

Colorado State University-Pueblo

Department of Social Work

BSW Field Manual

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Colorado State University-Pueblo

Department of Social Work

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Accredited by the Council on Social Work Education

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I. INTRODUCTION

The Bachelor's of Social Work (BSW) Field Manual was developed for undergraduate social work faculty, advisors, students, and agency field liaisons, and agency field instructors. It provides essential information on educational objectives, policies, and procedures of the undergraduate field instruction program. This manual is a guide toward understanding the philosophy, definition, and rationale of social work field education.

Outlined in this manual are:

- The goals and objectives of field education
- The criteria utilized to process and facilitate the selection of agencies and Field Instructors who assist in the education of future social workers.
- The criteria to facilitate evaluation of students, field placement agencies, and Field Instructors.
- Clarification of the roles and responsibilities of social work faculty, the University, agencies, Field Instructors, Field Liaisons, and students.

Definitions

- Field Coordinator
 - The CSU-Pueblo Field Coordinator is responsible for helping students secure placement, ensuring the agency has a valid Memorandum of Understanding to serve as an internship site, certifying agencies for placement, providing training to Field Instructors and Field Liaisons, and coordinating issues that arise in placement in partnership with the agency and the Field Liaison.
- Field Liaison
 - The Field Liaison is a CSU-Pueblo faculty who teaches the Field Seminar course and conducts visits to the agency throughout the field placement. The Field Liaison is responsible for submission of field seminar and placement grades, coordinating issues that arise in placement in partnership with the agency and Field Coordinator, ensuring the Learning Plan and Timesheets are completed correctly and in a timely manner, and providing interim training to Field Instructors.
- Field Instructor
 - The Field Instructor is a MSW, employed by the field agency. The Field Instructor is responsible for weekly supervision of the student, the creation of the Learning Plan, evaluating the student's progress in placement, and meeting with the Field Liaison and student throughout the field placement.
- Task Supervisor
 - This is a designated employee of the agency who may provide training to the student or allow them to shadow the Task Supervisor in day-to-day agency work. The Task Supervisor is designated by the Field Instructor, but does not provide educational

supervision to the student nor can the Task Supervisor sign any of the field placement documents. The Task Supervisor may be invited to attend field visits with the Field Liaison and Field Instructor.

- Title IV-E Coordinator
 - The Title IV-E Coordinator is a designated CSU-Pueblo faculty (usually the Field Coordinator) who works with students who have earned the Title IV-E Child Welfare Stipend. The Title IV-E Coordinator ensures the Title IV-E paperwork is completed, that stipends are disbursed, attends the Colorado Stipend Committee meetings monthly, coordinates with the State of Colorado Department of Human Services to ensure students are certified after graduation, answers specific questions about the Title IV-E Program and maintains continuous communication with students until they have completed the approved payback activities.

II. COLORADO STATE UNIVERSITY-PUEBLO

History

Since its incorporation in 1933 as Southern Colorado Junior College to its new designation as a regional, comprehensive university, Colorado State University-Pueblo (CSU-Pueblo) has served the changing need of citizens of Colorado. In 1933, the institution was incorporated as the Southern Colorado Junior College. Classes took place on the top floor of the Pueblo County Courthouse. The "Class of 35" graduated 17 students. In 1936, the first building on the Orman Avenue campus site was donated by the Colorado Fuel and Iron Corporation. One year later, local citizens decided to support the institution with county taxes; they organized the Pueblo County Junior College District, and the institution was renamed Pueblo Junior College (PJC). In 1951, PJC became the first accredited junior college in Colorado.

A decade later, Colorado's General Assembly enacted legislation, effective in 1963, changing PJC to a four-year institution; Southern Colorado State College (SCSC), to be governed by the Board of Trustees of State Colleges. SCSC received accreditation in 1966.

By then, four buildings had been erected on the new campus north of Pueblo's Belmont residential district. On July 1, 1975, the state legislature granted the institution university status renaming the university the University of Southern Colorado (USC). Three years later, the State Board of Agriculture assumed governance of the University. In 1986, USC, Colorado State University and Fort Lewis College joined to form the Colorado State University System.

Over the next 15 years, USC and CSU increasingly collaborated to bring more educational resources to southern Colorado. In spring 2002, Colorado's General Assembly passed legislation that changed the name of the University's governing board to "Board of the Colorado State University System," designated Fort Lewis College as independent of the System, renamed USC "Colorado State University-Pueblo," and approved a new mission for the University. The name and mission changes became official on July 1, 2003 (*Colorado State University-Pueblo Catalog*, 2017-2018, p.13).

Mission Statement

The Department of Social Work reflects both the universities' mission and its overall program goals. The formal mission of the University as stated in Colorado Statutes 23-31.5-101 is:

There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The university shall offer a broad array of baccalaureate programs with a strong professional focus and a

firm grounding in the liberal arts and sciences. The university shall offer selected masters level graduate programs. (*Colorado State University-Pueblo Catalog*, 2017-2018, p. 13).

In April 2005 the Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses the distinctiveness and central commitments.

Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity (*Colorado State University-Pueblo Catalog*, 2017-18, p.13).

In January 2016, the University also adopted a new vision statement. This statement further articulates the campus mission and strategic goals.

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first-generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences, with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society (*Colorado State University-Pueblo Catalog*, 2017-18, p. 14).

CSU-Pueblo offers a wide array of undergraduate degree programs in the humanities, social sciences, sciences and math, education, engineering, nursing, business, and other professional areas. The University's educational focus is grounded in the traditional liberal arts and sciences, and addresses students' immediate and long-term educational needs. Students graduate with the knowledge necessary to enter their professions and with the problem solving, critical thinking, research, and communication skills required to keep current in those professions in the future.

High-quality teaching and learning is CSU-Pueblo's highest priority. The University is similarly committed to expanding access to higher education.

CSU-Pueblo's success in fulfilling its mission to be an educational resource for the state's diverse population is documented by the characteristics of our student body. We have a diverse student body including traditional and non-traditional students, campus-based and

community-based students, students from Colorado and from foreign countries, first-year and transfer students, students fresh out of high school, students who are working professionals with families to support, and students of many different ethnicities and cultures. The University is strongly committed to providing access to members of all minority groups, particularly the Hispanic populations within its service area, emphasizing and fostering cultural pluralism, enhancing the traditions of culture and language, encouraging the development of economic opportunities, providing appropriate academic support programs, and ensuring equal opportunity for all persons who are, or may become, members of the university community. Indeed, because more than 25 percent of our students are Hispanic, the Federal Government has designated CSU-Pueblo as a “Hispanic Serving Institution.” The high level of diversity in our learning community coupled with excellent academic and student life programs prepare our graduates well for the complex professional and personal lives that define modern society.

In summary, the University’s statutory and focused mission statements guide the development of its comprehensive curriculum and degree programs, the implementation of its high academic standards, the broad accessibility that students have to its resources, and its active involvement in service to the regional community. Directed by its clear mission-based commitments and energized by its fine faculty, staff, and students, CSU-Pueblo strives for excellence in all of its activities (*Colorado State University-Pueblo Catalog*, 2017-18, p. 15).

University Description

Colorado State University-Pueblo is a state-supported institution of higher education located in southern Colorado. The CSU-Pueblo campus is at the northeast edge of Pueblo and provides a 150-mile panoramic view of the Rocky Mountains.

Pueblo is a city of over 100,000 people with a large ChicanX/Mexican American-LatinX/Mexican-Hispanic population. The University is designated as a Hispanic Serving Institution that reflects at least 25% of its student population as Hispanic. Student enrollment is approximately 4,000.

Governance

CSU-Pueblo is governed by the Board of Governors of the Colorado State University System, which also governs Colorado State University in Fort Collins. The Colorado Department of Higher Education, the central policy and coordinating board for all public institutions, establishes policy on legislative, academic, and fiscal matters.

On matters delegated to the University, CSU-Pueblo is committed to a system of shared governance in which faculty, staff and students are engaged in setting the agenda for the University and in making decisions about how best to reach our goals and fulfill our mission. The President is assisted by a University Leadership Team which consists of the

Provost, the Vice President for Finance and Administration, Deans, and representatives from the Classified Staff and Faculty Senate, among others (*Colorado State University-Pueblo Catalog*, 2017-2018, p. 15).

III. ACCREDITATION

The University

Colorado State University-Pueblo is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Department of Social Work

Department of Social Work BSW program is further accredited by the Council on Social Work Education (CSWE) and has maintained continuous accreditation since 1982. Accreditation assures students and employers that the CSU-Pueblo program has met the standards for undergraduate professional social work education as set forth by CSWE's Commission of Accreditation. Graduation from an accredited program enables students to obtain membership in the National Association of Social Workers (NASW); in some states, to become registered as a professional social worker; and may confer eligibility for advanced standing status in Masters of Social Work (MSW) programs. We are seeking accreditation for the MSW degree.

IV. DEPARTMENT OF SOCIAL WORK

A Brief History of the Department of Social Work

The Department of Social Work at Colorado State University-Pueblo originated in the Behavioral Science Department in the early 1960s as the Social Welfare Program. In 1981, the University discontinued the Behavioral Science Degree and the Social Work Program was established and housed in the Department of Sociology, Anthropology, and Social Work. In 1982, the department was initially accredited by the Council on Social Work Education, and it became a separate department in the College of Humanities and Social Sciences in 1993.

In 1987, the Social Work Program faculty submitted a proposal for an alternative, off-campus site to CSWE, which was approved. The full-time evening Social Work Program was established in Colorado Springs in 1988 under the auspices of the Division of Continuing Education. Today, this program is housed in the Executive Tower Building in Colorado Springs, Colorado.

In 2016, the Social Work Program faculty submitted a proposal to the Colorado Department of Human Services to implement an IVE program for students interested in child welfare professional careers. The proposal was approved and the IVE program is available to students at both the Pueblo and Colorado Springs sites.

In 2017, the Social Work Program faculty submitted an application for candidacy status for the MSW program. This is a 3-year process, which will hopefully lead to accreditation of the MSW program.

Mission

As part of Colorado State University-Pueblo, a regional comprehensive university, the social work program is to prepare competent advanced social work practitioners with the knowledge, skills, values, and cognitive and affective processes required to serve diverse client populations in systems of all sizes.

Description of the Department

CSU-Pueblo's Social Work Department has two sites: one in Pueblo, identified as the main campus program, and one in Colorado Springs, identified as an alternate site. The Colorado Springs site is administered by the CSU-Pueblo Social Work Department in coordination with the Division of Extended Studies at CSU-Pueblo.

Social Work Program Commitment

The profession of social work is dedicated to helping individuals, families, groups, neighborhoods, and communities meet basic needs within the context of culture and

society. Fundamental to social work practice is the enhancement of social functioning from the person-in-environment perspective. Particular attention is given to diverse populations, populations at risk, services developed to meet their needs, and societal change to achieve a more humane and just society.

The program is committed to the appreciation and promotion of the University's designation as a Hispanic Serving Institution. The profession of social work is committed to the recognition of diversity.

Equal Opportunity/Affirmative Action Commitment & Notice of Nondiscrimination

Colorado State University-Pueblo is committed to maintaining a fair and respectful environment for living, work, and study. In furtherance of this commitment, the University does not discriminate on the basis of race, color, religion, creed, national origin or ancestry, citizenship, gender/sex (including pregnancy, childbirth, and related medical conditions), age, disability, genetic information, veteran status, sexual orientation (including perceived sexual orientation), gender identity, gender expression, or marital status in its employment practices or in its programs and activities. The University offers equal opportunity in employment, admissions, and educational programs and activities. The University promotes equal opportunity and treatment in employment through a positive and continuing affirmative action program for minorities, women, individuals with disabilities, and veterans.

The University complies with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Executive Order 11246, as amended; the Civil Rights Act of 1991; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; American with Disabilities Act Amendment Act of 2008; the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Pregnancy Discrimination Act of 1978; the Equal Pay Act of 1963; the Age Discrimination Act of 1972; the Genetic Information Act of 2008; the Colorado Anti-Discrimination Act; and all other applicable federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. Colorado State University-Pueblo avows its belief in equal access and opportunity for all students, employees, and guests of the institution. The Director and Title IX Coordinator in the Office of Institutional Equity has been designated by the President as the person with overall responsibility for the implementation and maintenance of the University's affirmative action programs.

The Director and Title IX Coordinator in the Office of Institutional Equity is also responsible for addressing compliance with federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination or harassment, please contact Joshua R. Ernst (josh.ernst@csupueblo.edu), Director and Title IX Coordinator in the Office of Institutional Equity at (719) 549-2210, Administration Building – Room 304.

Student seeking disability resources and accommodation or who have other related concerns should contact Justin Hiniker (dro@csupueblo.edu), Director of the Disability Resource & Support Center at (719) 549-2648, Library and Academic Resource Center (LARC) – Room 169.

Employees seeking disability resources and accommodation or who have other related concerns should contact Ralph Jacobs (ralph.jacobs@csupueblo.edu), Director of Human Resources at (719) 549-2441, Administration Building – Room 306.

Please visit www.csupueblo.edu/AffirmativeAction and <https://www.csupueblo.edu/disability-resource-and-support-center/> for more information. (*Colorado State University-Pueblo Catalog*, 2017-2018, p. 16).

Board of Governors Non-Discrimination Policy

The Board of Governors is committed to a policy of nondiscrimination for the institutions it governs in accordance with all applicable anti-discrimination and civil rights laws. Accordingly, the Board of Governors does not discriminate on the basis of race, age, color, religion, national origin, gender, disability, veteran's status, genetic information, or sexual orientation including gender identity and gender expression (*Colorado State University-Pueblo Catalog*, 2017-2018, p. 16).

Colorado State University System Joint Proclamation Against Sexual Misconduct

On April 27, 2011, the CSU System along with the University issued its: Joint Proclamation against Sexual Misconduct. This proclamation provides:

The Colorado State University System and its institutions have zero tolerance for sexual misconduct among members of our University communities. All members of the University community, and their guests have the right to be free from unwanted sexual contact, coercion, abuse, violence, threat of violence, and harassment and are expected to conduct themselves in a manner that does not infringe upon the rights of others. When an allegation of sexual misconduct is brought forward, the University will investigate the matter and take appropriate action. Anyone found to have committed sexual misconduct will face immediate and appropriate disciplinary action, up to and including expulsion from the University.

We will bring this message to all corners of our University, and nurture the core value that fosters a safe and healthy environment for members of our community. Further, we emphasize that sexual assault survivors deserve our support and assistance. We strive to build healthy relationships within the university community free from sexual violence. To that end, the Colorado State University System is committed to raising the awareness of sexual misconduct actions; providing preventative training courses and promoting a healthy and safe environment for our students.

SEXUAL MISCONDUCT REPORTING (Title IX & VAWA Compliance)

All members of the University community, and their guests have the right to be free from sexual misconduct. As such, Colorado State University-Pueblo policies prohibit sexual misconduct, including dating violence, domestic violence/intimate partner violence, sexual assault, sexual exploitation, sexual harassment, stalking, and retaliation by members of the university community. The University has zero tolerance for any of the above-mentioned behaviors and will take appropriate actions to stop the behavior, prevent its recurrence, and remedy the behavior's effects.

Employees (except those serving in roles expressly designated to receive confidential information regarding sexual misconduct) are required to report any information they know about possible sexual misconduct to the University's Title IX Coordinator. Individuals who do not want their concerns reported to the Title IX Coordinator can contact confidential resources such as the University Counseling Center at (719) 549-2830 or the Pueblo Rape Crisis Center at (719) 549-549.

For additional information/resources regarding sexual misconduct or to report a concern/complaint of sexual misconduct, contact the Director of the Office of Institutional Equity, who is the Title IX Coordinator for Colorado State University-Pueblo. You may contact the University's Title IX Coordinator, Joshua R. Ernst (josh.ernst@csupueblo.edu) via telephone at (719) 549- 2210 or at the following address: Colorado State University-Pueblo, Administration Building – Room 304, 2200 Bonforte Boulevard, Pueblo Colorado, 81001. (*Colorado State University-Pueblo Catalog*, 2017-2018, p. 17)

Please visit www.csupueblo.edu/AffirmativeAction for more information.

Educational Purpose

Social Work majors are prepared as entry-level generalist social workers upon graduation with a BSW degree from Colorado State University-Pueblo. Our graduates are highly regarded by the social service community and are sought to fill the social work needs in the surrounding urban and rural communities of this region. Child welfare agencies are supportive and active in working with faculty and students in the IVE program. Many graduates of this program are administrators and practitioners in social service agencies throughout southeastern Colorado. A significant number of our graduates have continued their education beyond the BSW.

The academic classroom and fieldwork components of the social work program are designed to prepare the student for beginning level professional practice as a BSW social worker, as well as for graduate study. The purpose of our undergraduate curriculum is to prepare students for beginning professional generalist practice with individuals, families, groups, organizations, and communities.

The curriculum has been developed to support the mission of the Institution. It is consistent with the Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education.

Social Work Department Goals and Objectives

- Goal 1: prepare advanced social work practitioners with the ethical consciousness, cultural competence, and desire to be lifelong learners who give back to the profession of social work and enhance the global community in which we live;
- Goal 2: provide students with the necessary advanced skills in engagement, assessment, intervention, and evaluation in order to competently serve diverse client populations at all levels of social work practice and across the lifespan utilizing the ecological perspective as a foundation; and
- Goal 3: prepare students to engage in policy practice, to advocate for social and economic justice, to serve diverse client systems of all sizes ethically and compassionately, and to engage in research in its many forms in order to better serve individuals, families, groups, organizations, and communities.

Generalist Perspective

The combination of ecological systems theory, strengths-based intervention, and the self-empowerment approach provide the generalist practitioner with ethical and culturally competent interventions to improve social functioning and promote social and economic justice.

Social workers are guided by the National Association of Social Workers *Code of Ethics*. Social workers must learn the difference between personal and professional values, and integrate the NASW *Code of Ethics* in their professional interventions. The Social Work department adheres to the NASW standards. You can find a copy of the NASW *Code of Ethics* (2017) in the appendix of this handbook.

CSWE Educational Policy and Accreditation Standards (EPAS)

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education - at the baccalaureate, master's, and doctoral levels - shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds 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 (Educational Policy and Accreditation Standards: 2015, Council on Social Work Education).

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level. The complete CSWE 2015 Educational Policy and Accreditation Standards are included in APPENDIX D.

Nine Social Work competencies listed below are consistent with the mission and goals of CSWE accreditation policy and respond to the content of that policy. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. Specifically for the practicum student, the nine competencies guide the development of the learning plan, engagement in field activities and evaluation of student demonstration of progress toward achieving competency in each area.

Generalist Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws, and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-

professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and

that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and,
- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service-delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies, and other professionals, as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies,

including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers, understand qualitative and quantitative methods for evaluation of outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialization Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Specialized social workers with an advanced generalist focus practice independently as professional practitioners at micro, mezzo, and macro levels of practice, as well as seeking advanced licensure. Social workers understand the importance of recognizing,

analyzing, and resolving ethical dilemmas. Social workers are professional in their oral and written communication with others and in multi-disciplinary teams and use technology ethically. Social workers seek appropriate supervision and guidance in their professional practice. Advanced specialized social workers:

- learn policies and laws that guide practice at micro, mezzo, and macro levels;
- apply the standards of the NASW Code of Ethics, policies, and laws to ethical decision-making models and to the use of technology;
- learn the interventions and contraindications of theories, distinguishing client values from their own, developing the ability to discern what is ethically sound practice;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in classes and in field; and
- understand the role of supervision and various models of supervision while seeking consultation and supervision for their practice.

Competency 2: Engage Diversity and Difference in Practice

Specialized social workers understand the importance of diversity and difference in practice. Social workers understand contraindications for cross-cultural interventions in a number of theories and therapies and use their skills to practice cultural competence in the phases of the helping relationship. Specialized social workers are very self-aware, and due to advanced knowledge and skill development, they are better prepared to intervene with people from diverse backgrounds. Social workers are able to think critically about their practice situations, as well as the research they may undertake. They apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels, present themselves as learners, and engage clients and constituencies as experts of their own experiences. They apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Specialized social workers:

- apply and communicate understanding of the importance of the person-in-environment system and how systems of various sizes affect diverse populations;
- demonstrate understanding and respect for client and constituencies' personal life experiences; and
- engage in self-reflection regarding personal biases and values when working with diverse clients and constituencies; and
- demonstrate self-awareness of their own diverse life experiences and their impact in the helping relationship.

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

Specialized social workers are prepared to undertake both case and cause advocacy. They are able to develop a plan for changing contexts of practice, whether it is community or agency. Social workers understand how to strategize, examine and mobilize resources, and be connected globally to the broad and diverse needs of humanity. Specialized social workers utilize specific analytical frameworks and understand how to develop policy that minimizes unintended consequences. Policy development is one of the causes of

oppression and discrimination, but it is equally important to understand that policy implementation is also a cause. Therefore, specialized social workers are aware of the policies that are implemented in agency, community, and practice. Specialized social workers:

- analyze policy and policy implementation practices to reduce oppression; and
- employ advocacy skills at the micro, mezzo, and macro level to advance social, economic, and environmental justice.

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

Specialized social workers understand how to conduct specific forms of research: practice and program evaluation (including needs assessments and feasibility studies). They are able to work independently as practitioners, as well as to justify their time to third party funding agents. In order to practice ethically, specialized social workers are aware of best practices, and are prepared to add to the existing knowledge linking practice wisdom and research data. Specialized social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Specialized social workers engage in policy analysis and development and are proficient in preparing an advocacy plan. Recognizing the difference between case and cause advocacy, specialized social workers are prepared to practice both. Specialized social workers are able to:

- identify local, state, and federal level that impact well-being, access, and service delivery;
- utilize evidence-based practices in policy development;
- develop action plans to advocate for policies that advance human rights and social, economic, and environmental justice.

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

Specialized social workers understand the importance of human relationships and utilize skills to effectively engage with diverse systems of all sizes. Specialized social workers understand the effect of the environment on diverse systems of all sizes and utilize theory to effectively develop relationships with diverse systems. Specialized social workers utilize empathy, reflection, and effective interpersonal skills to engage with diverse systems of all sizes. Specialized social workers:

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

- use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and engage with diverse systems of all sizes.

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

Specialized social workers understand the importance of effective assessment of diverse systems of all sizes and that assessment is an ongoing process. Specialized social workers understand theories of human behavior in the social environment and utilize these theories to effectively collect and analyze assessment data. Social workers develop mutually agreed goals with diverse systems of all sizes and devise intervention strategies aligned with evidence-based frameworks and preferences of clients and constituencies.

Specialized social workers:

- engage in information-gathering with clients, assist clients in the understanding of their own lived experience through the structuring of their information, and use the therapeutic relationship to seek feedback from clients about the accuracy of the information and the information structure;
- use their specialized knowledge of the human condition and theoretical perspectives to assess the importance of information gained with clients and constituencies during the therapeutic processes of the relationship while respecting the uniqueness of each client or constituent;
- assist clients in the selection and development of achievable goals and objectives by utilizing the strengths of the client or constituent, while also addressing the needs and obstacles that have emerged in information-gathering; and
- use evidence-based knowledge to select interventions with clients and constituents, based on information gathered; such interventions embrace the particular and unique needs, values, and preferences of clients and constituents.

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

Specialized social workers are competent with evidence-based practice and able to intervene effectively with diverse systems of all sizes. Specialized social workers understand how assessment is linked to intervention and employ mutually agreed interventions with clients and constituencies. Specialized social workers apply theories of human behavior in the social environment, engage in inter-professional collaboration appropriate, and utilize effective advocacy skills on behalf of diverse systems of all sizes.

Specialized social workers:

- understand and implement the therapeutic interventions appropriate to the client or constituent, maximizing client/constituent strengths and capacities, while preparing clients/constituents for addressing potential obstacles to goal attainment;
- utilize in-depth, holistic social work perspectives and other multidisciplinary perspectives to join with clients and constituents in the change process;
- engage in collaboration with other professionals as needed and as appropriate for clients'/constituents' goal attainment;

- assume the social work roles appropriate to clients' /constituents' successful outcome; such roles might include advocate, negotiator, mediator, broker, or educator; and
- prepare clients and constituents for the termination of the helping relationship or for transitions during the therapeutic process in a way that works to insure maintenance of successful goal attainment.

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

Specialized social workers understand the importance of practice evaluation with diverse systems of all sizes. Effective practice evaluation requires the specialized social worker to select appropriate methods for evaluation, utilize theories of human behavior in the social environment, evaluate processes and outcomes, and utilize this information to improve practice. This evaluation of practice reinforces the specialized social worker's understanding of research-informed practice and practice-informed research. Specialized social workers:

- utilize research procedures for practice evaluation, appropriately choosing those methods that respect the diversity of clients and constituents and with a theoretical perspective that is appropriate to evaluating such outcomes;
- understand and implement consistent evaluation of practice and program outcomes, reviewing such evaluation on a regular basis; and
- utilize findings from practice and program evaluation to better inform practice at all levels and to improve programs and program delivery.

V. SOCIAL WORK FIELD INSTRUCTION PROGRAM

Field experience is a significant part of the preparation for professional practice. Generalist students are placed in an approved social service agency for 432 clock hours under the supervision of a qualified agency supervisor. This experience allows students an opportunity to apply knowledge, values, skills, and cognitive and affective processes learned in the classroom to real work situations. Generalist students **must** enroll in the Field Seminar courses (SW 581 & SW 582) concurrently with the Field Placement courses (SW 588 & SW 589). Field practicum is completed through a concurrent placement in the Fall and Spring semesters. Likewise, specialization students must enroll in the Field Seminar courses (SW681 & SW682) concurrently with the Field Placement Courses (SW 688 & SW689). Field practicum for specialization students is completed in the Spring and Summer semesters. Students are expected to complete 640 clock hours under the supervision of a qualified agency supervisor.

The field instruction program for Generalist students includes two 1-credit hour seminar courses and two 4-credit hour field placement courses for a total of ten semester hours. The four courses are identified as the capstone courses for the social work degree. Specialization field instruction includes two 1-credit hour seminar courses and two 4-credit hour field

placement courses for a total of 10 semester hours. The field instruction program is an integral part of the curriculum. A primary goal of the graduate Social Work Program at CSU-Pueblo is to prepare students for advanced social work practice. The main focus of field instruction is to provide students an opportunity to apply social work knowledge, values, skills, and cognitive and affective processes in practice.

Focus of Field Education

The focus of field education is to provide a purposeful field experience. A field placement at the student's place of employment is strongly discouraged. At no time will a student's placement with his/her employer be considered unless the following criteria are met:

1. The student must work in a different unit, must have a Field Instructor different from his/her employment supervisor, and there must be a clear distinction between employment hours and field placement hours.
2. The student must be identified as a social work intern and not as an employee during field placement hours.
3. The agency must agree to provide an **educational experience** with responsibilities and duties separate and distinct from the student's employment responsibilities and duties.
4. The agency must agree to plan for a successful completion of field placement and to allow the student to fulfill the internship goals and requirements.
5. A formal letter from the director of the agency outlining the implementation of items 1 through 4 must be submitted to CSU-Pueblo's Social Work Field Coordinator, who must approve the plan prior to field placement.
6. In the event that a student is hired by the agency during the internship, the above criteria must be met and documented by a letter to the Field Coordinator.

The first semester of field experience for generalist students (Practicum I, SW 588) provides a practical experience in a social work agency, institution, or community organization designed to complement the student's academic work and enable the student to learn to apply theory to actual social work situations. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contacts with a variety of individuals, groups, and/or community resource workers, to learn beginning social work tasks, and to share experiences with other students in the Practicum I (SW 581) course. The student will be expected to develop a beginning awareness of his/her part in the helping process, perform at a minimal level the tasks to which he/she is assigned, and put into practice beginning social work skills. This course provides experiences for developing competence in linking people with resources, services, and opportunities within the context of a beginning understanding of human diversity in behavior and social environment.

Students must complete 216 clock hours in placement under the supervision of a qualified agency supervisor. Students must be concurrently enrolled in and attend the Field Practicum I (SW 581) seminar.

The second-semester field experience (Practicum II, SW 589) provides opportunities for continuing the integration and application of knowledge, values, skills, and cognitive and affective processes in actual situations. The student is expected to gradually approximate the responsibilities of beginning agency staff members, develop a continuing awareness of his/her professional self, and increase awareness of his/her own values. Students are expected to develop a comprehensive knowledge of community resources and intervention skills common to social work practice at all levels and with various client populations. Again, students must complete 216 clock hours in placement under the supervision of a qualified agency supervisor and attend the Field Practicum II (SW 582) seminar.

Practicum III (SW688) is designed to further the advanced skills of MSW practitioners. The practicum provides an opportunity for the student to practice advanced skills while integrating knowledge, values, skills, cognitive and affective process, and ethics in advanced placement situations. Students must complete 320 clock hours of placement under the supervision of a qualified agency supervisor and attend the Field Practicum III (SW681) seminar.

Practicum IV (SW689) is designed to allow the students to demonstrate their advanced skills while integrating knowledge, values, skills, cognitive and affective process, and ethics in advanced placement situations. Students must complete 320 clock hours of placement under the supervision of a qualified agency supervisor and attend the Field Practicum IV (SW682) seminar.

The classroom instructor assigned to the Field Seminar also serves as the Field Liaison between the Social Work Program and student placed in the agency and the agency Field Instructor.

Dual Relationships

At no time will a student be placed in a situation where there is a dual relationship. This would include, for example, a placement where the student is related to or dating the agency director, social worker, or other employees, or in instances where the student is receiving services from the placement agency.

Integration between Curriculum and Field Practicum

Previously completed and/or concurrent classes, agency placements, and field seminar groups allow the student to apply theoretical knowledge, and to engage in problem-solving with other students. In the classroom and in field placement, the student integrates and

applies social work knowledge, values, skills, and cognitive and affective processes in practice. This requires integration of knowledge from beginning social work courses through social work practice courses during the field experience.

Integration between Field Practicum and the Profession

Continuous and intensive agency involvement provides students with an identity with the Social Work profession. Familiarization with routines and procedures gives the student a solid identification, a sense of belonging to the agency, profession, and delivery systems.

Each student has ongoing supervision from the Field Instructor and the Faculty Liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. These relationships give the student consistent opportunities for feedback and input on how he/she can work more effectively as a professional. Field Instructors are carefully screened and selected in accordance with criteria which comply with the standards of the Council on Social Work Education.

Objectives of Field Instruction

Upon completion of field instruction, the student will have developed skills in the following areas:

- A. Professional Development:** The field placement will foster actualization of the student's potential for assuming an advanced professional role in the relationship with clients; foster self-awareness and professional autonomy. The student will promote the understanding, application, and commitment to the values and ethics of the social work profession. The student should be able to demonstrate the ability to effectively examine his/her own practice behavior and move toward an advanced disciplined application of knowledge and use of self in the service of others.
- B. Knowledge of the Community:** The student should have advanced knowledge of the community and resources available. The field placement will provide the student with an opportunity to gain knowledge of their agency and the community served. Students should gain advanced knowledge of the various areas served, the population, culture and resources within the community.
- C. Knowledge of the Agency Services:** The field placement will provide an opportunity for the student to develop an advanced working knowledge of the agency's policies and procedures, its funding sources, organizational structure, services, regulations, intake and referral processes, case assignment planning, and recording procedures. The student should be able to interpret its agency services, policies, and procedures to clients, other professionals, and people in the community.

- D. Application of Social Work Knowledge:** The student should be able to apply advanced social work knowledge in practice. Students should be able to utilize a social system's approach to understanding and working with client systems. Students should be able to utilize a biological, psychological and social-cultural perspective in practice. This includes the application of a strengths perspective from an advanced generalist approach. Students are expected to follow social work values and ethics.
- E. Application of Theory:** Student should be able to apply biological, psychological, social and cultural theory to practice. This includes the advanced knowledge of human behavior and development from an environmental and cultural perspective. Students should be able to assess culturally appropriate theory to practice.
- F. Application of Values and Ethics:** Students should be able to identify social work values and ethics. Students should perform their duties in a professional manner adhering to social work values and ethics. This includes maintaining the dignity and respect of their clients, community and agency staff. Students are expected to maintain confidentiality and follow the policy of the agency.
- G. Application of a Biological, Psychological, Social, Cultural and Spiritual Perspective to Practice:** Students should be able to assess a client system from an advanced biological, psychological, social and cultural perspective. Cultural perspective should include a client's spiritual values and beliefs in practice.
- H. Application of Human Behavior and Social Environmental:** Students should understand the ability to understand and assess client systems from an advanced human behavior and social environment perspective. Students will be expected to utilize ecomaps and genograms in practice.
- I. Application of Social Work Practice Skills:** The field placement will assist the student to improve advanced problem identification and solving, assessment, documentation, relationship and intervention and termination skills necessary for advanced generalist social work practice. The student will be able to demonstrate the ability to communicate effectively, both in verbal and written form, to conduct an interview, gather relevant data, provide an assessment, and identify problems with recommendations for advanced generalist intervention. The student will be able to establish an advanced helping relationship with a range of diverse client systems, to include family, small groups and the community. The student should demonstrate the utilization of various practice skills needed to implement, develop and evaluate treatment programs.
- J. Application of Research and Evaluation:** Student should be able to utilize advanced research skills in the evaluation of their practice. This includes the ability to evaluate the effectiveness of intervention and utilize the information gathered to modify his/her

practice style. Students should be able to assess their professional growth and evaluate their skill and knowledge development.

- K. Application of Diversity/Cultural Competency Skills:** Students will demonstrate an appreciation, understanding, and respect for human diversities. Students are expected to work professionally with diverse populations, assessing if the theory, method of assessment and intervention is culturally appropriate to the diverse client systems encountered. The program focuses on the diversity within the region with a focus on Chicanos/Chicanas.
- L Effective Use of Supervision:** The field placement will enable the student to become integrated into the agency staff, to develop professional working relationships with administrators, supervisors, service staff, clerical staff, and to demonstrate readiness to assume a staff position through his/her behavioral observance of agency staff policies.
- M Application of Critical Thinking:** The field placement will foster the student's ability to think analytically about clients, services, programs, and practice style. The student should be able to demonstrate an advanced ability to conceptualize a problem situation and delineate its critical dimensions, to gather relevant data, and to develop and implement an advanced generalist intervention plan based upon a clear rationale for the selected intervention.
- N. Advocacy:** The field placement will foster the student's potential for effectuating social change by encouraging analysis of agency functioning and service limitations, analysis of relevant social policies and their impact upon service delivery, and analysis of the social environment's impact upon specific target populations especially those that are at risk. The student should be able to effectively advocate for clients by demonstrating advanced knowledge of agency policies, service regulations and grievance procedures, sensitivity to the client's rights of self-determination and assert confidence in his/her ability to articulate the basis for advocacy.
- O. Social Justice:** Students should be able to advocate for their clients and needed resources within their agency and community. Students are expected to maintain a commitment to social justice and human rights and dignity of people.
- P. Social Policy and Agency Policy:** Students should have knowledge of University policy and social work field placement procedures prior to enrollment in the social work internship. Students should be able to access agency policy and procedures. Students are expected to follow agency policy and utilize the proper chain of command protocol. Students must have knowledge of agency policy and procedures utilized to change policy. Students should be able to effectively identify and assess the impact of social policy on the agency and the population served. This includes the impact on client services.

Insurance Coverage for Field Placement

Under Colorado law, students in field placement have liability coverage based on maximum judgments as outlined in State law, currently \$150,000 per occurrence and \$600,000 per aggregate occurrence. All student activity approved by the host agency, field placement instructors, or sanctioning group as part of field placement is covered, except for "wanton and willful" neglect, irresponsibility, or inaction. To ensure that adequate liability coverage exists, the "Acceptance Contract for Field Placement" **must** be completed and returned to the Field Coordinator **prior to** the first week of field placement.

Damages that may be awarded for any suit brought against a public agency (local, county, or state) are limited by the law. However, this is not the case with private agencies. For this reason, any student wishing placement in a private agency may be required by the agency to obtain additional malpractice insurance, if the agency's own liability insurance does not cover students. Purchase of private malpractice insurance will be at the student's expense, and the amount necessary will be determined by the policies of the individual agency. Students needing to purchase private malpractice insurance may do so through the National Association of Social Workers, the American Association of Marriage and Family Therapists or other professional groups and entities.

Transportation

The University's insurance coverage does not cover a student's automobile liability. Therefore, the Department of Social Work does not permit students to transport clients in their personal vehicle or in an agency vehicle.

The program does not require a student to own a vehicle; however, students must be able to transport themselves to and from the field agency in order to complete their field placement hours.

Life and Work Experience

The Department of Social Work does not accept life experience and/or previous work experience for academic credit. This includes social work classes, field placement, and the social work practice course that requires a volunteer experience.

Courtesy Supervision

A student may be enrolled in another university, yet be taking classes and internship through Colorado State University-Pueblo's Social Work Program. The arrangement must start with the initiating program's Field Coordinator. The initiating program's Field Coordinator will ensure the student's prior approval and eligibility before the official agreement is established.

Arrangements will be made between the CSU-Pueblo Field Coordinator and a similar representative from the initiating institution. The CSU-Pueblo Field Coordinator will inform the selected field agency regarding the courtesy arrangement.

The student must meet the following requirements to be eligible for this arrangement:

- Student is prepared for practicum.
- Student is prepared to complete the expectation of social work field practicum seminar and field practicum.
- Student agrees to complete the minimum number of field practicum hours regardless of whether their program requires fewer hours. Arrangements will be made if the other institution requires additional hours.
- Student completes all necessary paperwork.
- Student assures enrollment in their university's social work program's practicum classes.
- Student assures proper insurance coverage.
- Student will attend the concurrent seminar course for field practicum.

VI. ELIGIBILITY

The Field Coordinator is required to make a reasonable effort to assist students in securing a field placement. The social work student, **not the University nor the Social Work Program**, is ultimately responsible for being eligible and retaining a placement under the direction of the Field Coordinator. Students unable to obtain acceptance into an approved placement after three attempts or fails to successfully complete a practicum will not be awarded the degree and are advised to change to a major for which they can meet degree requirements.

Students need to be aware that virtually all agencies approved as practicum placements now require background checks and drug and alcohol testing at the student's expense. Any criminal history may exclude a student from obtaining a placement based on individual agency policies, not University or Department of Social Work policies.

Student Eligibility

To be eligible for field placement a student must:

- Have been formally accepted into the social work program (no conditional status). The acceptance letter is required for a complete field application. An incomplete field application will cause a delay in the student's assignment to a field agency;
- Have senior-level standing and have earned at least 90 credit hours;
- Have a cumulative grade point average of 2.5 or better in the social work major courses and possess a minimum cumulative grade point average of 2.0;
- Submit a field application, student resume, copy of your unofficial transcript, and a copy of acceptance letter (to the social work program);
- Complete all other required courses for the social work degree and all core social work courses except SW324, SW492, SW499, and the field sequence.
- Have fulfilled the University's institutional requirements;
- Have a recommendation for field from your social work advisor;
- Secure final approval from the Field Coordinator;
- Secure an approved field agency document;
- Identify the title of agency and acceptance contract for field placement;
- Pass the background check or screening the agency requires.
- Proof of valid medical insurance

Students will be ineligible for Social Work 489 (Field Placement II) and Social Work 482 (Seminar II) if they do not successfully pass either Social Work 488 (Field Placement I) and Social Work 481 (Seminar I). This includes incompletes.

Student Ineligibility: Non-acceptance into Field Placement

An incomplete field application will cause a delay due to lack of available field placement in the student's assignment to a field agency. The following may result in non-acceptance into the field practicum and seminar:

- Student has not been accepted into the Social Work Program.
- Student with "conditional status" will not be allowed to enroll in field placement or field seminar courses.
- Student has not attained senior level status and does not possess the 90 credit hour requirement and/or class requirements have not been met.
- Student has not received a recommendation from his/her social work advisor.
- Student does not have the minimum Grade Point Average (GPA).
- Student has not submitted a complete field application.
- Student has violated social work values and/or NASW *Code of Ethics*.
- Student cannot secure an approved field agency.
- Student cannot pass the background check or screening which the agency requires.
- Student will be ineligible for placement if he/she has not successfully completed all social work course requirements needed for field. This includes incompletes.

VII. FIELD INSTRUCTION PROCEDURE

Process

1. The Social Work Field Coordinator schedules a mandatory orientation meeting with prospective field students in the fall semester prior to entry into the field placement. At this meeting, students learn how to obtain the Social Work Field Manual and the Social Work Field Application. The Field Coordinator will announce the due date for the Social Work Field Application.
2. The social work student is expected to read the Manual and follow protocol, as well as review the criteria for eligibility. (Section V of this *Manual*).
3. The student is required to schedule a meeting with his/her assigned social work advisor. At this meeting, the social work advisor reviews the student's status and assesses his/her eligibility for field placement. The advisor provides the student with written authorization identifying eligibility or ineligibility for field. The Field Coordinator will not review any application without the social work advisor's authorization.
4. The student submits the Field Placement Application and advisor's authorization through Tevera, the online system used by the CSU Pueblo Social Work Department to track field hours and learning plans, by the designated due date.
5. Upon submission of the Field Placement Application the student is responsible for reaching out to the Field Coordinator to set up a placement meeting.
6. At the individual meeting, the Field Coordinator will review the application with the student, identify educational needs, learning experiences, occupational plans, and tentative semester(s) for field experience. The Field Coordinator identifies, with the student, prospective sites for field. The Field Coordinator makes a tentative match between the student and the agency.
7. The Social Work Field Coordinator initiates the selection and approval of agencies and Field Instructors based on the student's interest. The Field Coordinator informs the potential Field Instructor that the student will request an initial contact and interview with him/her.
8. The student is notified of the tentative placement. The student contacts the agency for a placement interview and provides the agency with a copy of his/her resume and field application prior to the interview.
9. If the student and the agency agree to the placement, the student is officially placed at the agency. The agreement requires an Acceptance Contract, which is secured by

the Field Coordinator. The student, authorized agency representative/agency-based Field Instructor, and the Field Coordinator sign the Acceptance Contract which **must be signed prior** to the student beginning field placement.

10. If the student and/or the agency does not agree to the placement, the matter is referred to the Field Coordinator for another agency match.
11. It is the student's responsibility to secure a field placement prior to the semester of enrollment in SW 481(Field Seminar) and SW 488 (Field Placement I). The Field Coordinator will make a reasonable effort to assist the student in securing a placement. **It is not the Field Coordinator's responsibility, nor is it the responsibility of the Social Work Department or the University, to obtain a placement for the student.** If a student cannot secure a field placement after three interviews, the student, the Field Coordinator, and the Department Chair meet to discuss terminating the field placement process.
12. The student must fulfill the expectations of field placement and successfully complete the practicum. If the student is unable to successfully complete the practicum, the student may be advised to withdraw from the program and find a major for which he/she can fulfill the degree requirements.

Selection of Agencies and Agency Field Instructor for Field Placement

Students in field instruction are placed in public, private non-profit, and private for-profit human service agencies. The Field Coordinator and an authorized representative from the agency can negotiate a working relationship based on the criteria defined below. If a working relationship is successfully negotiated by the Field Coordinator and the agency representative, a "**Memorandum of Agreement**" is signed by the Field Coordinator and an appropriate agency representative. The agreement must be signed prior to the student entering placement.

Criteria for Selection of a Field Agency

1. The availability and assignment of an approved Field Instructor with the time, motivation and commitment to social work student education.
2. Administrative support for Field Instruction activities as demonstrated by:
 - a. Granting the Field Instructor the necessary time for teaching and supervising student(s).
 - b. Providing the student with physical facilities and materials necessary for him/her to function as a professional. These include desk space, facilities for privacy in

- interviewing and tutorial instruction, reimbursement for agency-related travel, and provision of essential clerical services
- c. Providing agency sanction for student responsibility for clientele.
 - d. Providing opportunities for students to gain generalist practice experience with individuals, families, groups, organizations, and communities.
3. The opportunity for students to gain practice experience with client systems, including persons from diverse ethnic, racial, and cultural heritages and from age, gender, socioeconomic status different from his/her own background.
 4. The agency's support of the educational focus of field instruction by granting time for supervisors to attend conferences, seminars, or workshops on field education sponsored by the Social Work Department.
 5. The agency's adherence to social work values and the NASW *Code of Ethics*.
 6. The agency's adherence to a policy of non-discrimination regarding disability, gender, age, religion, racial/ethnic background, sexual orientation and veteran status.

Criteria for Selection of Field Instructors

Agency Field Instructors must have:

1. A Master's degree in social work from an accredited school of social work with a minimum of two years post MSW experience or a Bachelor's degree in social work from an accredited school of social work with a minimum of three years post BSW experience. The field coordinator may not make an exception to the educational requirement for Field Instructors but may place a student at the agency if a faculty member or a community professional social worker with the appropriate credentials assumes the responsibility for providing the social work education focus to the field experience. In that case, the agency will be responsible for providing a task supervisor. The agency Field Instructor or Task Supervisor must be able to bridge the student's academic learning to the student's field experience.
2. Social work practice competence, skill in teaching and supervision, and a commitment to social work education.
3. Social work licensure and/or membership in the National Association of Social Work are desirable.
4. Submission of a resume, utilizing the official format found in Appendix A.

Discontinuance of Field Instruction Site

Field education sites will be discontinued for the following reasons:

1. The agency or the Field Instructor demonstrates a lack of commitment to social work field education.
2. Agency non-compliance with non-discrimination and/or ADA policies of the university.
3. Substandard supervision.
4. Lack of supervision.
5. Limited field education learning opportunities.
6. Using the field education student to compensate for agency workload caused by lack of staff resources or staff vacancies.
7. Non-compliance with agency/student learning agreement.
8. Agency or Field Instructor violation(s) of the NASW *Code of Ethics*.

VIII. SPECIFIC RIGHTS AND RESPONSIBILITIES

Agency Responsibilities

1. Interview a prospective field student and accept or reject the student. An authorized agency representative must sign the student acceptance sheet.
2. Identify a Field Instructor and grant the Field Instructor the necessary time to fulfill her/his field teaching responsibilities.
3. Grant the Field Instructor time for consultation meetings with social work faculty and time to enhance her/his knowledge of field instruction by attending conferences, institutes, and workshops on field teaching sponsored by the Social Work Program.
4. Consider students for placement without respect to race, ethnic, origin, gender, sexual orientation, age, religious, disability (unless the student is not able to function in the agency setting), or political belief.
5. Provide the student with opportunities to gain practice experience with individuals, families, groups, community organizations, and policy-making bodies.
6. To provide physical facilities and materials necessary for the student to function as a professional. These include desk space, facilities for privacy in interviewing and tutorial instruction, reimbursement for agency-related travel, and provision of essential clerical services.
7. Allow the student access to case files, recordings, board meetings and minutes, and other materials that can substantially enhance the student's field experience.
8. Provide agency sanction for the student to carry caseload responsibilities.
9. Utilize the Tevera software for field supervision.

Agency-Based Field Instructor Responsibilities

1. Submit a professional resume and an agency description.
2. Participate in the selection of field instruction students through interviews and assessment of students referred by the Field Coordinator.
3. Establish and sign the "Student Agency Learning Contract" with the student. This document identifies learning goals and assignments commensurate with the educational objectives for field instruction.

4. Orient the student to the agency (including agency policies, procedures, services, intake procedures, case assignments, planning and referral processes, sources of funding, administrative structure, and linkage to other agencies).
5. Provide the student with weekly supervisory conferences.
6. Provide the student with evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner.
7. Provide time to meet together with the Faculty Liaison and student.
8. Sign weekly time sheets.
9. Provide the Social Work Department with two evaluative reports of the student's performance, once at the end of the fall semester and once at the end of the spring semester.
10. Participate in field instruction conferences and workshops sponsored by the Social Work Department.

Student Responsibilities

1. Pay for background checks or other agency fees, if required.
2. Observe the agency's schedule for working hours.
3. Participate in formulating a "Student Agency Learning Contract" with the Field Instructor. The learning contract identifies specific goals, learning objectives and assignments.
4. Act as a mature, professional at the assigned agency.
5. Apply the NASW *Code of Ethics* as criteria for determining professional conduct and standards of practice.
6. Develop professional work habits in the completion of agency assignments.
7. Attend and actively participate in weekly conferences with the Field Instructor.
8. Enroll in and successfully complete the field instruction seminar(s) held during the course of Field Placement I and II.
9. Make advance preparations for case responsibilities when absent for University vacations.

10. Prepare to make up time to attain 448 hours when the agency is closed for a holiday or any other reason.
11. Participate in the field placement (SW 488 and SW 489) evaluation conferences with the Field Instructor and Faculty Liaison.
12. Seek assistance from the Faculty Liaison if the student encounters problems in the placement.
13. Arrange with the agency Field Instructor for the termination or orderly transfer of cases or projects before leaving the agency.
14. Complete a student evaluation of the field experience at the end of the placement. If a student changes placement, she/he must submit an evaluation on both agencies. (Final grades for field placement will not be recorded until the student's evaluation of his/her field experience is returned to the Field Liaison).
15. Complete the BSW Survey and SWEAP evaluation.
16. For the Title IV-E program, students are responsible for attending the regional training as scheduled by the Colorado Department of Human Services and completing the Transfer of Learning (TOL) Checklist in a timely manner.
17. Utilize the Tevera software for field tasks and assignments.

University and Social Work Program Responsibilities

1. Assign a social work faculty member as Field Coordinator to manage the field instruction program.
2. Assign a social work faculty member as Faculty Liaison.
3. Evaluate the preparation of the social work student with regard to academic and theoretical knowledge, values, skills, and cognitive and affective processes needed to experience a successful field placement and be a contributing member of the agency.
4. Allocate sufficient faculty resources, travel reimbursement, time, and planning.
5. Allocate funds to publish the field manual, which is essential to a well-integrated field experience.

Field Coordinator

The Field Coordinator has primary responsibility for administering policies governing the field instruction program established by the University and Social Work Department.

Field Coordinator Responsibilities

1. Administer the quality of the field instruction program and recommend policy to the social work faculty.
2. Maintain a current Field Manual.
3. Select field agencies in accordance with the "Guidelines for the Selection of Field Placements."
4. Maintain an active list of approved field agencies.
5. Collect and maintain documents from field agencies and instructors. Documents include field agency descriptions and Field Instructor's resumes.
6. Assure that the approved agencies and instructors meet the accreditation requirements.
7. Orient agencies to CSU-Pueblo's Social Work Program and the field instruction program.
8. Plan and schedule an annual conference on field instruction for all field personnel (one in Pueblo and one in Colorado Springs).
9. Provide Field Instructors with information about the Social Work Program, including curriculum, policies, procedures, goals, and expectations for student performance.
10. Plan and conduct an annual orientation for students entering field. (Fall semester).
11. Assure students meet minimum qualifications for placement.
12. Provide Field Instructors with a summary of the student's education, experience, and particular interests at the beginning of the placement process.
13. Ensure assignment of Field Instructors with primary teaching responsibility for students in the setting.
14. Approve and assign students to a field placement setting.

15. Assure necessary documentation has been completed prior to the student starting placement (i.e., "Acceptance Contract" and "Memorandum of Understanding").
16. Assess the quality of field instruction provided to each student.
17. Aid in the final arbitration of problems and conflicts which arise in the field placement.
18. Assess and approve the appropriateness of a student change of Field Instructor or field placement.
19. Collect data and resources for evaluation.
20. Review, approve, and arrange courtesy supervision in accordance with CSU-Pueblo's Social Work Department and requesting University.
21. Field Instructors in the Title IV-E Program are responsible for ensuring the Transfer of Learning (TOL) checklist is completed by the student. The Field Instructor is responsible for sending the TOL to the Colorado Department of Human Service upon completion to facilitate the certification of the student.
22. Utilize the Tevera software to manage field placements and agencies.

Faculty Liaison

A member of the Social Work faculty is assigned to consult with Field Instructors in every agency in which a student is placed. The Faculty Liaison meets periodically with Field Instructors to review and approve specific learning objectives and assignments and to facilitate the educational goals of the field instruction program. The Faculty Liaison may also meet periodically with student and Field Instructor when deemed necessary.

Faculty Liaison Responsibilities

1. Work collaboratively with Field Instructor to ensure the educational focus and academic integrity of field instruction.
2. Meet with the Field Instructor and student to facilitate the formulation of a student learning contract with the agency.
3. Meet with Field Instructor at least two times during the semester (one meeting may be via teleconference, video conference, or email) to review student's learning assignments and progress toward fulfilling the field instruction course requirements. Additional contact may be needed to resolve concerns in field.
4. Strengthen and support the Field Instructor's field teaching skills.

5. Facilitate resolution of problems or conflicts between the student, Field Instructor, and/or agency.
6. Collaborate with Field Instructor in the evaluation of the student's performance at the end of Social Work 488 and Social Work 489 field placement.
7. Assign student's grade in collaboration with the Field Instructor and submit the final grade for field instruction to the registrar's office.
8. Secure the necessary evaluation documentation for the Social Work Department.
9. Keep the Field Coordinator informed regarding developments in the field placement which impact administration of the field instruction program.
10. Make a recommendation about continuing or discontinuing field placement in the agency or continuing or discontinuing Field Instructor participation to the Field Coordinator.
11. Utilize the Tevera software for field liaison responsibilities.

IX. SCHEDULE OF FIELD PLACEMENT HOURS

The student is expected to begin field hours the first week of classes and the student is not allowed to complete any field hours prior to this designated time. Students are expected to work two days per week (16 hours) and complete 448 clock hours at the agency over two academic semesters. Students are not required to work holidays that the university is closed, and are not permitted to work field hours during the long holiday break from December to January without permission from their Field Liaison and Field Coordinator.

The precise scheduling of hours (days and times) may vary according to the agency's needs, client's schedules, and opportunities for student learning experiences. The student's schedule is arranged between the student and agency Field Instructor. The agency Field Instructor approves the final schedule but must ensure the student can earn at least 224 clock hours of placement per semester. The agency Field Instructor and the Faculty Liaison should be aware of the student's assigned days and hours. Students need to be supervised; therefore, it is highly unlikely that a student will be able to secure a placement on weekends and/or evenings.

In the event of a change in placement, the student must complete 80% of the 448 clock hours in the agency where the student successfully completes placement. Only 20% of the time will be counted toward a new agency. This requirement may be waived at the discretion of the Field Coordinator and the Social Work Department Chair.

Child Welfare Stipend Recipient Hours:

Students who have been awarded the Child Welfare Stipend are required to complete the state child welfare training, if they have not already done so, concurrently with their field placement. The time spent at this training counts towards the hours that they are required to complete, and the schedule for these dates and times will be available to students at the start of the school year. Students are responsible for sharing these details with supervisors and arranging their field schedule accordingly.

X. ABSENCE FROM FIELD PLACEMENT

In the case of illness or other **extraordinary** circumstances necessitating absence, the student is expected to notify his/her agency Field Instructor and Faculty Liaison about the reason for the absence and expected date of return. The student must arrange to make up missed time in order to complete the 448-hour field requirement. Students are entitled to regularly scheduled University vacations and holidays. In the event that the agency may have a holiday not recognized by the University, it is the responsibility of the student to arrange with the agency Field Instructor to make up the hours missed. The student needs to consider client and agency needs for continuity of service in the case of a planned absence and make arrangements for coverage with the approval of the Field Instructor. Exceptions are arranged through a mutual agreement between the student and the Field Instructor. In the event of an extended absence, the Faculty Liaison needs to be aware of the absence and the plan to make up hours.

XI. STUDENT EVALUATION

Student evaluation is a continuous process and an important component for professional development. The purpose of the evaluation of students in field instruction is threefold:

1. Provide the student with an assessment of his/her competencies in the knowledge, values, skills, and cognitive and affective processes for professional practice;
2. Give the student encouragement, guidance, and motivation to continue his/her professional growth; and
3. Provide the school and the student with a written record of the student's performance for purposes of granting credit and recommendations for beginning level social work practice.

The student, the agency Field Instructor, and the Faculty Liaison must participate in the formal evaluation process. The "Student-Agency Learning Contract" and the evaluation provided by the Social Work Program are used as the basis for evaluation.

X. CSU PUEBLO EVALUATION

Evaluation of the CSU Pueblo Social Work program is a continuous process and an important component for program development. The purpose of the Field Instructor's Evaluation of the CSU-Pueblo Program is to collect important information from stakeholders regarding the program's ability to effectively prepare students for beginning level social work practice. Field instructors with active placements should complete the Field Instructor's Evaluation of the CSU-Pueblo Program (see Appendix A) at the end of the academic year. This evaluation should be given to the Field Liaison at the same time as the final student evaluation (at the end of SW489). Field Instructors can also mail or email the form to the Field Coordinator.

XI. AGENCY CONCERNS

If the agency is dissatisfied with a student's performance, the procedure to be followed is:

1. Immediately bring the issue to the student's attention in an effort to resolve the problem.
2. When appropriate, the agency Field Instructor should work with the student to modify the learning contract so that the agency's expectations are stated in constructive behavioral terms.
3. If the student's performance does not adequately improve using the above procedures, the agency Field Instructor should immediately contact the Faculty Liaison to determine what corrective action should be taken.
4. The Field Coordinator should be notified if any violations of the NASW *Code of Ethics*, unexplained absences, performance issues and/or violations of agency policy constitute grounds for terminating the student from the field practicum.

XII. STUDENT CONCERNS

Protocol for resolving student concerns is:

1. Discuss the problem constructively with the agency Field Instructor.
2. If the situation or problem cannot be resolved at the agency level, the student should contact the Faculty Liaison. The Faculty Liaison will meet with the student and the agency Field Instructor.
3. If the problem continues, the Faculty Liaison will discuss the situation with the Social Work Field Coordinator. At this point, a meeting may be scheduled with the student, agency Field Instructor and/or director, Faculty Liaison, and Field Coordinator.
4. Should a decision to terminate the student occur, the student, the Field Instructor and the faculty liaison will hold a joint meeting and complete and sign the "Termination of Practicum" form. (See, APPENDIX A).

If the student remains dissatisfied with the problem resolution, he/she may initiate a formal grievance through the University Student Grievance Procedure (Appendix C in this document).

XIII. TERMINATION

Field Practicum

Students may be terminated from placement for the following reasons:

- Student is unable to secure a placement by the third week of classes and placement.
- Student has been refused or terminated from three different agencies.
- Student violates social work values and/or NASW Code of Ethics.
- Student fails to complete SW481 and/or SW488.

Termination from a field agency may affect the ability to secure another placement and to complete the BSW degree.

Social Work Program

In accordance with professional and University standards, students may be denied acceptance or be withdrawn from the program or field practicum for either academic or behavioral reasons.

Academic Requirements

By University policy, students are required to maintain a minimum cumulative grade point average of 2.0 for graduation. For Social Work core and other required courses, a minimum GPA of 2.5 is required. Each course designated with an SW prefix and each non-social work course required for the major must be completed with a minimum grade of C.

Behavioral Requirements

Behaviors which may result in non-acceptance into the program, field practicum, or withdrawal from the social work program may include, but are **not limited to**, the following:

1. Serious or repeated violations of the NASW *Code of Ethics*;
2. Violation of CSU-Pueblo's academic dishonesty policy or Student Code of Conduct;
3. Unprofessional social work conduct;
4. Demonstrated unwillingness or inability to use supervision;
5. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship;

6. Inability to accept an appropriate evaluation from supervisors or refusal to modify one's professional behaviors as requested;
7. Inappropriate or disruptive behavior toward colleagues, faculty, staff or peers;
8. Consistent failure to demonstrate the interpersonal skills necessary to form effective professional relationships on all levels;
10. Misuse of agency materials, including client records;
11. Violations of NASW *Code of Ethics* through inappropriate use of social media

Behaviors identified as inappropriate will be discussed between the Faculty Liaison, Field Instructor, Field Coordinator, and the student. In the event of a termination from the program or field placement, the student may appeal the decision. The student may request a meeting with the Social Work Department Chair and submit in writing a request for re-evaluation of the termination and provide reasons for the reassessment of termination.

Students also have the opportunity to appeal decisions through the due process procedures available through the University (refer to Appendix C of this Manual).

XIV. FIELD PLACEMENT PROBLEM-SOLVING AND GRIEVANCE PROCEDURES

Proper procedures must be followed if a student experiences any difficulty or becomes dissatisfied with his/her field placement and are as follows:

1. Discuss the problem constructively with the agency Field Instructor.
2. If the situation or problem cannot be resolved at the agency level then attempt to resolve the problem with the social work Faculty Liaison. The Faculty Liaison will meet with the student and agency Field Instructor.
3. If the situation cannot be resolved at the agency level the Faculty Liaison will discuss the situation with the social work Field Coordinator. At this point, a meeting may be scheduled with the student, agency instructor and/or director, Faculty Liaison, and Field Coordinator.
4. If a satisfactory solution cannot be achieved, the student may elect to meet with the Social Work Department Chair, Faculty Liaison, and Field Coordinator.
5. The agency-based Field Instructor and/or the agency director may elect to drop the student from field placement. If circumstances dictate, the student may be allowed to switch to another agency.
6. If a satisfactory solution cannot be achieved after the above steps have been taken, the student may seek remedy through the University student grievance procedure.

APPENDIX A

Forms



**Department of Social Work
Admission to Field CHECKLIST**

To be completed with assigned Social Work Advisor and Field Director

Student First Name: _____ **Student Last Name:** _____

PID: _____ **Cumulative GPA:** _____ **Social Work GPA:** _____

The following checklist is to be completed by the student, the academic advisor and the Field Coordinator. It is part of the “field readiness process.” This process includes ensuring prerequisite courses are completed, that your GPA is appropriate for field placement (see field manual), and that the student is professionally ready for field placement.

TASK	INITIAL IF COMPLETED
Student tasks:	
1. Fill out the field placement application	
2. Schedule a field placement application appointment with your SW advisor	
Advisor tasks (check for completion):	
3. Institutional requirements completed (Math, English, Humanities, History, Social Science, Science and Technology). If not, describe plan: _____	
4. *Non-social work requirements completed (Biology, Intro to Psychology, Intro to Sociology, Chicano Studies, Women’s Studies, Statistics, and Political Science or Economics). If not, describe plan: _____	
5. *All required social work courses completed (SW100, SW201, SW202, SW205, SW225, SW301, SW310, SW320, SW322, SW323, SW350). *SW324 and SW492 can be taken concurrently with field classes *SW499 must be taken with SW 482/489	
6. *Check cumulative and social work GPA (at least 2.5)	
7. Advisor signature (signature indicates the above was covered with student): _____	
<i>*if the student is not ready for field placement the advisor will help the student make a plan in order to prepare for field placement; student may not progress to field placement if these items are not complete.</i>	
Field Coordinator tasks:	
8. Review application	
9. Interview student	
10. Ensure student signs re: field manual	
11. “Predicate” Field Readiness forms from upper division instructors indicates student is ready for field	

Once this process is completed and the Field Coordinator accepts your application, you are in the **field placement process**. This means the Field Coordinator will begin to actively seek a placement for you. This does not guarantee a placement.

COLORADO STATE UNIVERSITY – PUEBLO SOCIAL WORK DEPARTMENT

Field Placement Application Instructions

Procedure

Students should begin planning for field placement during their junior year and are encouraged to discuss placement with their advisor during pre-registration. Block field placement is considered a full-time educational semester. Students applying for block placement should not jeopardize the placement by over-loading their schedule with additional course work or full time employment.

Application for field placement is due at the designated date announced by the Field Coordinator.

After completing the application for field placement, the student must make an appointment with his/her adviser to discuss the information in the application and obtain the advisor's written recommendation for field placement. The student must submit the completed application and resume to the Field Coordinator. After review of the application, the Field Coordinator will contact the student and arrange an appointment. During this conference, the student's learning objectives and career goals are reviewed to determine potential placement options. Conference with the Faculty Liaison and/or student advisor may be arranged by the field coordinator.

The Field Coordinator will review the applications and make a tentative assignment upon the following considerations:

- Agency commitment to social work education and availability of opportunities to work with individuals, families, groups, and communities;
- Student's past experiences and preference for a particular agency or client population;
- Social work advisor's recommendation for student's enrollment for field placement;
- Advisor's recommendation of a field agency for the student;
- Number of agencies available in a given semester; and
- Availability and expertise of agency-based Field Instructor.

The field coordinator then forwards the student's application and resume to the agency representative and/or prospective agency Field Instructor. The student arranges a personal interview with the agency representative and/or Field Instructor. After the agency visit, the agency and student indicate acceptance of the placement by signing the "Acceptance Contract for Field Placement" and return two copies to the Field Coordinator. Except in cases of extraordinary circumstances students are expected to accept the field placement assignment.

**COLORADO STATE UNIVERSITY – PUEBLO
SOCIAL WORK DEPARTMENT**

Field Placement Application

I. Demographic Information

Name _____

Date of Application _____ PID # _____

Address _____

Permanent Address _____

E-mail _____

Telephone _____ Telephone (message) _____

Social Work Advisor

Block Placement _____ Concurrent Placement _____

Semester and year field placement _____ Projected graduation _____

II. Academic Preparation

- _____ Institutional requirements have been completed
- _____ General educational requirements completed
- _____ Social work requirements completed
- _____ Student is accepted in the Social Work Program unconditionally (copy of letter attached)
- _____ Social Work Advisor's recommendation for student field placement
- _____ Copy of transcript attached
- _____ Copy of graduation planning sheet attached

Please check the social work requirements you have completed. If you have not completed a course, but are currently enrolled or will enroll concurrently with your field placement, please indicate in the space provided the semester and year you will take the course(s). All courses must be successfully completed prior to the block field placement and if in concurrent placement must be completed at the time the student completes field placement and senior seminar courses.

- ☐ Biology 100 Human Biology or equivalent
- ☐ CS 101 Intro to Chicano Studies or CS 230 Chicano: Social and Psychological Study
- ☐ Economics or Political Science Course
- ☐ Psychology 100 Intro to Psychology
- ☐ Sociology 100 Intro to Sociology
- ☐ Women's Studies Course
- ☐ SW 100 Intro to Social Work
- ☐ SW 201 Human Behavior and Social Environment I
- ☐ SW 202 Human Behavior and Social Environment II
- ☐ SW 205 Social Welfare in the United States
- ☐ SW 210 Social Work Statistics/or other statistics courses
- ☐ SW 222 Intro to Social Work Practice (no longer required as of 2016-2017 entry)
- ☐ SW 225 Social Work Policies & Procedures (on-line course)
- ☐ SW 301 Professional Writing for Social Work (required as of 2016-2017 entry)
- ☐ SW 310 Social Work Theory
- ☐ SW 320 Human Diversity in Practice
- ☐ SW 322 Social Work Intervention I / Individuals
- ☐ SW 323 Social Work Intervention II / Groups and Families
- ☐ SW 324 Social Work Intervention III / Organizations and Communities
- ☐ SW 350 Social Welfare Policy
- ☐ SW 492 Social Work Research

Please identify courses from other departments that are relevant to the type of field placement you are requesting.

III. Other Involvement

If the answer to any of the following questions is "yes," provide an explanation.

During the semester of your field placement will you be involved in any of the following programs?

A. Off campus employment: Yes ☐ No ☐

(Identify hours, days and place/s of employment)_____

- B. University work-study program: Yes ☐ No ☐
(Identify hours, days and department)
- C. University financial aid, grant or stipend obligations: Yes ☐ No ☐
- D. Provide a copy of your proposed schedule for field placement; include your class, placement, and work schedule. Students are required to attend the field seminar during the semester(s) in which they are placed, three hours a week for concurrent placement and six hours a week for block placement. Consider this time in your proposed schedule during field placement.

IV. Field Placement Preference

The matching of students with placements is primarily based upon the availability of a social worker. The ideal is a Field Instructor who possesses a master's degree in social work; however a Bachelor of Social Work, from an accredited social work program, is acceptable with a minimum of three years of experience.

Criteria for selection of field placements will depend on the eligibility of the agency and Field Instructor. Other areas identified in the decision will include the range of learning assignments within the agency, the agency's support for educationally directed field experience, and the feasibility of identifying a Field Instructor with the time and motivation for field supervision. As much as possible, the student's preferences will be considered when making placement assignments.

Please be advised that **most field placement agencies require** a background check and finger-printing, which may include, but is not limited to, criminal and child abuse investigations at the local, state and federal levels. In addition, placement agencies may also require drug testing for prospective interns. Contact Field Coordinator for additional information of clarification.

- A. List the fields of practice (types of settings) where you would prefer to do your field placement. (e.g., social services, hospitals, residential childcare facility, nursing home, etc.)
- B. List the types of client systems with whom you would like to gain practice experience (e.g., children, adolescents, adults, elderly, families, minorities, etc.)

- C. Please explain the reason/s for your selection of the above-named client systems and settings.
- D. List your special strengths and skills that qualify you for the placement you are requesting.
- E. Language skills. (English, Spanish, Italian, German, etc.)
Identify the languages:
- Are you fluent in your language skills?
Include the following areas:
- Speaking skills
- Writing skills
- Reading skills
- F. Describe the kind of supervisory environment in which you feel you would function best.
- G. What kind of climate is necessary in a field placement in order for you to learn? What do you expect from a supervisor?
- H. List any problems that might affect your field placement (i.e., time availability, transportation, disabilities). Please refer to the requirements of the Americans with Disabilities Act if you have identified a disability and elicit the documentation required. Submit a copy to the Field Coordinator.

COLORADO STATE UNIVERSITY - PUEBLO
SOCIAL WORK DEPARTMENT

Authorization For Release Of Information

I hereby authorize the Social Work Department to release the information provided in the Field Placement Application and resume to potential field placement agency and Field Instructor. This does include permission to submit information regarding special conditions and/ disability documentation.

Print full name_____

Signature_____

Date_____

I hereby authorize the Social Work Department to release the information provided in the Field Placement Application and resume to potential field placement agency and Field Instructor. This does not include permission to submit information regarding special condition and/or disability documentation.

Print full name_____

Signature_____

Date_____

**COLORADO STATE UNIVERSITY - PUEBLO
SOCIAL WORK DEPARTMENT**

Field Agency Description

Agency _____ Telephone _____

Address _____

Agency Director (Name and Title) _____

Agency Field Instructor (Name and Title) _____

Telephone _____

E-mail address: _____

Fax number: _____

Brief Agency Description: Identify field/s of practice: education, health, medical, legal, school, family, etc.

• Supplemental agency description materials or brochure enclosed: Yes No

• Agency hours: daytime _____ evening _____ weekend _____

• Student requires personal transportation: YES ☐ NO ☐

• Miles from CSU-Pueblo campus _____

• Student will be reimbursed for travel YES ☐ NO ☐

• Stipends or grants available for students (work-study, tuition assistance, etc.)

Yes ☐ No ☐ (Please provide information)

- Other requirements: (Background check, drug and alcohol testing, child registry, etc.)
Indicate cost to student and/or if the agency provides this service.

- Other benefits: (insurance, workmen's compensation, etc.) _____

Agency Services and Interventions: (check all that apply)

- | | |
|----------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Individual Services | <input type="checkbox"/> Policy Experience |
| <input type="checkbox"/> Family Services | <input type="checkbox"/> Program Development Experience |
| <input type="checkbox"/> Group Service | <input type="checkbox"/> Research and Evaluation |
| Experience | |
| <input type="checkbox"/> Community Experience | <input type="checkbox"/> Diversity Experience |
| <input type="checkbox"/> Organizational Experience | <input type="checkbox"/> |
| Other: _____ | |

Skills the Student will develop: (Check all that apply)

- | | |
|-------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Engagement skills | <input type="checkbox"/> Follow-up skills |
| <input type="checkbox"/> Assessment skills | <input type="checkbox"/> Evaluation skills |
| <input type="checkbox"/> Planning and contracting skills | <input type="checkbox"/> Professional documentation skills |
| <input type="checkbox"/> Intervention and monitoring skills | <input type="checkbox"/> Presentation skills |
| <input type="checkbox"/> Termination skills | <input type="checkbox"/> Other: _____ |

Maximum number of students accepted at one time: _____

COLORADO STATE UNIVERSITY - PUEBLO

SOCIAL WORK DEPARTMENT

Acceptance Contract For Field Placement

This contract establishes a relationship between the agency, the student and the University for the purpose of placing a student intern under the supervision of the agency. The description of the social work program and the responsibilities of agency, Field Instructor, student and Faculty Liaison are outlined in the BSW Field Manual.

In brief, these responsibilities are:

For the Field Coordinator: To establish a Memorandum of Understanding with the authorized agency representative and facilitate the coordination between the student and the agency. Provide training for Field Instructors and agency representatives.

For the agency: To identify a Field Instructor and grant him/her the necessary time to fulfill teaching responsibilities that provide the student with opportunities to gain social work practice experience with individuals, families, groups, community organizations and policy-making bodies.

Name of Student _____

Telephone _____

Address _____

Name of Agency _____

Telephone _____

Address _____

Assigned Agency Field Instructor _____

(must have BSW + 3 years post-BSW experience or MSW + 2 years post-MSW experience)

Highest Degree Attained _____

Do you have an active Tevera account? ☐ Yes ☐ No

Beginning Date _____ Projected Termination Date _____

Termination is at the completion of 448 hours

Agency Representative Signature and Date _____

Student Signature and Date _____

Field Coordinator and Date _____

Complete four copies: retain one for student file, one to the agency file, and return two copies to Field Coordinator, Colorado State University – Pueblo, Social Work Department, Pueblo, CO 81001

DEPARTMENT OF SOCIAL WORK
COLORADO STATE UNIVERSITY - PUEBLO
WEEKLY STUDENT FIELD TIME SHEET

STUDENT NAME: _____ **WEEK #:** ____ **DATE:** _____

This time sheet must be turned in to the faculty field liaison each week at Integrative Seminar. Since these forms document your required attendance in field they will be kept in your official student field file. Each form must be signed and dated by you and your field instructor. Summer block placement requires 32 hours per week and Fall/Spring requires 16 hours per week. Any absences need to be approved by your field instructor along with your plan for making up the missed required hours. This form should indicate absences, approval and make-up plan.

EPAS#	LEARNING ACTIVITY	M	T	W	TH	F	S	SUN	TOTAL HOURS
2, 5	Review agency, agency materials, policies, community setting								
4	Research/critical analysis of practice setting/agency mission								
1,2,5	Field Instruction/meeting with Task Supervisor								
5,7	Team/Staff Conferences								
9	In-Service Activities, Training								
1,2	Case Management Activities								
4,5,6,7	Observation Activities								
1,4,5	Agency/Professional Contacts								
1,2,6	Engage WITH Individuals, Families, Groups, organizations and communities								
1,2,3,7	Assessment with individuals, families, groups, organizations and communities								
1,2,3,8	Engagement and intervention with individuals, families, groups, organizations and communities								
4,9	Evaluation of Practice Activities								
1,2, 3	Professional Reflections (ethical issues, matters of social justice and client system advocacy)								
	Total columns each week								

TOTAL CUMULATIVE HOURS _____

COMMENTS: (also include any other activities not reflected in above)

STUDENT SIGNATURE: _____ **Date:** _____

FIELD INSTRUCTOR SIGNATURE: _____ **Date:** _____

This form is provided on the Tevera site. Students will complete this form on that site.

Colorado State University-Pueblo

Learning Contract and Field Evaluation

Student name: _____

Agency: _____

Field instructor: _____

Field Liaison: _____

(Include signatures below)

- SW 488 MIDTERM GRADE: _____ DATE: _____

FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____

- SW 488 FINAL GRADE: _____ DATE: _____

➤ Student has completed _____ field placement hours.

FIELD INSTRUCTOR _____ FACULTY LIAISON _____ STUDENT _____

- SW 489 MIDTERM GRADE: _____ DATE: _____

➤ Student has completed _____ field placement hours.

FIELD INSTRUCTOR _____ FACULTY LIAISON _____
STUDENT _____

- SW 489 FINAL GRADE: _____ DATE: _____

FIELD INSTRUCTOR _____ FACULTY LIAISON _____

This form is provided on the Tevera website. Students will complete this form on that site.

Learning Goal	Assignment	Evaluation	
Description of student’s field assignment; identification of learning opportunities available to student; must include micro, mezzo, and macro opportunities			
Competency 1: Demonstrate Ethical and Professional Behavior Practice Behaviors are:			
<ul style="list-style-type: none">make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	Example: 1. explain the laws related to placement	1. Evaluated by supervisor Outcome:	
<ul style="list-style-type: none">use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Example: 2. journal about practice experiences and value stretches/challenges	2. Evaluated by seminar instructor. Outcome:	
<ul style="list-style-type: none">demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Example: 3. present educational seminar to staff	3. Evaluated by supervisor and attendees. Outcome:	
<ul style="list-style-type: none">use technology ethically and appropriately to facilitate practice outcomes; and	Example: 4. use computerized program to establish goals/write case notes	4. Evaluated by supervisor/others. Outcome:	
<ul style="list-style-type: none">use supervision and consultation to guide professional judgment and behavior.	Example: 5. maintain weekly supervisory sessions and come prepared with a list of ideas/issues to discuss	5. Evaluated by supervisor. Outcome:	
Please circle <u>OVERALL</u> rating for Competency 1:	488 FINAL SCORE		
	0 NA	1 Doesn’t meet Expectations	2 Meets Expectations
	489 FINAL SCORE		
	0 NA	1 Doesn’t meet Expectations	2 Meets Expectations

Learning Goal	Assignment	Evaluation
Competency 2: Engage Diversity and Difference in Practice. Practice behaviors are:		
<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 	Example: 1. use diversity to explain experiences in social history	1. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> • present themselves as learners and engage clients and constituencies as experts of their own experiences; and 	Example: 2. be open to learning about “the other” through practice experiences	2. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	Example: 3. journal about biases or values that emerge in practice with diverse clients and constituencies	3. Evaluated by supervisor. Outcome:
Please circle OVERALL rating for Competency 2:	488 FINAL SCORE 0 1 2 3 NA Doesn't meet Meets Exceeds Expectations Expectations Expectations	489 FINAL SCORE 0 1 2 3 NA Doesn't meet Meets Exceeds Expectations Expectations Expectations
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Practice behaviors are:		
<ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 	Example: 1. identify areas where clients may be challenged to access services	1. Evaluated by supervisor/others. Outcome:
<ul style="list-style-type: none"> • engage in practices that advance social, economic, and environmental justice. 	Example: 2. develop an advocacy plan to address inconsistencies in service delivery	2. Evaluated by supervisor. Outcome:
Please circle OVERALL rating for Competency 3:	488 FINAL SCORE 0 1 2 3	489 FINAL SCORE 0 1 2 3

Learning Goal	Assignment				Evaluation			
	NA	Doesn't meet Expectations	Meets Expectations	Exceeds Expectations	NA	Doesn't meet Expectations	Meets Expectations	Exceeds Expectations
Competency 4: Engage In Practice-informed Research and Research-informed Practice. Practice behaviors are:								
<ul style="list-style-type: none"> use practice experience and theory to inform scientific inquiry and research 	Example: 1. identify an area of practice that emerges as an interest and examine 5 scholarly articles that address evidence-based practice.				1. Evaluated by seminar instructor. Outcome:			
<ul style="list-style-type: none"> apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 	Example: 2. write a 5-page paper using the scholarly articles to shape the way that you would engage with similar clients in the future				2. Evaluated by seminar instructor. Outcome:			
<ul style="list-style-type: none"> use and translate research evidence to inform and improve practice, policy, and service delivery. 	Example: 3. Evaluate a department, program, or agency and suggest changes in practice, policy, or service delivery				3. Evaluated by seminar instructor. Outcome:			
Please circle <u>OVERALL</u> rating for Competency 4:	488 FINAL SCORE				489 FINAL SCORE			
	0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations	0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
Competency 5: Engage in Policy Practice. Practice behaviors are:								
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 	Example: 1. identify the specific policy that impacts your placement.				1. Evaluated by supervisor. Outcome:			
<ul style="list-style-type: none"> assess how social welfare and economic policies impact the delivery of and access to social services; 	Example: 2. find gaps or overlaps in service delivery or access to services at your placement.				2. Evaluated by supervisor. Outcome:			
<ul style="list-style-type: none"> apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	Example: 3. identify ways that policy can be changed so that service delivery can be improved.				3. Evaluated by supervisor. Outcome:			

Learning Goal	Assignment	Evaluation
Please circle <u>OVERALL</u> rating for Competency 5:	488 FINAL SCORE	489 FINAL SCORE
	0 NA 1 Doesn't meet Expectations 2 Meets Expectations 3 Exceeds Expectations	0 NA 1 Doesn't meet Expectations 2 Meets Expectations 3 Exceeds Expectations
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 	Example: 1. practice engagement skills with clients at all three levels of intervention.	1. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	Example: 2. assess your level of empathy and use of interpersonal skills and abilities to engage clients at all levels; identify areas to grow.	2. Evaluated by self and supervisor. Outcome:
Please circle <u>OVERALL</u> rating for Competency 6:	488 FINAL SCORE	489 FINAL SCORE
	0 NA 1 Doesn't meet Expectations 2 Meets Expectations 3 Exceeds Expectations	0 NA 1 Doesn't meet Expectations 2 Meets Expectations 3 Exceeds Expectations
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		
<ul style="list-style-type: none"> collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 	Example: 1. do an assessment of clients at all levels of intervention	1. Evaluated by supervisor and seminar instructor. Outcome:
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 	Example: 2. choose a theory to use in assessment	2. Evaluated by supervisor and seminar instructor. Outcome:
<ul style="list-style-type: none"> develop mutually agreed-on intervention goals and objectives based on the critical assessment of 	Example: 3. develop goals using the theory chosen.	3. Evaluated by supervisor and seminar instructor. Outcome:

Learning Goal	Assignment	Evaluation
strengths, needs, and challenges within clients and constituencies; and		
<ul style="list-style-type: none"> select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	Example: 4. develop action plan using the theory and knowledge gained from engagement and assessment.	4. Evaluated by supervisor and seminar instructor. Outcome:
Please circle <u>OVERALL</u> rating for Competency 7:	488 FINAL SCORE 0 1 2 3 NA Doesn't meet Meets Exceeds Expectations Expectations Expectations	489 FINAL SCORE 0 1 2 3 NA Doesn't meet Meets Exceeds Expectations Expectations Expectations
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		
<ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 	Example: 1. implement goals.	1. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 	Example: 2. using knowledge gained and theory, assess value and probable success of interventions chosen.	2. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 	Example: 3. consult with supervisor and/or peers to plan intervention implementation.	3. Evaluated by supervisor/others. Outcome:
<ul style="list-style-type: none"> negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 	Example: 4. assess plan for fit with client diversity.	4. Evaluated by supervisor. Outcome:
<ul style="list-style-type: none"> facilitate effective transitions and endings that advance mutually agreed-on goals. 	Example: 5. plan for termination.	5. Evaluated by supervisor. Outcome:
Please circle <u>OVERALL</u> rating for Competency 8:	488 FINAL SCORE 0 1 2 3	489 FINAL SCORE 0 1 2 3

Learning Goal	Assignment				Evaluation			
	NA	Doesn't meet Expectations	Meets Expectations	Exceeds Expectations	NA	Doesn't meet Expectations	Meets Expectations	Exceeds Expectations
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:								
<ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes; 	Example: 1. develop outcome measures.				1. Evaluated by supervisor. Outcome:			
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 	Example: 2. choose type of measure (quantitative/qualitative, GAS, Likert, client self-report from journal, etc.)				2. Evaluated by supervisor. Outcome:			
<ul style="list-style-type: none"> critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 	3. evaluate outcomes using at least 2 measures.				3. Evaluated by supervisor. Outcome:			
<ul style="list-style-type: none"> apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	4. use evidence to evaluate practice, identifying areas of strength and growth areas.				4. Evaluated by self and supervisor. Outcome:			
Please circle <u>OVERALL</u> rating for Competency 9:	488 FINAL SCORE				489 FINAL SCORE			
	0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations	0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations

Colorado State University-Pueblo
BSW - Faculty Rating Form for Field Readiness -- **PREDICATE**

Applicant Name _____

Reviewer Name: _____

Characteristic	0	1	2
Professional Attitude	creates conflict, disrupts class, uses derogatory or demeaning language, academic misconduct	occasionally interrupts others, cooperative, accepts feedback grudgingly	mindful of others, reflects on feedback, encourages others to respect each other
Responsibility (attend class, arrive on time, complete work, prepared for class, etc.)	multiple absences, multiple tardies, unprepared, incomplete or missing work	present most of the time, usually on time, somewhat prepared, work is satisfactory	no absences or tardies, work is completed and timely, well-prepared for class
Emotional Maturity	unable to control emotional reactions, unable or unwilling to resolve personal issues, unable to discuss difficult topics effectively	has personal issues but is working on them, controls emotions enough to engage in discussion of difficult topics, seeks professional help, if needed	mature and reasonable engagement in topic, personal issues do not interfere with Performance
Diversity and Social, Economic, and Environmental Justice	is not open to seeking social, economic, and environmental justice for all people	is open to seeking social, economic, and environmental justice for all people	understands privilege and the mechanisms of oppression
Integrated Skills and Knowledge	does not actively try to attain social work practice competencies	is working on gaining competencies	is competent in some areas and wants to work on others
Communication	unable to express self clearly in oral or written form, little evidence of desire to improve	expresses self clearly in oral and written form, seems somewhat reluctant to try again	excellent oral and written communication skills, wants to improve
Treats Information Confidentially	discloses clients' names or other confidential information, passes on information about peers or instructor, self-discloses inappropriately	self-discloses appropriately, does not pass on information from class to others, does not talk about peers or instructors	self-discloses only when applicable, keeps information confidential, reminds others about confidentiality
Ethical Speech and Behavior	violates any section of the <i>NASW Code of Ethics</i> , lying, cheating, or plagiarizing, does not hold social work values	no ethics violations, no academic misconduct, owns mistakes	abides by ethics, referring to them, as needed; work is impeccable; assumes responsibility for behaving ethically with social work values in place
TOTALS			
		GRAND TOTAL	

Additional Technical Standards: "With or without reasonable accommodation, student..."	YES	NO
possesses sufficient motor and sensory functions to attend class and complete field?"		
possesses reasoning, analysis, and synthesis abilities?"		
is able to problem-solve?"		
is able to perform proper assessments, prioritize interventions, and measure client outcomes?"		

Letter to my Social Work Sister or Brother

One of the many fun things that an older sibling gets to do is to show a little brother or sister how to do something. For example, walking through the woods and crossing a stream has such an opportunity. Big brother or sister crosses first, showing the younger sibling where the rocks are so that he or she can safely cross the stream. We'd like for you to write a letter to someone who will follow you into field placement where you have been placed. Tell them what to expect. Give them some helpful advice that you wish you'd had when you first started. For example, on "dress down Friday," is it really okay to wear denim? Show them where the rocks are so they can safely cross the stream.

COLORADO STATE UNIVERSITY – PUEBLO
SOCIAL WORK DEPARTMENT
FIELD INSTRUCTOR RESUME

NAME _____
AGENCY _____
ADDRESS _____
TELEPHONE _____ CELL _____
EMAIL _____

I. EDUCATION

Degree _____ Institution _____ Year Grad. _____
Degree _____ Institution _____ Year Grad. _____
Degree _____ Institution _____ Year Grad. _____

II. PROFESSIONAL SOCIAL WORK EXPERIENCE (last 3 years)

Job Title: _____ Dates _____
Agency: _____ Location _____
Brief Description of Responsibilities:

Job Title: _____ Dates _____
Agency: _____ Location _____
Brief Description of Responsibilities:

III. FIELD INSTRUCTION EXPERIENCE:

IV. PROFESSIONAL DISCIPLINARY ACTION(S):

Have you ever received a notification from the state regulatory agency that you were the subject of a complaint? Please summarize including nature of complaint(s), date(s) and resolution(s).

Field Instructor Evaluation of CSU Pueblo Social Work Program

We would like your opinion regarding the preparation for field that our students receive, as well as other programmatic issues. We value your collaboration with us in having our students receive the best possible field experience they can have. Thank you for your time, for sharing your wisdom with our students, and for your support of our program.

1. If you were to identify one strength in our students' preparation for entry level BSW work, what would that be?

2. Did you face any challenges in making sure to address the 9 competencies and 28 practice behaviors that we must measure? If so, what were your challenges? How did you address them?

3. What suggestions do you have for changing our program, including our documents, in any way?

4. What recommendations might you have for curriculum strengthening, such as a greater emphasis on writing skills, readiness for field, etc.?

5. What sort of communication do you prefer: email, telephone, person-to-person?

6. Regarding your future involvement with our program, in addition to serving as a field instructor, would you like to be an advisory board member, serve as a reviewer of student work, serve as an interviewer/evaluator during admissions, or other types of involvement?

7. Did the faculty liaison meet your expectations? If not, what would you have liked?

8. Did the Field Coordinator meet your expectations? If not, what would you have liked?

Date: _____

Signature: _____

Thank you so much for your time!

APPENDIX B

Professional Behavior Standards

Standards for Admission and Retention in the Major
Department of Social Work
Colorado State University-Pueblo

The Colorado State University-Pueblo Department of Social Work expects all students to acquire, nurture, and maintain the professional knowledge, values, and skills that the profession of social work dictates. Students can and will be comprehensively and continuously evaluated in the classroom and in their field placement. Expectations are both academic and behavioral; for social work, they are seen as indicators of readiness for professional practice. While students are engaged in learning, we expect to see continuous development of the knowledge, values, and skills required for social work practice. Retention, continuation, and termination as a BSW student are based on performance standards, including cognitive abilities, demonstration of skills, behavioral and professional components, and academic performance.

The standards set forth by the Department of Social Work are guided by the *NASW Code of Ethics* (2008) and the Council on Social Work Education competencies. In addition, the standards are consistent with and complementary to the University catalog, the CSU-Pueblo Code of Student Conduct, and the mission and goals of the Department of Social Work.

Students needing a reasonable accommodation for any other disability should contact the Disability Resource and Support Center. Students can meet the standards noted below with or without reasonable accommodations.

STUDENT PERFORMANCE STANDARDS

The Department of Social Work at CSU-P has as its primary goal the education of generalist (beginning level) practitioners who possess the knowledge, values, and skills to intervene in diverse client systems of all sizes. Students who are admitted must understand that they have the academic ability and personal suitability for successfully completing the social work degree. As they complete the coursework in the program, the following criteria will be used to ensure that they continue to be capable of meeting the standards and responsibilities of professional social work. Therefore, retention and termination depend on meeting these standards. The standards include but are not limited to the following:

1. GPA: Students must

- Earn a C or better in all pre-requisite courses required for admission to the major
- Earn a C or better in all required social work courses
- Maintain a GPA of 2.5 or better in all required social work courses
- Maintain an overall GPA of 2.0
- Meet and maintain academic standards of Colorado State University-Pueblo and the Department of Social Work

Indicators of Concern:

- Failing to maintain a 2.75 in all social work courses after admission to the major
- Failing to maintain a 2.5 GPA overall

- Failing to complete either field seminar or field placement
- Earning a grade of C or less in a required social work course
- Has more than one class with a grade of incomplete
- Fails to comply with incomplete grade contracts in a timely manner

Repeating Social Work Courses:

- Students earning less than a C in a required social work course may repeat the course one time only
- Students will be allowed to repeat only 2 required social work courses in which they earned a grade lower than a C
- Students may request an exception to these policies by submitting written documentation to the Department Chair requesting readmission to a social work required course. The documentation must include the circumstances that led to this request and a plan to resolve the issues that prevented the student from attaining a C or better, as well as a plan for readiness should circumstances again arise.

2. Personal Accountability: Students must

- Attend class, arrive on time, return from break in a timely manner
- Follow class attendance policy as stated in each course syllabus
- Participate in group activities and assignments as requested/required
- Complete work according to the designated deadlines and expectations
- Be prepared for class
- Develop and follow a plan of study
- Meet deadlines for advising, registration, applications, etc.
- Take responsibility for their own education – read their DARS, know when assignments are due, etc.
- Demonstrate the ability to follow classroom rules, policies, and procedures, as well as social work department policies and procedures
- Make arrangements for any needs or accommodations in a timely manner

Indicators of Concern:

- Multiple absences from classes or field placement
- Multiple late arrivals for class or field
- Poor organizational skills
- Unprepared for class
- Repeated requests for extensions or other considerations that are not part of a DRSC approved accommodations
- Late or incomplete assignments
- Failing to keep, reschedule, or cancel appointments without a viable reason
- Inability to adhere to field agency policies and professional standards
- Lying, cheating, plagiarizing

3. Respect/Conduct: Students must

- Treat all peers, instructors, staff members, and others with dignity and respect at all times
- Listen when others speak
- Show respect for others' opinions
- Give feedback to peers, instructors, staff members, and others in a constructive way
- Approach conflict in a cooperative way
- Accept and reflect on positive or negative feedback from peers, instructors, staff, or others
- Use person first, nonjudgmental, and strength-based language
- Be willing to understand the diversity of people and their thoughts, feelings, and opinions
- Follow the *NASW Code of Ethics*
- Follow the rules, policies, and standards of professional conduct in the department or agency
- Support client self-determination (understand its limits/self-harm or harm to others)

Indicators of Concern:

- Being uncooperative or unwilling to engage in class activities
- Consistently arriving late or leaving early to class or field
- Sleeping during class
- Being disruptive in class or field placement, including but not limited to: talking with others, using telephone, mobile device, or other electronic device inappropriately
- Interrupting others who are speaking
- Being unwilling or unable to accept feedback from others
- Failure to adhere to the *NASW Code of Ethics* (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues:

- (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 verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

- (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 Sexual Relationships**
 - (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.
- **2.07 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, written, electronic, or physical contact of a sexual nature.
- **2.08 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.
- **2.09 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.
- **2.10 Unethical Conduct of Colleagues**
 - (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
 - (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, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.
- Discriminatory or harassing behavior as defined by University Policy
- Academic misconduct

4. Treating Information Confidentially: Students must

- Treat information you hear about other students, instructors, or staff in confidence
- Maintain confidentiality of information shared in dyads, class, or small groups
- Use judgment when revealing personal information
- Never use real names of clients or disclose other identifying information

Indicators of Concern:

- Sharing or discussing information about peers, instructors, or staff inappropriately
- Sharing information heard in class with others not privy to the learning process and environment
- Too much or inappropriate revelation of personal information
- Disclosing client names or identifying information in class or other setting

5. Communication: Students must

- Practice constructive, respectful, and professional communication with peers, instructors, staff, and others (empathy, body language, tone, voice level, active listening), both oral and written
- Use critical thinking in communication, both oral and written
- Articulate ideas, thoughts, feelings, and concepts clearly orally or in writing
- Work to improve both oral and written communication skills
- Accept, reflect upon, and utilize constructive feedback
- Follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and other written documents
- Write logically, demonstrating good organization of thoughts
- Formal papers follow the *APA Style Manual* and the instructions provided by the instructor

Indicators of Concern:

- Inability to express oneself clearly and concisely either orally or in writing
- Inattention to or inability to master the requirements of APA style and formal academic writing
- Inability to communicate effectively with peers, instructors, staff, or others

- Displaying interpersonal relationship skills that are disrespectful, manipulative, immature, disruptive, or discriminatory
- Failing to resolve conflict in appropriate ways, using established procedures
- Displaying interview skills that are inappropriate for social work classes and class level

6. Professional Values and Ethics, Integrity: Students must

- Perform activities in accordance with the values and ethics of the profession of social work
- Demonstrate the ability to use the values and ethics of the profession in making decisions and in interactions with others
- Be self-aware, know one's strengths or growth areas
- Be honest with, one's peers, instructors, staff, and others
- Learn and follow the standards for citations in the *APA Style Manual*
- Do their own work and take credit only for their own work
- Never submit whole or partial work for credit in more than one class without the permission of the instructor
- Set and maintain clear, appropriate, and culturally sensitive boundaries with peers, instructors, staff, and others

Indicators of Concern:

- Violating any section of the *NASW Code of Ethics*
- Violating the CSU-P student code of conduct
- Violating policies or procedures in the Department of Social Work
- Lying, cheating, plagiarizing
- Submitting the same work for more than one course without permission of instructor
- Convictions or charges for any crime
- Failure to follow placement agency's drug policy
- Inability to pass background check and/or child abuse clearances
- Engaging in activities that have a conflict of interest with the educational or field setting potential for success

7. Emotional Maturity--Self-awareness and Self-control: Students must

- Use appropriate self-disclosure for the setting
- Set and maintain appropriate boundaries in all relevant settings
- Examine personal values and their fit with professional values
- Engage in discussion and processing of uncomfortable and/or controversial topics
- Deal with issues arousing emotions
- Be aware of one's own limits
- Understand how one's behavior affects others
- Form positive working relationships with others

- Resolve personal issues that might impair or negatively impact performance in all settings
- Manage stressors appropriately
- Ask for and receive support when needed
- Continue to engage in self-awareness and be willing to challenge oneself to grow

Indicators of Concern:

- Be under the influence of illegal drugs or alcohol impairing performance
- Unable to work effectively with others
- Making verbal or physical threats to others
- Demonstrating impaired judgment or problem-solving abilities
- Demonstrate a negative attitude toward the social work program (more than criticizing – offer suggestions for improvement, don't just “bad mouth” the program) so that it impairs one's ability to interact successfully with others
- Failure to adhere to the NASW Code of Ethics (2015) specifically, Section 2 Social Workers' Ethical Responsibilities to Colleagues as listed in Section 3 Respect/Conduct above

8. Integrated Skills and Knowledge: Students must

- Use information to make informed and relevant decisions
- Identify and analyze critically the bio-psycho-social-spiritual components and factors that affect individuals, families, small groups, organizations, and communities
- Use critical thinking skills
- Meet the requirements for attaining competencies found in the CSWE EPAS

Indicators of Concern:

- Failing to engage in the attainment of expected social work practice competencies
- Inability to meet class or field requirements
- Inability to work with supervision in all relevant settings
- Impairments describe in Section 4.05 of the *NASW Code of Ethics*, which may include but not be limited to substance abuse, mental health issues, legal concerns, or other difficulties that threaten healthy relationships with peers, instructors, staff, clients, or others

9. Diversity and Social, Economic, and Environmental Justice: Students must

- Be open to people, ideas, and beliefs with which they are not familiar
- Have the ability and willingness to work with diverse client populations
- Maintain bias-free language
- Demonstrate the understanding of the intersection of values and culture
- Participate in educational activities that develop awareness, knowledge, and appreciation of diversity, privilege, and the mechanisms of oppression
- Be committed to social, economic, and environmental justice for all people

- Learn how to empower populations and enhance social, economic, and environmental justice

Indicators of Concern:

- Unwilling to work with or understand diverse populations
- Using stereotypes, judgmental attitudes, prejudice, or biased language
- Unwilling to accept and value the practices of cultures other than one's own
- Failure to understand privilege and the mechanisms of oppression
- Expresses an unwillingness to advocate for social, economic, and environmental justice for all people, as defined by the NASW Code of Ethics and CSWE competencies.

10. Additional Standards That May Require Support or Accommodation

Motor and Sensory: Students must

- Possess sufficient motor and sensory functions to attend class and complete field, with or without reasonable accommodations
- If accommodations are required, the Disability Resource and Support Center will present a letter detailing the necessary accommodations to the instructor. The Department of Social Work will advocate for accommodations in field settings, if they are not immediately available; however, provision of those accommodations is up to the agency.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: Students must

- Possess reasoning, analysis, and synthesis abilities
- Be able to problem-solve
- Be able to perform proper assessments, prioritize interventions, and measure client outcomes.

References

Kansas University School of Social Welfare (2016). *School of social welfare technical standards*. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/expoert/html/1159>

National Association of Social Workers (2015). *Code of ethics*. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

University of Southern Indiana (2011). *BSW student handbook*. pp. 31-41.

Performance Review Student Academic Progress Committee

The Department of Social Work maintains a Student Academic Progress Committee. The chairperson is appointed by the Chair of the Social Work Department. Three members from each program serve on the Committee. Members rotate their service for reviews. The members of the committee serve no more than 2 consecutive years, and faculty members rotate on and off the committee in a staggered way so that there are always at least 2 members on the committee who are in the second year of service. If a member of the committee requests a performance review for a student, the Department Chair shall appoint another member to serve only during the review for that faculty member. The Student Academic Progress Committee is consulted at Levels 2 and 3. Level 1 reviews are completed at the lowest level possible.

When decisions are appealable, they follow the procedure outlined in the University catalog for academic appeals. The student may appeal an academic decision by writing to the Department Chair, setting forth the basis for the appeal. The request must be submitted, or postmarked if mailed, no later than 20 working days after the decision which is being appealed. Within 20 working days of the student request for appeal, the chairperson will provide a copy of the appeal to the Student Academic Progress Committee, the Dean, and the Academic Appeals Board. The Student Academic Progress Committee shall provide a written response to the Academic Appeals Board within 10 working days of the receipt of the appeal. The Academic Appeals Board will review the written appeal and response of the Student Academic Committee and make a decision. Decisions by the Academic Appeals Board are not appealable. In non-academic cases, such as recommendation for removal from the major, the appeal chain goes to Department Chair, Dean, and Provost or Dean of Student Affairs, and Vice President of Enrollment Management and Student Affairs, depending on the concern.

The Department of Social Work at Colorado State University-Pueblo uses three levels of review of student performance. Students may appeal at each level of review following the process described above. Any single student may have multiple Level 1 reviews, but only one Level 2 and Level 3 review. A student will typically have reviews at the various levels in numerical order, but there may be circumstances where a student is automatically at a Level 3, which is at an urgent level of review. Reviews may occur as a result of the regular student staffings in the department, which are conducted no less frequently than at midterm (for both 8-week and 16-week courses), or due to faculty or staff concerns, or as a result of grades earned in coursework.

Performance reviews will remain confidential to the personnel involved in the review, unless the concern raised contains issues that affect the ability of the student to perform professionally or are potential violations of University policy. If the concern is at this level, information will be shared as appropriate for the issues and with personnel involved. Academic performance issues will follow both department and university guidelines. The Program Coordinator is responsible for coordinating Performance Reviews each fall and spring semester at midterm. . During these reviews, faculty members bring forth information that can identify potentially troubling patterns or issues based on the standards

and make recommendations. Recommendations for further review can be made at one of three levels: 1, 2, or 3.

Level One Review

Any faculty member (full time, part time, adjunct) or staff member who has identified a concern about a student's performance should first attempt to discuss and resolve the issue with the student. If a problem arises in practicum, the Director of Field Education will discuss the concern with the student and faculty liaison. The Director of Field Education will inform the Program Coordinator.

A Level 1 review occurs with the student and their academic advisor after an attempt at resolution has occurred. The academic advisor can attest to whether or not the concern has been addressed by faculty. Frequently, no further reviews are needed.

Level Two Review

A Level 2 review indicates a concern about a student that has an impact on academic performance, when a student is not following or meeting department/program university standards or guidelines, or when a Level 1 concern has not been resolved. A Level 2 review must include a face-to-face meeting and a written plan that can include considerations that could lead to dismissal from the program. The committee membership may include the following people in the Level 2 Review process:

- Committee Chair
- Program Coordinator (or individual selected to act as proxy)
- Faculty members
- Student
- Student Advocate (could be advisor)
- Faculty/staff member with concern

If the concern arises from practicum, the following people will be included in the review:

- Committee Chair
- Program Coordinator (or individual selected to act as proxy)
- Faculty members
- Student
- Student's Academic Advisor
- Faculty Field Liaison
- Director of Field Education (Written documentation will be obtained from the Field Supervisor and Educational Supervisor in lieu of attendance at the review).

Before the meeting: the Program Coordinator will set the date, time, and place for the face-to-face meeting and collect relevant information for the review. The Program Coordinator will review roles and protocols. If anyone would play multiple roles, the Program Coordinator will appoint replacements. For example, if the advisor is the staff member with a concern, another advocate would need to be selected. The student has a right within 3 business days to select an alternate advocate from faculty or staff and inform the program chair of that identity.

The student will be informed via email, standard registered mail, and telephone of the date, time, and procedures of the review. Notice will be given to the student no less than 7 working days in advance. The student will be provided with a written statement of the concern and all relevant information and documents. The student will confirm their attendance within 3 days of receiving notice of the meeting.

At the meeting: the Program Coordinator will act as chair during the meeting. All members are expected to be present for the duration of the meeting. However, if deemed appropriate or necessary by the Program Coordinator, a member may be asked to step out of the meeting at any time. A written plan will be developed to address the concern. The plan should include documentation of the concern identified, student strengths, and actions to be taken and by when they should be taken. A student cannot be terminated from the program at a Level 2 review. Possible actions are:

1. student continues with no conditions; concern is addressed and no further action is required;
2. formal, specific conditions are identified; examples are academic probation, referral to counselling, frequent meetings with academic advisor, repeating a course, or other such conditions;
3. student takes a required leave of absence from the social work program with certain conditions to be met before return is allowed; leave will have a time limit, and student would need to reapply with evidence of remediation in order to continue.

The plan is signed by every member of the review and the student. If the student refuses to sign, That will be noted and considered in further review.

After the meeting: a copy of the written plan is given to the student and the Program Coordinator; a copy is also placed in the student's file. The Program Coordinator is responsible for monitoring the action plan.

If the student does not confirm attendance or does not attend the Level 2 review, the Program Coordinator will either move the concern to a Level 3 or allow natural consequences to occur. A student who does not confirm attendance/and or attend the meeting forfeits the right for any future Level 2 reviews.

If a Level 2 review is not concluded with consensus, the concern is returned to the Program Committee Chair. The Program Coordinator will consult with the Department Chair or the Assistant Dean of the College, and with Graduate Studies, as appropriate. If the Program Coordinator deems it necessary, the concern will move to a Level 3. If it is not deemed necessary for a Level 3 review, the Program Coordinator will write a conclusion, provide a copy to the student, each review meeting attendee, and put a copy in the student's file.

Level 3 Review

A Level 3 review is appropriate when a problematic pattern is identified or there is an urgent need for intervention, or agency demand to have a student removed from placement. This sort of review must occur in a timely fashion. If the Level 3 review is the result of a lack of resolution from a Level 2 review, the timeliness of a level 3 review can be lengthened to include opportunity for the student to respond. The committee may include the following people:

Participants: Committee Chair

Program Coordinator

Student

Student's Academic Advisor

Two faculty members who teach in the appropriate program, one of which may be the Director of Field Education for the appropriate program. If the student is a graduate student, the faculty members must be graduate faculty. Faculty members may or may not have prior experience with or knowledge of the student.

Faculty or staff presenting the concern

Participants if the Concern Emerges from Field:

Committee

Program Coordinator

Student

Student's Academic Advisor

Faculty Liaison

Director of Field Education for appropriate program

One faculty member who teaches in the appropriate program. If a graduate student, the faculty member must be graduate faculty. The faculty may or may not have prior experience with or knowledge of the student.

Before the meeting: The Program Coordinator appoints the members and schedules the time and place for the review. The Program Coordinator collects information from relevant parties. If there is an issue with role convergence in the review committee membership, the Program Coordinator will make alternative appointments. The student receives support from the advocate but presents their case alone.

The Level 3 review must occur within 10 working days from the time the meeting schedule is finalized. The student will be notified by telephone, email, and by a written letter (registered) sent to the address on file. The student will be provided 14 days' notice that the meeting will occur. The student will be provided with a written statement of the concern and all relevant information and documents. The student must confirm attendance no less

than 5 days prior to the meeting. The student can waive the 14-day waiting period and ask for an earlier review.

During the meeting: The meeting will be audio-recorded. Any additional record of the meeting will be made at the expense of the party requesting such record and with approval of the Program Coordinator. The Program Coordinator will facilitate the meeting according to the following general procedures:

- Make introductions, clarify roles and procedures, distribute the agenda;
- Faculty/staff with the concern will present the concern and recommendations. Questions may be asked of the Faculty/Staff at that time. The faculty/staff is then excused.
- The student will respond to the concern and make recommendations. The student can present additional evidence in writing or through witnesses. Formal rules of evidence will not apply. The student can be represented by legal counsel at their own expense. The legal counsel may provide advice to the student but cannot address other members unless granted permission by the Program Coordinator. The student advocate will be allowed to offer additional information. The student, student advocate, and legal counsel are then excused.
- The Program Coordinator and remaining faculty members will discuss the concern and come to a decision on next steps. This discussion is not audio-recorded.

Potential steps are:

- Student continues in program with no conditions. The concern is addressed, and no further action is required.
- Formal, specific conditions are developed, allowing the student to remain in the program. These may include: academic probation, referral to counseling, frequent meetings with academic advisor, reduced course load, delayed entry into field placement, repeating a course, etc.
- Student may be required to take a time-limited leave of absence from the social work program with specific, formal conditions to be met before return is allowed. If the conditions are not met within the time allowed, the student must reapply for admission to the program.
- Recommendation for dismissal from the program.
- The Director of Student Conduct and Case Management or other relevant University administrators may be consulted, depending on the nature of the concern. If this is the recommended outcome, the student will be notified in writing of this result. Situations warranting such consultation may include but not be limited to: academic dishonesty, allegations of violations of any University policies, including but not limited to the Policy on discrimination, protected class harassment, sexual misconduct, intimate partner violence and retaliation, damage or destruction of University property, conduct that threatens the health or safety of any University student, employee, or visitor, etc.

The plan is signed by the Program Coordinator and the faculty members deliberating. The proceedings of discussion are confidential except to: implement findings by the review committee, conduct an appeal process, honor the student's waiver of confidentiality due to discussion conducted with others outside the committee, and allow the student to seek resolution outside the University.

After the meeting: The Program Coordinator will formally document the meeting and recommendations in a letter to the student. The letter will include documentation of concern identified, student strengths, actions to be taken, and by when the actions will be taken. The specific recommendations will be mailed and emailed to the student within 10 business days of the meeting. A copy of the letter will be provided to the appropriate Program Coordinator, the Director of Field Education (if applicable), and one will be placed in the student's official file. If the student is a graduate student, the Program Coordinator will notify the Graduate College. The student must return a signed copy of the plan to the Social Work office within 5 days of receiving the email. The student will be provided a copy, and a copy will be placed in the official file.

The Program Coordinator is responsible for monitoring the written plan. The audio recording will be kept in a locked file for 7 years, after which it will be deleted.

If the student does not confirm attendance, does not attend the Level 3 review, and/or does not sign the plan, the student may be dismissed from the program. A student who does not confirm attendance and/or does not attend the meeting forfeits the right to future Level 3 review.

Reinstatement/Reapplication Procedures

If a student is dismissed from a program, was in good standing leading up to the situation preceding the dismissal, and has not had a Level 2 or Level 3 review during the time in the current program, a request for reinstatement can be made. A Reinstatement Hearing will occur, providing the student the opportunity to discuss the situation with an academic advisor. The student must submit a written request to the Department Chair within 4 weeks of receiving the dismissal letter.

In consultation with the Program Coordinator and the student's advisor, the Department Chair will determine whether or not a reinstatement hearing is granted. The Department Chair will convene the Program Coordinator, academic advisor, and 2 faculty members from the appropriate social work program (BSW or MSW). The Program Coordinator will schedule the time, date, and place for the hearing. The student will be notified by phone, email, and by written (registered) letter mailed to the address on file. The student is given

14 days' notice for the meeting. The student must confirm attendance no fewer than 5 days before the meeting.

The Reinstatement Hearing members will decide if the request for reinstatement is granted, using these indicators:

1. student's problematic behavior, if any, is addressed adequately;
2. student's GPA and academic performance were within guidelines prior to this incident; and
3. if reinstated, the student must agree with signature to follow the academic and behavioral standards of the program.

If reinstated, the student must have adequate plans for improving or maintaining academic performance. The meeting is audio-recorded. The Program Coordinator facilitates the meeting according to the following:

- Introductions are made, and if necessary, an agenda is presented;
- Instructor with concern presents concern and recommendations; meeting participants may ask for clarification; instructor is then excused;
- Student responds to concern and provides recommendations. Additional evidence may be presented via written documentation or through witnesses.. Formal rules of evidence do not apply. The student may have legal counsel at their own expense. Legal counsel may advise student but may not address others without permission of Program Coordinator. The student's Academic Advisor may provide additional comments. The student, student academic advisor, and legal counsel are excused, and the audio-recording is stopped.
- The Program Coordinator and two faculty members then discuss and decide whether or not the reinstatement is recommended.
- The student, student advocate and legal counsel return to the room and are advised of the recommendation that has been reached.

If the decision is to recommend reinstatement, the conditions for reinstatement, if any, are discussed with the student and the student's academic advisor. The student will may be required to be on Social Work academic probation and/or to retake a course in which an unacceptable grade was received. The student must sign the Academic and Behavioral Standards of the Department of Social Work.

A denial of reinstatement can be followed by reapplication to the program after a waiting period of 2 years. The reapplication will be treated as a new application, as far as materials required. In addition, the student must submit evidence that the barriers to success have been removed. This evidence may include, but not be limited by, a letter from an appropriately licensed professional, a transcript showing successful completion of coursework at a post-secondary institution, and/or additional letters of recommendation. The Social Work Admissions Committee, in consultation with the Program Coordinator and

Department Chair, makes the decision to readmit a student who has been dismissed previously. The decision is final and cannot be appealed.

The decision to reinstate, including any conditions, will be provided to the student in writing within 10 days of the reinstatement hearing.

References

Grace Abbott School of Social Work. (2016). *Academic policies and standards*. Omaha, NE: University of Nebraska at Omaha. <http://socialwork.unomaha.edu>

BSW Student Handbook. (2011). University of Southern Indiana.

School of Social Welfare. (2017). *Student handbook*. Kansas University. Retrieved 3/20/2017 from <http://socwel.ku.edu/book/export/html/1160>

APPENDIX C

University Policies

Grade Change Policy and Academic Appeal Procedure

Students have the right to appeal any academic decision, including the assignment of final grades. A grade-change request should be extremely rare. It is not appropriate to change a grade because the student submitted additional work.

Before making an appeal, the student must discuss the situation with the instructor(s) involved in the decision. If a grade change is approved by the instructor(s) on the basis of this discussion, the instructor(s) will complete and submit a grade change form.

If a grade change is not approved by the instructor(s), the student may appeal the instructor(s') grading decision based upon one or more of the following four grounds. The burden of proof rests with the student to demonstrate that the grading decision was made on the basis of any of these following conditions:

- 1) An instructor(s) made an error in calculating the original grade or a similar occurrence.
- 2) A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
- 3) A grading decision was based on standards unreasonably different from those that were applied to other students.
- 4) A grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

The student must submit a written grade appeal to the department chairperson. The written document must set forth the basis for the appeal, identifying at least one of the four categories set forth above. The request must be submitted, or postmarked if mailed, no later than 20 working days from the beginning of the next regular semester following the date the grade was recorded. If no appeal is received before the deadline, the grade will be considered final. It is strongly recommended that the student meet with the department chairperson within 10 working days after submission of the appeal to discuss the appeal process. The department chairperson, the dean, or any administrative official is prohibited from making a decision concerning the grade change appeal.

Within 20 working days of receipt of the written request for an appeal, the chairperson must provide a copy of the student's appeal to the instructor(s) who assigned the grade, the dean, and the Academic Appeals Board unless the appeal has been withdrawn. The instructor(s) must write a response to the Academic Appeals Board within 10 working days of receipt of the appeal. If the written request for an appeal is received prior to or during the summer session, when the instructor(s) who assigned the grade may not be available, the chairperson must provide copies to the faculty member and the Appeals Board no later than 20 working days from the beginning of the following fall semester. All documents submitted will become part of the student's academic file for their review.

The Academic Appeals Board will review the written appeal and response of the instructor(s). When needing further clarification, the Board may elect to separately interview both the student and the instructor(s) before rendering a decision. The decision of the Academic Appeals Board will be based

upon whether one or more of the conditions for an appeal set forth above have been met. At the conclusion of the deliberations, the Board will

render one of the following decisions:

- 1) The original grading decision is upheld.
- 2) The Academic Appeals Board will re-evaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

The Academic Appeals Board decision is the final decision of the University. Within 20 working days of reaching the decision, the Academic Appeals Board will provide written summaries of the hearing and decision, together with a rationale for that decision, to the student, the instructor(s) who assigned the grade, and the academic department of the instructor(s). Should the appeal result in a grade change, the Chair of the Academic Appeals Board will submit a grade change form to the Registrar's Office.

Annual Notification of Rights under The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5901

RIGHTS REGARDING STUDENTS' EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Colorado State University-Pueblo's practice in regard to student record keeping and access is based on the provisions of FERPA. For specific details, visit or contact the Registrar's Office (Administration Building, Room 202).

Schools may disclose, without consent, directory information (designated below), collectively or individually. Colorado State University-Pueblo does publish several bulletins, lists, brochures, catalogs, directories, yearbooks, commencement items, annuals, guidebooks, news releases, sports information, honor rolls, etc., containing this directory information which specifically identifies students and information about them. The following information is considered directory information:

- Student name
- Address
- Electronic mail address
- Telephone listing
- Photograph
- Date and place of birth
- Major field of study
- Grade level
- Enrollment Status (e.g. undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

- Degrees, honors, and awards received
- The most recent educational agency or institution attended

A student, by the end of the second week of classes, may notify the Registrar's Office Administration Building, Room 202) in writing that directory information should not be released without prior written consent by completing the "Request to Withhold/Release Directory Information" form. If a student later wants this information released when requested, he/she needs to complete a new "Request to Withhold/Release Directory Information" form.

Generally, schools must have written permission from the eligible students in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31) which include, but are not limited by:

- School officials with legitimate educational interest;
- Other schools to which the student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

Subject to the conditions set forth in 99.31-99.35 of the Act.

Sexual Harassment Policy

Colorado State University-Pueblo strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and will not be tolerated.

Sexual harassment is illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972. Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to appropriate disciplinary action, to and including dismissal.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment.

I. Sexual Harassment Defined

This policy prohibits "quid pro quo" and "hostile environment" sexual harassment as defined below.

A. "Quid Pro Quo" Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a position of power or influence constitutes "quid pro quo" sexual harassment when (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that student or employee. As defined here, "quid pro quo" sexual harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to influence others who have authority over the victim.

B. "Hostile Environment" Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute "hostile environment" sexual harassment when such conduct is directed toward an individual because of her or his gender, is severe or pervasive, and has the purpose or effect of (1) creating an intimidating, hostile, or offensive academic or work environment or (2) unreasonably interfering with another's academic performance or work. Generally, a single inappropriate joke, offensive, epithet, or request for a date does not constitute "hostile environment" sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute "hostile environment" sexual harassment. In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment noted above and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering

the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

II. Bringing a Complaint

The University can respond to harassment only if it is aware of the harassment. Any member of the University community who believes that s/he has experienced sexual harassment or reprisal shall come forward promptly with inquiries, reports, or complaints and to seek assistance from the Director of Human Resources/ Affirmative Action.

- A. Any member of the University community who believes that s/he has been subjected to sexual harassment ("Complainant") shall contact the office of Human Resources/ Affirmative Action, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the extent permitted by law. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken. In those cases, the University may investigate and take action on the basis of facts it discovers.
- B. It is critical that any employee who believes that s/he has observed an incident of sexual harassment in the University's learning and working environments involving a member of the University community or who receives a report of alleged sexual harassment from an employee or student immediately refer this information to the Director of Human Resources/ Affirmative Action.
- C. A complaint should be made as promptly as possible after the alleged harassment occurs. Complaints must be filed no later than 180 days after the last incident considered to be sexual harassment. One consequence of the failure to present a complaint promptly is that it may preclude certain legal recourse should the Complainant decide to pursue such recourse at a later date.
- D. If the Complainant, after the initial meeting, decides to proceed with a formal complaint, s/he must submit a written statement (the "Statement") to the Director of Human Resources/ Affirmative Action. The Statement must describe the conduct that is the basis of the complaint, including the name of the alleged offender (hereafter termed the "respondent"), the date(s), time(s), and location(s) of the conduct, and the names of witnesses. If the Respondent is a student, the Director of Human Resources/ Affirmative Action may refer the matter to the Vice President for Student Affairs in the Office of Student Life and Development for resolution. The Director of Human Resources/ Affirmative Action must promptly inform the Respondent of the allegation.

- E. Reprisals against an individual who in good faith files a charge of sexual harassment are expressly prohibited and shall be treated as a separate violation of University policy. Intentionally false or malicious charges, however, are potential grounds for disciplinary action against the Complainant.

III. Resolution of a Complaint

The University will promptly take appropriate steps reasonably calculated to end any harassment that has occurred, remedy its effects, and prevent harassment from occurring again.

A. Informal Resolution

Informal resolution of a sexual harassment complaint is encouraged whenever possible. The procedure may involve advising the Complainant. Procedurally, this may include a discussion between the complainant and the Respondent in the presence of the Director of Human Resources/ Affirmative Action, or attempted mediation by the Director of Human Resources/ Affirmative Action.

B. Formal Resolution

1. Procedures

The applicable procedure for formal resolution of a sexual harassment complaint following submission of a Statement depends upon the Respondent's status (specifically as a student, a member of the State Classified staff, a member of faculty, an administrative professional, and a non-student employee).

a. Students

Complaints against students will be handled in accordance with procedures established by the Vice President of Student Affairs. Appeals may be made to the Provost; the decision of that person is final. For purposes of this policy, complaints against work study and graduate students arising out of their employment status will follow the procedures specified for faculty, administrative professionals, and other non-student employees (except State Classified staff).

b. State Classified Staff

Complaints against State Classified staff, following an objective and impartial preliminary investigation by the Director of Human Resources/ Affirmative Action, will be handled in accordance with the procedures in the State Personnel Board Rules. Appeal rights, together with timing limitations, are described in those rules.

c. Academic Faculty, Administrative Professional, and Other Non-Student Employees (except State Classified Staff)

The Human Resources/ Affirmative Action Director shall investigate complaints against academic faculty, administrative professionals, and other non-student employees. That Officer shall conduct an objective and impartial preliminary investigation with such assistance from an appropriate administrative unit other than that of the Respondent.

Pending the results of the preliminary investigation, an appointing authority may place the Respondent on suspension or assign him/her to other duties in lieu of suspension, only if immediate harm to the Complainant or others is threatened by continuance. Salary will continue during the period of suspension. Following the preliminary investigation, the director of Human Resources/ Affirmative Action shall provide a copy of the preliminary investigation report to the appropriate appointing authority and the Respondent and shall attempt to affect an informal resolution of the complaint. If the Director of Human Resources/ Affirmative Action cannot arrange a mutually acceptable resolution and/or if the Director has concluded that there is reasonable cause for further action, the Respondent has five business days after receipt of the finding(s) to request a hearing or prepare a response to the report. If the Respondent requests a hearing, the Director of Human Resources/ Affirmative Action will submit finding(s) to the Sexual Harassment Committee described below.

2. Sexual Harassment Panel

In consultation with the Provost and Vice President of Finance and Administration, the President shall appoint annually six individuals to serve on the Sexual Harassment Panel. The membership of the panel will consist of two persons each from the administrative professional, faculty, and student units. The Director of Human Resources/ Affirmative Action will provide training on sexual harassment to all panel members. The Sexual Harassment Panel shall constitute a pool of individuals from which the Sexual Harassment Hearing Committee will be drawn.

3. Sexual Harassment Hearing Committee

The three members chosen by lot from the Sexual Harassment Panel will serve as the Sexual Harassment Hearing Committee. One member shall serve as chairperson. Legal counsel from the Colorado Attorney General's Office will advise the Sexual Harassment Hearing Committee. In the event that a panel member is from the same administrative unit or department as either the Complainant or Respondent, a drawing by lot for a replacement will occur.

Members deeming themselves disqualified for bias or interest will remove themselves from the case. The Complainant and Respondent will have a maximum of one challenge each without stated cause.

4. Formal Hearing Procedures

- a. Hearings will commence no later than fifteen days after the Sexual Harassment Hearing Committee chair notifies the Complainant and Respondent.
- b. The Sexual Harassment Hearing Committee may hold organizational meetings in private, which may include meetings with the Respondent and Complainant as needed to (i) clarify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, (iv) formulate a list of potential witnesses, and (v) achieve such other appropriate pre-hearing objectives as well make the hearing fair, effective, and expeditious.
- c. The Hearing Committee will call the Director of Human Resources/Affirmative Action to present the results of the preliminary investigation. The Hearing Committee also may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination on the merits of the allegations. The hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law.
- d. Excepting pre-hearing organizational meetings and those for final deliberation, finding of fact and preparation of recommendations, the Respondent is permitted to be present during meetings of the committee, to call witnesses, to confront and cross-examine any adverse witnesses, and to be accompanied by an advisor and/or legal counsel. Such advisor or counsel is free to advise the Respondent fully throughout the proceedings, to assist in formulating any required written documentation, and to help prepare for any oral presentation, but they may not actively participate in the proceedings, such as making objections and attempting to argue the case. A full verbatim record of the hearing will be kept and made available to the Respondent upon request.

5. Recommendations Following Formal Hearings

At the conclusion of the hearing, the Sexual Harassment Hearing committee shall meet privately for final deliberation and preparation for recommendations. These deliberations shall remain confidential to the extent permitted by law. The committee shall decide by majority vote and based on whether the facts indicate

that it is more likely than not: (i) the complaint is substantiated, (ii) the complaint is unsubstantiated, or (iii) the complaint is intentionally false or malicious. The finding, together with the basis for the recommendation, will be communicated in writing to both parties, the Director of Human Resources/ Affirmative Action, the Respondent's immediate administrative supervisor, and the senior administrative officer of the Respondent's administrative unit (The Provost/vice President or, if the Respondent is a Provost/Vice President/ Affirmative Action Director, the President).

A recommendation by the majority of the Sexual Harassment Hearing Committee that the Respondent has, more likely than not, violated the Sexual Harassment policy must be accompanied by recommendations for remedial action reasonably calculated to stop the harassment or disciplinary sanctions up to and including termination of employment. If the committee determines that more likely than not that the complaint was deliberately false and malicious, this finding, together with a recommendation for appropriate disciplinary action against the Complainant shall be forwarded to the senior administrative officer of the Complainant's Administrative Unit.

6. Administrative Action Following the Hearing Committee Recommendations

The senior administrative officer may accept the recommendations of the Sexual Harassment Hearing Committee or may recommend disciplinary actions more or less severe than those recommended by the Hearing Committee. If the Respondent accepts the recommendation of the senior administrative officer, the remedial action or disciplinary sanction shall occur. If the Respondent rejects such officer's recommendation, the President shall review the case and recommendation shall make the final decision on the disposition of the case.

Appendix 1: Consensual Relationships

The University does not interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the University. However, consensual romantic or sexual relationships in which one party retains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities and are involved in such relationships shall assure that another person decides and evaluates the person of the lesser authority.

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct

that was previously welcome may become unwelcome. Even when both parties have consented at the outset to romantic or sexual involvement, this past consent does not remove grounds for a charge of violation of the Code of Ethical Behavior or sexual harassment based upon subsequent unwelcome conduct.

Approved by CSU Board of Governors 05/07/2002

Accommodations for Students with Disabilities

The official statement regarding accommodations according to the Colorado State University-Pueblo Learning Center Disability Resource Office, to which the Department of Social Work adheres, is as follows:

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Psychology Building, Suite 232.

APPENDIX D

CSWE Educational Policy and Accreditation Standards and Code of Ethics

Commission on Accreditation Commission on Educational Policy 2015 Educational Policy and Accreditation Standards

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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CSWE Educational Policy and Accreditation Standards

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-

dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Competency-Based Education

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

Program Mission and Goals

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded

in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0 – Generalist Practice

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 – Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

EXPLICIT CURRICULUM

Accreditation Standard 2.2 – Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and

development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0 – Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0 – Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2 – Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

** This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3 – Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3 – Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how 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.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

IMPLICIT CURRICULUM

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4 – Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4 – Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0 – Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment

therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0 – Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs).

Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The

program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this

includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) 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.
- (w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current

with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.
- (p) 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.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social,

economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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