage personal values in a way that allows professional values to guide practice
2. Makes ethical decisions by applying standards of the NASW Code of Ethics and/or International SW Ethics
3. Tolerates ambiguity in resolving ethical conflicts.
4. Applies strategies of ethical reasoning to arrive at principled decisions.

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

1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
2. Analyzes models of assessment, prevention, intervention, and evaluation.
3. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, and communities.

**Competence #4: Intern engages diversity and difference in practice.**

1. Recognizes the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power.
2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

3. Recognizes and communicates their understanding of the importance of difference in shaping life experiences.
4. Views himself/herself as a learner and engages those with whom he/she works as informants.

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

1. Understands the forms and mechanisms of oppression and discrimination.
2. Advocates for human rights and social and economic justice.
3. Engages in practices that advance social and economic justice.

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

1. Uses practice experiences to inform scientific inquiry.
2. Uses research evidence to inform practice.

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

1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critiques and applies knowledge to understand person and environment.

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

1. Analyzes, formulates, and advocates for policies that advance social well-being.
2. Collaborates with colleagues and clients for effective policy action.

**Competence #9: Intern responds to contexts that shape practice.**

1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

1. Substantively & effectively prepares for action with individuals, families, groups, organizations, and communities.
2. Uses empathy and other interpersonal skills.
3. Develops mutually agreed-upon focus of work & desired outcomes.



4. Collects, organizes, and interprets client data.
5. Assesses client strengths and limitations.
6. Develops mutually agreed-upon intervention goals & objectives.
7. Selects appropriate intervention strategies.
8. Initiates actions to achieve organizational goals.
9. Implements prevention interventions that enhance client capacities.
10. Helps clients resolve problems.
11. Negotiates, mediates, and advocates for clients.
12. Facilitates transitions and endings.
13. Critically analyzes, monitors, and evaluates interventions.

### **What do I do if I have a problem at my placement?**

*If you have day-to-day difficulties at your internship, bring it to your field instructor first. He/She has volunteered to take a student because he/she wants to help you learn and grow, don't be afraid to ask him/her for help along the way. If you have a problem you are unsure about, your field liaison is there to help, feel free to bring up issues in seminar or send him/her an email.*

### **What do I do if it snows?**

*As part of our accreditation, we have to make sure you complete 208 field hours each semester. However, we do understand that sometimes agencies and schools may close due to bad weather. Here is our department policy: if your agency or if your department at the agency is closed, you do not have to make up field hours. If your agency is open but you cannot safely get there, we don't want you to take unnecessary risks while driving in inclement weather. So, if you cannot safely drive to your placement, you can make up hours another time. You can make up hours during other weekdays, during breaks, and during finals week, as arranged with both your field instructor and your field liaison. Make sure you contact your field instructor to let them know if you have trouble driving in.*

### **What if I get hurt or there is an incident at my placement?**

1. Report it immediately to field instructor and file an agency incident/accident report.
2. If injured, contact your personal medical doctor and obtain medical report.
3. Report it immediately to your Field Liaison and email her a copy of any incident reports.

# Directions for Using our Reporting Software

## Alcea Internship Tracking

The ITP software will allow you to keep track of all your field reports including your learning agreement, mid semester review, and End of the Semester Evaluations. It is a simple system to use and we will help you as are learning how to use it. Here is an overview of some things you will need to know.

1. Before the semester begins, you will receive an email with your log in information and password. You will be asked once you log in to set a new user name and password. Your user name and password may be anything you like, just make sure to write down the information for future reference. The Organization ID is WCSU. Please remember that user name and password are case sensitive. Once you have done this you will be directed to the IPT home page.
2. At the home page you will see three tabs: “**Home, Student Detail, Agency Lists**”
  - A. **Home:** Your name should appear on the top of the page. Here you will find the “My Forms” section where you will find the Learning agreement and evaluation forms.
    - Click on “My Forms” to view completed forms. If you have any incomplete forms, click on “Uncompleted Forms” You will be notified when all the forms are due via email.
  - B. **Student Detail:** Please fill out any blank information in your detail page, including: address, phone, and birthdate. Also, Please click on the CSWE Statistic Page and fill out the information for our demographic reporting. It would be great if you could upload a photo too!

# Appendix A

## WESTERN CONNECTICUT STATE UNIVERSITY

### DEPARTMENT OF SOCIAL WORK

#### ***SOCIAL WORK FIELD EDUCATION CALENDAR – SPRING 2015***

<b>JANUARY 12<sup>TH</sup> – MONDAY</b>	<b>CLASSES BEGIN</b>
<b>JANUARY 13<sup>H</sup> – TUESDAY</b>	<b>SENIOR FIELD PRACTICUM RESUMES</b>
<b>JANUARY 15<sup>TH</sup> – THURSDAY</b>	<b>JUNIOR FIELD INSTRUCTORS KICK-OFF MEETING</b> <b>Student Center 8:30-10:00 A.M.</b> <b>(Jan 22<sup>rd</sup> Snow Date)</b>
<b>JANUARY 26<sup>TH</sup> – TUESDAY</b>	<b>JUNIOR FIELD PRACTICUM BEGINS</b>
<b>FEBRUARY 12<sup>TH</sup> – THURSDAY</b>	<b>JUNIOR FIELD LEARNING AGREEMENT DUE</b>
<b>MARCH 5<sup>TH</sup> – THURSDAY</b>	<b>JUNIOR &amp; SENIOR MID-SEMESTER FIELD</b> <b>PROGRESS REPORTS DUE</b> <b>Send in with student.</b>
<b>MARCH 12<sup>TH</sup> – THURSDAY</b>	<b>SENIOR FIELD INSTRUCTORS MEETING</b> <b>Student Center, 8:30-10:00 A.M.</b>
<b>MARCH 16<sup>th</sup>-20<sup>st</sup></b>	<b>NO CLASSES OR FIELD PRACTICUM – SPRING</b> <b>RECESS</b>
<b>APRIL 30<sup>TH</sup> – THURSDAY</b>	<b>LAST DAY OF FIELD PRACTICUM -- FINAL</b> <b>EVALUATIONS DUE.</b>
<b>APRIL 30<sup>TH</sup> – THURSDAY</b>	<b><u>FIELD INSTRUCTORS APPRECIATION BREAKFAST</u></b> <b>8:30-10:30 A.M. Electronic invitations will be sent. All</b> <b>field instructors and students are invited to attend.</b>

If Urgent, contact Department Secretary, Katie Koulogianis: (203) 837-8410  
Sharon Young, Field Coordinator 203-837-8620, [youngs@wcsu.edu](mailto:youngs@wcsu.edu) or Patti Ivry, Department Chair 203-837-8408

# Appendix B

Western Connecticut State University

## *Department of Social Work Field Policies and Procedures*

### **FIELD PRACTICUM**

The Field Practicum experiences are integral to the learning objectives of the Department of Social Work. According to the Council on Social Work Education (2008), field education constitutes the “signature pedagogy” of the social work learning experience. It is the “central form of instruction that socializes the learner to the role of practitioner” (Shulman, 2005). The Field Practicum provides students with the opportunity to develop generalist social work practice, applying the ethical, conceptual and theoretical frameworks of the social work profession. The Field Practicum takes place concurrently with classroom instruction, providing integration of theory and practice.

The Field Practicum provides the student with opportunities for:

1. self reflection leading to self correction
2. the development of a conscious use of self in social work practice.
3. ongoing professional supervision.
4. practice experience in the application of knowledge, values and skills to enhance the well-being of people and communities and to work toward the amelioration of socio-economic and political conditions that affect people adversely.
5. use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
6. assessment, implementation, and evaluation of agency and public policies within ethical guidelines.

### **STRUCTURE OF FIELD PRACTICUM**

The field component follows a concurrent model of experiential and classroom learning, providing students with integrated progressive learning experiences. The junior field experience (SW 306 Social Work Junior Field Practicum and Seminar) involves a weekly seminar and 13 weeks of internship, eight hours each week.

### **DEPARTMENT POLICY ON EMPLOYMENT-RELATED PLACEMENTS**

The Department of Social Work gives no credit for life experience or work experience. The purpose of professional social work field education is to provide an educationally sound, applied practice experience for social work students. When a student requests permission to maintain or accept employment in an agency that has been deemed an appropriate agency placement according to the Department’s Policy on Field Practicum Agency Selection, special attention is paid to maintain the educational standards of the field education component.

To insure the integrity of the field experience, there must be complete separation between a student’s employment and that student’s field placement. The Field Coordinator, on behalf of the Department, contracts in writing with the agency in which a student is, or seeks to be, employed to insure: 1) that the student’s field practicum experience is conducted in a part of the agency program that is separate from the student’s employment; 2) that the Field Instructor for the student is not the same person who is supervising the student in his or her employment at the agency; and 3) that credit for field practicum will be given only for those hours in which the student is engaged in field practicum learning assignments.

## **DEPARTMENT OF SOCIAL WORK RESPONSIBILITIES**

The Department of Social Work appoints a qualified social work faculty member to serve as Field Coordinator. It is the responsibility of the Field Coordinator together with other faculty to:

1. Organize the Field Placement.
2. Identify appropriate agencies to be used for Field Placement.
3. Provide Field Instructors with: A Field Manual stating objectives, policies, and expectations of field experience appropriate to their individual learning needs; and the syllabi for social work courses in which students are enrolled
4. Assign student(s) to field placements.
5. Provide agencies with necessary information about students.
6. Assign social work faculty members to serve as Field Liaisons.
7. Provide agencies with criteria for student evaluations and appropriate evaluation forms; collect evaluations.
8. Plan and conduct Field Instructor workshops and meetings.
9. Provide opportunities for Field Instructors to have access to emerging trends, professional resources, and research in social work.
10. Establish and maintain relationships and open communication with the agencies affiliated with the program.
11. Maintain and update files with information about participating agencies.
12. Maintain appropriate records for University coverage of students under its Professional Liability Insurance plan and maintain agency affiliation contacts.
13. Assure the consistency of appropriate social work supervision and assignments for students in field Placement, through the Field Coordinator and Field Liaisons.
14. Discuss students' progress toward completion of field responsibilities and attainment of specified learning goals.

## **AGENCY RESPONSIBILITIES**

The Department of Social Work maintains relationships with agencies qualified to provide students with appropriate field experiences.

Agencies selected for student field placements must:

1. Enter into an agreement with the University which articulates mutual expectations and responsibilities.
2. Be apprised of WCSU's Department of Social Work objectives and expected educational outcomes.
3. Provide professional supervisors appropriate to the tier of Field Practicum. (see "Staffing: Field Instructors,")
4. Provide opportunities for students to meet the learning objectives of the Field Practicum.
5. Ensure that the students receive comprehensive orientation to the agencies (see Field Instructor Responsibilities #1, below).
6. Ensure that appropriate space is made available for students to conduct their professional work.
7. Provide travel reimbursement and the agency's umbrella insurance coverage comparable to that of other staff for student assignments requiring travel to multiple work sites, and home visits within the workday. (Students must provide their own transportation to the initial agency site and from their work site at the end of the day).
8. Assure that all assigned work is carefully assessed and monitored for student personal safety issues, keeping in mind that students are in a learning situation and do not carry full staff responsibilities.

## **FIELD LIAISON RESPONSIBILITIES**

It is the responsibility of the Field Liaison to:

1. Work with the Field Instructor to plan and structure appropriate learning experiences according to each student's needs.
2. Verify students' assigned tasks and supervision provided.

3. Visit the agencies once per semester, meeting with Field Instructors to review, discuss and monitor each student's progress.
4. Ensure field learning objectives are being met.
5. Be available to students and meet with students individually and/or in groups to discuss their field experiences, providing follow-up as needed.
6. Maintain communication and consult with Field Coordinator and other faculty about student-field related issues and problems (see Termination).
7. When appropriate, step in and serve as a mediator in instances where difficulties/problems are apparent.
8. Provide input into grading of students in the field.
9. Evaluate overall field performance of student, Field Instructor and agency.
10. Document interactions with students and Field Instructors as well as complete an Annual Field Placement Report for Department use.

### **FIELD HOURS**

The Junior Field Practicum consists of 104 hours per semester for the Junior year. Students attend Field Practicum eight hours per week for 13 weeks. The Field Instructor oversees the assignment range, provides one hour of formal supervision bi-weekly, is available for additional consultation, and may identify other personnel as resources on selected tasks.

Should a field agency reduce or cancel its expected open hours (e.g., weather closings, repairs, holidays), generally the student is credited for the planned field practicum hours that fall during those times. However, excessive lost hours (due to closings, strikes, or other agency-based issues) will be reviewed by the Field Liaison and Field Coordinator to determine if an extended time plan should be made, in order to provide the student with sufficient time and assignments to develop expected competencies. A student unable to keep to the planned practicum schedule due to personal circumstances must consult with the Field Instructor and Field Liaison about the plan to make up those hours.

Applying their learning from the social work curriculum, Junior social work students in field practice will address the 10 competencies and corresponding practice behaviors as outlined by the CSWE.

### **EVALUATION**

For each Field Practicum experience, the student's performance is evaluated according to the specified learning objectives of that level. The Field Practicum will have provided the student with opportunities for:

1. Practicing self-reflection leading to self-correction.
2. The development of a conscious use of self in the process of applied practice.
3. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
4. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
5. Use of professional supervision and other opportunities to enhance learning.
6. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

The Mid-Semester Progress Report and End of the Semester Evaluations, are completed jointly by the Field Instructor and the student, and reflect the range and level of demonstrated social work skills and knowledge appropriate to the junior level. The Field Instructor is asked to evaluate the student's professional development using a consistency of performance scale. There is also opportunity for Field Instructors to comment on any area, or to add information regarding student or agency issues which have impact on the Field Practicum.

If the student is not in agreement with any aspect of the evaluation, he/she may attach a separate letter stating the perception of the difference. This letter is signed by the Field Instructor indicating that he/she has read it.

The Field Liaison is responsible for assigning a grade for the Field Practicum. Strong consideration is given to the Field Evaluations. Other performance factors related to course Learning Objectives are taken into consideration.

Students provide formal feedback to the Department of Social Work on their field training experience by completing a “Student Assessment of Field Practicum Experience and “Student Evaluation of Field Liaison and Coordinator Services” at the end of the semester of the junior year.

### **PROFESSIONALISM IN THE DIGITAL AGE**

Students should think carefully when using social media for personal and professional use. Make sure your Facebook, Twitter, or other social media accounts have privacy settings that will prevent unauthorized people from accessing personal information. Remember that content you post may be permanent and privacy settings are not perfect. Before you begin your placement, and throughout your professional life, monitor your own Internet presence through search engines.

Students should not interact with clients electronically. Students should strictly abide by agency policy when digitally interacting with clients. Do not take or post any pictures of clients, or provide any client information through your personal social media.

### **BACKGROUND CHECKS**

A growing number of agencies serving as field sites require students to undergo a criminal background check, fingerprinting, and a child welfare check, as well as other additional requirements. Students desiring to complete practica in these organizations must comply with agency requirements for special screening. Although most agencies cover all or at least some portion of the costs for these special requirements, students are expected to undergo all required screenings at their own expense if not covered by the agency.

All social work students entering the junior or senior practicum are expected to notify the Field Education Coordinator of criminal convictions which will be reflected in criminal background checks. Prior to beginning the placement process, students with prior convictions must provide a signed and dated brief statement summarizing all criminal convictions, and sign a consent form that allows the Field Education Coordinator to share information with appropriate field education faculty and prospective field instructors. Students should be prepared to discuss their status with a prospective agency. Failure to comply with this policy or to sign a consent form for release of this information may result in the student being unable to receive a placement. Providing incorrect information on applications is considered application fraud and may lead to a student not being able to be placed in an agency and an honor code violation as well.

Students who have a criminal background should understand that some agencies are unwilling and unable to host and supervise such students. Depending on the specific charge, some students may find it difficult to obtain employment in a human services agency. Faculty advisors are available to counsel students in this area.

### **SEXUAL HARASSMENT**

Western Connecticut State University and the Social Work Program have a policy that seeks to guarantee students a learning environment free from sexual harassment. Sexual harassment is unacceptable conduct and will not be condoned in any form at Western Connecticut State University or at a field site. Using the

definitions of the U.S. Equal Employment Opportunity Commission (EEOC) and the U.S. Department of Education's office of Civil Rights (OCR), the university defines sexual harassment as follows: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's academic performance or employment; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions about academic evaluation, employment, promotion, transfer, selection for training, performance evaluation, or selection for academic awards or benefits, etc.; (3) such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment or substantially interferes with a student's academic or an employee's work performance."

## **TERMINATION**

Termination from the Department by the Chair may occur when a student fails to maintain the academic standards of the University and Department (see WCSU *Undergraduate Catalogue*, "Student Standing" and "Social Work"; WCSU *Student Handbook*, "Student Rights and Responsibilities"; *Department of Social Work Student Handbook*, "Probationary Status in Department" and "Student Rights and Responsibilities"); and/or when a student's behavior in class or field is considered inappropriate for the profession of social work. This determination is based on assessment of behavior which is inconsistent with the standards of ethical conduct and professional behavior prescribed and proscribed by the NASW *Code of Ethics* as well as the stated expectations of the Department. (See "Student Responsibilities"). In such cases, discussions take place among the student, faculty involved and Department Chair. The Chair has final, decision-making authority. Once a decision is reached, it is communicated in writing by the Chair to the student in a timely fashion. The student may appeal this decision to the Dean of the School of Professional Studies or employ the University process for "Student Rights and Responsibilities" (*Student Handbook*, WCSU). Termination from the Department during the concurrent Junior Practice/Field/Seminar curriculum, or the concurrent Senior curriculum requires the student to withdraw from all SW labeled courses in that concurrent course group.

On occasion difficulties may arise at the field placement. In these instances the Field Liaison works with the student and

Field Instructor to resolve these difficulties. Any one of the three can ask the Field Coordinator to help resolve matters. The Field Coordinator may seek participation of the Department Chair.

Every effort is made to assess the situation quickly and to establish a plan of action. In the event that the problem cannot be resolved, the Field Coordinator, in consultation with the Field Liaison, Field Instructor and student, and with the approval of the Department Chair, will terminate the placement. Based upon the specifics of the situation, the student may: 1) be reassigned to a different Field Practicum; 2) defer placement for a year or more (with explicit conditions for re-entry established by the Department, then assessed at possible re-entry time); or, 3) be terminated by the Chair of the Department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

The University maintains guidelines for student rights and responsibilities and judicial procedures which are clearly articulated in the WCSU *Student Handbook* under the category "Student Rights and Responsibilities." The Department of Social Work adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

## **NON-DISCRIMINATION POLICY/AFFIRMATIVE ACTION**

The Department of Social Work is committed to, and actively seeks to attract, a diversified student population and faculty. A tenet of the profession and the program is a commitment to social and economic justice. The program



adheres to and promotes the University's Non-Discrimination Policy and the values of our profession, so does not discriminate on the basis of race, color, culture or ethnicity, religious beliefs or association, political affiliation, sex, sexual orientation, age, national origin, marital status, family structure, physical, learning or developmental disability, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. In addition, the Department is committed to the University's Affirmative Action Plan and Sexual Harassment Policy.

All qualified students (see "Student Eligibility") are encouraged to major in Social Work and are welcomed by the Department.

# Appendix C

## *PROCESS RECORDING WITH INDIVIDUAL*

SUBMITTED BY:

DATE:

CASE NAME:

LOCATION OF INTERVIEW:

PRESENT:

DATE OF INTERVIEW:

PURPOSE OF CONTACT AND GOALS OF SESSION:

BASIC CLIENT DESCRIPTION:

PRE-ENGAGEMENT ACTIVITIES:

VERBATIM DIALOGUE	STUDENT FEELINGS AND REACTIONS	OBSERVATIONS AND ANALYSIS	FIELD INSTRUCTOR'S COMMENTS

<b>VERBATIM DIALOGUE</b>	<b>STUDENT FEELINGS AND REACTIONS</b>	<b>OBSERVATIONS AND ANALYSIS</b>	<b>FIELD INSTRUCTOR'S COMMENTS</b>

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**INTERVIEW ASSESSMENT:**

**BRIEFLY PRESENT YOUR IMPRESSION OF THE SITUATION:**

**PLANS FOR FUTURE ACTION:**

**IDENTIFY QUESTIONS/COMMENTS FOR CONFERENCE WITH YOUR FIELD INSTRUCTOR:**

**Western Connecticut State University**  
**Department of Social Work**

**Outline for Process Recording - A meeting with an Individual**

- 1. Purpose of contact and goals for this session:** Student briefly outlines purpose of meeting and projected outcomes.
- 2. Basic client description:** Student provides a brief demographic profile of their client as well as any other pertinent information.
- 3. Pre-engagement activities:** Student describes research and planning she/he has done to prepare for the meeting with their client.
- 4. Verbatim dialogue:** Student records the actual dialogue (to the best of their ability) that transpired in her/his dialogue with their client, selecting that which is most significant.
- 5. Student feelings and reactions:** Student records their emotional- gut level responses to what has transpired between them and their client.
- 6. Observations and analysis:** Student records their thoughts about what is happening as the session progresses, with attention to student choices made in the dialogue and connection to the student's social work knowledge base.
- 7. Field instructor's comments:** Student's field instructor supports student efforts, if necessary suggests another approach, raises questions, and works to use this process recording to further their student's understanding of professional practice.
- 8. Interview assessment:** Students should reflect on their strengths in handling the session as well as areas needing improvement.
- 9. Impression of the situation:** This is a summary of student's critical thinking and analysis of the entire session recorded.
- 10. Plans for future action:** Students identify unfinished business, short and long-term goals, possible service needs, and goals for the next session.
- 11. Questions:** Student identifies questions, areas of concern for discussion with their Field Instructor.

# Appendix D

WESTERN CONNECTICUT STATE UNIVERSITY  
*Group Meeting Observation Recording*

Observer: \_\_\_\_\_

DATE:

TIME:

LOCATION:

GROUP IDENTITY:

I. Purpose of Meeting (stated agenda, context for this specific meeting)

II. Describe the people who were there (staff, members, clients, others):

III. What happened during the meeting (the process, progress, significant interactions):

IV. Observer Comments:

a. Assessment of Outcomes (degree to which purpose was met; impediments to that goal)

b. I did not understand...

c. I was surprised by...

d. I was uncomfortable with...

v. Field Instructor comments:

# Appendix E

WESTERN CONNECTICUT STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK

***GROUP PROCESS RECORDING***

WORKER: \_\_\_\_\_ SITE: \_\_\_\_\_

AGENCY/PROGRAM \_\_\_\_\_ MEETING DATE: \_\_\_\_\_

TYPE OF GROUP (process, task, self-help, etc.)

\_\_\_\_\_

TIME FROM: \_\_\_\_\_ TO: \_\_\_\_\_

NO. OF GROUP MEETING: \_\_\_\_\_

NO. PRESENT: \_\_\_\_\_

MEMBERS PRESENT:

MEMBERS ABSENT:  
(Note only when important)

VISITORS:  
(Non-group members)

1. Purpose of the Meeting (group purpose, specific meeting purpose; locate in strengths-oriented problem solving process)
2. Preparation (worker's plans and worker's role)
3. Group Action (topics addressed, actions planned or implemented)

[Duplicate this page as needed]



4. Selected Significant Group Interactions (how the members interacted)

<u>Verbatim dialogue</u>	<u>Student feelings &amp; reactions</u>	<u>Knowledge Base:</u>

5. Roles of Group Members in this Group Meeting (leader, mediator, scapegoat, etc.)

6. Worker's Impressions, Questions and Future Plans

7. Field Instructor Comments

# Appendix F

## WESTERN CONNECTICUT STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

### *Process Recording for Meeting of Community Group*

#### **A. Face Sheet Data**

1. Student:
2. Field Instructor:
3. Agency/Program:
4. Date of Submission:

#### **B. Setting**

5. Name of Community Group
6. Stated Purpose of Meeting (agenda attached if any)
7. Date and Time of Meeting
8. Persons Present (include whom they represent)
9. Persons Absent (include whom they represent)
10. Who Called the Meeting; Method of Notification
11. Chairperson of the Meeting

#### **C. Student's Goals and Perceptions Prior to the Meeting**

1. Goals of Meeting from Worker's Standpoint (be specific – conceptually and behaviorally).
  - A. Task Goals
  - B. Process or Maintenance Goals
2. Role Worker Expects to Play (roles, degree of directiveness, type of influence attempts, targets of influence, etc.).
3. Expectations Regarding Outcome.

#### **D. The Meeting – Transactions and Processes**

1. Pre-Meeting Period:

- A. Describe anything pertinent that occurred prior to the beginning of the meeting (entry of first person)
- B. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting (include worker's activity)

2. Meeting Period:

Describe the role of the chairperson, the substance of the discussion (who said what to whom), roles played, interventions actually made by the worker, the action taken at the meeting (if any) and future plans noted explicitly at the meeting for the community group.

3. Post-Meeting Period:

Describe anything pertinent that occurred immediately following the formal close of the meeting (include worker activity).

**E. Analysis**

- 1. Interpretation of substantive results. Why did the action or conclusions of this meeting come about? What principles of practice were involved?
- 2. Evaluate growth of leadership in the community group and as well as the group's capacity for solving the problems facing it.
- 3. Describe the overall interaction pattern that took place at the meeting. Include items such as interaction roles, personal motivations of individuals, cliques, leadership patterns, and group atmosphere. How is this related to theoretical writings on the subject – substantiate, refute, modify?
- 4. Did the worker's professional goals for the meeting come about? Did she/he engage in the interventions she/he had planned for her/himself prior to the outset of the meeting? Why?
- 5. What are the next steps which are indicated in planning ahead with this group?
- 6. How were the worker's feelings and attitudes involved in this situation? How did the worker feel about specific individuals and the task at hand – apprehension, elation, anger, anxiety, satisfaction, frustration, etc.? How did the worker's feelings affect her/his actions in the course of the meeting? How did the worker use her/his own feelings in the group? Give some examples.

## Appendix G



### ***CSWE Educational Policy and Accreditation Standards<sup>1</sup>***

The WCSU Department of Social Work is accredited by the Council on Social Work Education (CSWE). CSWE utilizes its Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing benchmarks for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. The WCSU Department of Social Work as an accredited social work program is required to incorporate CSWE benchmarks for professional competence throughout the program's curriculum. Student assessment and evaluation tools utilized in the field education component reflect CSWE benchmarks through the identification of required student core competencies.

#### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

#### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- Advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

#### **Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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<sup>1</sup> Council on Social Work Education. (2008). *Education Policy and Accreditation Standards*, Washington DC: Author

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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<sup>2</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.



# Appendix H

## *National Association of Social Workers Code of Ethics*

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.

***NASW CODE OF ETHICS: ETHICAL STANDARDS***  
**An Abbreviated Summary adapted by the**  
Department of Social Work  
Western Connecticut State University

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

**1.1. Commitment to Clients**

Social Workers' primary responsibility is to promote the well-being of clients (individuals, families, groups, organizations, and communities).

**1.2. Self Determination**

Social Workers respect and promote the right of clients to self-determination (except when client's action or potential actions pose a serious, foreseeable and imminent risk to themselves or others).

**1.3. Informed Consent**

Social Workers should provide services only in the context of a professional relationship based, when appropriate, on valid informed consent.

**1.4. Competence**

Social Workers should provide services and present themselves as knowledgeable only within the boundaries of their education, training, license, certification, consultation received, supervised experience, and other relevant professional experience.

**1.5. Cultural Competence and Social Diversity**

- a) Social Workers should understand diverse cultures and their function in human behavior.
- b) Social Workers should be knowledgeable about, and seek to understand, the nature of social diversity and oppression.

**1.6. Conflicts of Interest**

Social Workers should be alert and avoid conflicts of interest.

**1.7. Privacy and Confidentiality**

Social Workers should respect clients' rights to privacy.

**1.8. Access to Records**

Social Workers should provide clients reasonable access to their own records.

**1.9. Privacy and Confidentiality**

Social Workers should not, under any circumstances, engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced, nor with former clients, nor with significant persons in a current client's life, nor provide clinical services to a person with whom he/she has had a prior sexual relationship.

**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.

**1.11. Sexual Harassment**

Social Workers should not sexually harass clients.

**1.12. Derogatory Language**

Social Workers should not use derogatory language in their written or verbal communication to or about clients.

**1.13. Payment for Services**

Social Workers should ensure that their fees are fair, reasonable, and commensurate with the services performed.

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

Social Workers should safeguard clients' interests and rights.

**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, illness, disability, or relocation.

**1.16. Termination of Services**

Social Workers should terminate services to clients and professional relationships with them when such relationships are no longer required or no longer serve the clients needs or interests. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.

**2. SOCIAL WORKERS' RESPONSIBILITY TO COLLEAGUES**

**1.1. Respect**

Social Workers should treat colleagues with respect.

**1.2. Confidentiality**

Social Workers should respect confidential information shared by colleagues in the course of their professional transactions.

**1.3. Interdisciplinary Collaboration**

When members of an interdisciplinary team, Social Workers draw on the perspectives, values, knowledge and experiences of the social work profession and resolve differences through appropriate channels.

**1.4. Disputes Involving Colleagues**

Social Workers should not involve clients in disputes with colleagues.

**1.5. Consultation**

Social Workers should seek advice and counsel of colleagues whenever such consultation is in the best interest of clients.

**1.6. Referral for Services**

Social Workers should refer clients to other professionals when necessary. Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referral social worker.

**1.7. Sexual Relations**

Social Workers should not engage in sexual activity or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority or with colleagues when there is potential for conflict of interest.

**1.8. Sexual Harassment**

Social Workers should not sexually harass supervisors, students, trainees and colleagues.

**1.9. Impairment of Colleagues**

- a) Social Workers with direct knowledge of a colleague's impairment, which interferes with practice effectiveness, should consult with that colleague and, when feasible, assist their colleague in taking remedial action.
- b) Social Workers who believe that a colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory boards, and other professional organizations.

**1.10. Incompetence of Colleagues**

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

**1.11. Unethical Conduct of Colleagues**

Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues and to defend and assist colleagues who are unjustly charged with unethical conduct.

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

**1.1. Supervision and Consultation**

Social Workers who provide supervision or consultation should be qualified to do so, should set clear appropriate and culturally sensitive boundaries, should not engage in relationships which have conflicts of interest or potential harm to other parties and should be fair and respectful in their work.

**1.2. Education and Training**

Social Work educators, field instructors or trainers should: instruct only within their areas of expertise, should be current in their field, should be fair and respectful, should inform clients when services are provided by students, should avoid conflicts of interest in relationships with students and avoid situations where students are at risk for exploitation or potential harm, and should set clear, appropriate and culturally sensitive boundaries.

**1.3. Performance Evaluation**

Social Workers who evaluate the performance of others should be fair and considerate and base the evaluation on clearly stated criteria.

**1.4. Client Records**

Social Workers are responsible for maintaining client records that are accurate, timely and reflect services provided and must keep such records after termination of services for as long as the law requires.

**1.5. Billing**

Social Workers should establish and maintain billing practices that reflects who provided those services and the nature of those services.

**1.6. Client Transfer**

The needs of a client currently or recently receiving services elsewhere must be carefully considered before agreeing to provide services.

**1.7. Administration**

Social Workers should advocate for allocation of resources that is fair and non-discriminatory.

**1.8. Continuing Education and Staff Development**

Agencies should provide continuing educational opportunities.

**1.9. Commitments to Employers**

Social Workers should work within organizations to ensure that workers can adhere to The Code of Ethics, and to ensure efficiency and effectiveness of services.

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

**1.1. Competencies**

Social Workers should accept work responsibilities based on competencies or intention to acquire that competency. They should remain current and base their practice on an emerging professional knowledge.

**1.2. Discrimination**

Social Workers' should not practice, condone, facilitate or collaborate with any form of discrimination.

**1.3. Private Conduct**

Social Workers' private conduct should not interfere with their ability to fulfill their professional responsibility.

**1.1.6. Dishonesty, Fraud, and Deception; Impairment; Misrepresentation**

Social Workers should not participate in dishonesty, fraud, and deception. They should not practice if personal problems or other impairments interfere with professional judgment and practice. They should seek consultation and take steps necessary to protect clients and others.

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

**1.1. Integrity of the Profession**

Social Workers should work toward maintenance and promotion of high standards of practice based in knowledge, should add to the body of knowledge, and should promote and facilitate research.

**1.2. Evaluation and Research**

Social Workers should monitor and evaluate policies, implementation of programs and practice interventions. In doing research, willing consent of participants should be obtained, with due regard for their well-being, privacy and dignity.

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

**1.1.2. Social Welfare**

Social Workers should promote the general welfare of society, the development of people, their communities, and their environments. Social Workers should work toward social and economic justice, and should facilitate informed participation in shaping social policies and institutions.

**6.03 Public Emergencies**

In public emergencies, Social Workers should provide professional services.

**1.4. Social and Political Action**

- a) Social Workers should engage in political and social action consistent with this Code of Ethics.
- b) Social Workers should work to expand choice and opportunity for all people.
- c) Social Workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.
- 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, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.