



**Social Work**  
**Field Practicum Manual**  
**for the**  
**Social Work Program**  
**at**  
*West Texas A&M University*  
*Department of Psychology, Sociology, and Social Work*

*West Texas A&M University (WTAMU) serves people of all ages, regardless of socioeconomic level, race, color gender, religion, disability or national origin. WTAMU is an affirmative action/equal employment opportunity institution.*

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**SOCIAL WORK PROGRAM  
MISSION STATEMENT, GOALS, AND COMPETENCIES**

**The mission of the baccalaureate social work program at West Texas A&M University is as follows:**

*The mission of the baccalaureate social work (BSW) program at West Texas A&M University is to prepare students for employment as competent and effective entry-level generalist social work practitioners. Graduates will be equipped with the knowledge, values, and skills necessary to assume professional responsibilities as change agents in a culturally diverse, global society within a rural context. With a broad liberal arts foundation, students will be prepared to engage with clients at all levels of practice, enhancing the social functioning and well-being of clients, alleviating human suffering and improving the quality of life in the rural Texas panhandle region, the state, the nation, and the world.*

Social work education at West Texas A&M University (WTAMU) enables students to integrate the knowledge, values, and skills of the social work profession into competent practice.

WTAMU's undergraduate social work program is built on a liberal arts foundation and is based on the generalist model of social work practice. The eco-systems perspective, emphasizing a problem-solving approach, provides the theoretical underpinnings to WTAMU undergraduates.

**The goals of the BSW Program at WTAMU are to:**

1. Prepare students to be competent and effective generalist practitioners within a rural context.
2. Develop in students the critical thinking skills necessary to engage with clients within an ecosystems perspective when working with clients at all level of practice.
3. Prepare students for their role as social change agents, focusing on social justice and empowerment when working with clients at all levels of practice.

4. Provide a learning environment that models respect for diversity, developing students who will work within the values and ethics of the social work profession, cultivating the self-awareness of personal values required to offer competent services to a diverse population.

5. Educating students to commit to engage in lifelong learning through continuing education and/or graduate school.

## **Graduates of the WTAMU baccalaureate social work program will be able to:**

### **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 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. 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.

## **Social Work Field Instruction Manual**

### **Purpose of the Manual:**

The purpose of this manual is to provide essential information and guidelines to students, Field instructors, agency administrators, and others involved with the undergraduate social work program at West Texas A&M University.

### **Purpose of Field Instruction:**

Field experience is a means of integrating academic knowledge of social welfare services and delivery systems with the student's innate and acquired abilities. It is the opportunity to measure the "possibility" with "reality" and to attempt the ultimate...to be of meaningful service to other human beings, individually and collectively.

### **Description of the Field Instruction Program:**

The undergraduate Field Instruction Program is designed to provide students with practice experiences commensurate with the individual's academic and experiential preparation. Field Instruction 4688 (the first course) is designed to provide the student with social work activities that reinforce student knowledge of basic fundamentals in social work practice. Field Instruction 4698 (the second course) is intended to provide the student with the opportunity to build upon the knowledge and experience of the first placement and to focus upon the development and enhancement of skills in social work practice.

### **Time in the Field:**

Students are required to complete 450 clock hours of internship in assigned agencies for a total of 12 credit hours. The internships are divided into two six-credit hour courses. Grades for both courses are Pass/Fail. The flexibility in grading is intended to provide the student freedom to explore personal strengths and weaknesses without affecting the student's grade point average. The student receives a written evaluation of each placement that may be utilized in the provision of references for employment and graduate schools.

**Field credit is not given for previous life or work experience, even if completed in an approved social work agency.** Students will not be allowed to complete their field hours in an agency where they are currently employed.

Internships may be accomplished in either two semesters or as a "block" placement by taking SOCW 4688 and SOCW 4698. Internships that are completed across two semesters (225 clock hours each) require the student to spend a minimum of two full work days (16 clock hours) per week in two consecutive semesters. For students taking Block placement (enrollment in both SOCW 4688 and SOCW 4698) during a long semester, no more than 1 additional course may be taken in that semester.. The student is expected to complete 450 clock hours of placement in a single semester by spending a minimum of four full work days (32 clock hours) per week in the agency. For students taking only one of the 6 hour field courses during a long semester, no more than 2 other courses may be taken in that semester.

Field Instruction SOCW 4698 may be repeated with the approval of the Field Director, Director of the Social Work Program, and the Head of the Department of Psychology, Sociology, and Social Work.

### **Field Instruction Goals:**

The overall goals of the practicum experience reflect the mission and the goals of the social work program. The field experience is designed to accomplish the following goals. Upon completion of 450 hours of field instruction, the student will be able to:

1. Enter the social work profession as beginning entry-level generalist practitioners.
2. Practice in a wide variety of settings and with clients of various sizes and diverse populations.
3. Be knowledgeable about the social context of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Uphold social work values and ethics that guide their practice, and
5. Be aware of their professional responsibilities towards their own growth and development and the growth and development of their profession.

### **Field Instruction Objectives:**

The overall objective of the field program is to provide a practical, service-oriented experience in which the learner's knowledge and skills can be demonstrated and applied, enhanced, and appraised. Specific field instruction objectives include the 9 competences listed above in this manual.

### **Organizing Principles:**

Since Field Instruction is provided in a variety of agency and institutional settings, and organizational operations differ, it is expected that the accomplishment of the objectives of Field Instruction will necessarily vary in ways peculiar to the particular Field Instructor and agency setting in which the students performs. Nevertheless, the examination of some generic principles that apply to all settings will be helpful. It may be helpful to view these principles in two ways: (1) the academic framework from which Field Instruction operates and (2) the operational framework in achievement of the goals.

### **Academic Framework:**

- Field instruction is educationally directed, and student oriented.
- The student is provided an opportunity for practical experience in the utilization, examination, and development of knowledge, values, and skills imparted in the classroom in services to clients.
- The student is provided opportunity to assess the agency, its program and its function within the community, state, and national systems of social and welfare services.

### **Operational Framework:**

- Individualization of the student's educational needs.
- Ordering of learning experiences to begin the specifics and move toward generalization.
- Progression from assignments of rather limited and discreet practice tasks to those more complex.
- Provision for gradual assumption of responsibilities.

- Progress from tasks which may be familiar to understanding and working with new, unfamiliar knowledge or processes.

### **Administration of Field Instruction**

#### **Criteria for Selecting Agencies for the Field Practicum:**

- Commitment to social work education, including field instruction.
- Delivery of high quality services to clients, and sound administration to support the program.
- Participation in the community.
- Adherence to the ethical values of the profession.
- Willingness to engage students in wide range of field experiences to provide them with opportunities to utilize a variety of modes of intervention with clients, targets, and action systems from a broad spectrum of socio-economic background and cultural orientation.
- Willingness to place primary focus on the educational experiences for the students; the agency should not be dependent on students to maintain the agency's programs.
- Provision of adequate office space, clerical assistance, telephone, and supplies.
- Willingness to provide qualified personnel to teach students with firm provisions to safeguard their time for this assignment and to maintain a reasonable degree of continuity in field teaching.
- Openness to innovation, research, and evaluation.
- The morale of the agency should be conducive of learning.
- The agency should be in full compliance with Title VI of the Civil Rights Law.
- Willingness to enter into a written contractual agreement between agency and the school.
- Located within 2 hours of Amarillo, Canyon, or Lubbock.

#### **Criteria for the Selection of Field Instructors**

- Possess a social work degree from a CSWE accredited social work program (BSW or MSW) equivalent degree and/or experience.
- Evidence of involvement in continuing education.
- Skill and knowledge in practice, including a thorough knowledge of the Agency and a degree of autonomy in practice.
- Previous experience in supervision or field instruction is preferred.
- Completion of a training on field instruction is desired.
- Professional interest in and motivation for field instruction.
- Ability to conceptualize, analyze, synthesize, generalize, and communicate.
- Potential, at least, for joy and competency in teaching.
- Acceptance of educational responsibility, including the proper use of authority, the ability to evaluate, and willingness to collaborate with the school.
- Personality that will provide an acceptable role model for students.
- Adequacy of time available for field instruction.

- Belief that students who satisfactorily complete the baccalaureate social work degree have beginning competence in working with client, target, and action systems.
- Ability to relate to students from varying backgrounds and to understand them.
- Strong identification with social work and concern about social issues.

In the event a Field Instructor is selected who does not possess a social work degree from a CSWE accredited social work program (BSW or MSW) or does not meet the CSWE standard of two years post BSW or MSW practice experience, supplemental supervision is required. To ensure a social work focus of field instruction where the Field Instructor is not a qualified social worker, the student is assigned supplemental supervision with a social worker who has a minimum of two years post BSW practice experience. The Field Director or Field Liaison may become more involved with the student and the Field Instructor during the field experience.

### **Procedures for Faculty Monitoring of the Practicum**

The degree of faculty involvement in Field Practicum depends upon several factors including: experience with the agency and instructors providing practicum, individual needs of students and unforeseen circumstances. The specific role and responsibilities of Field Director and Field Liaison are described in this field instruction manual. Agency and telephone visits are utilized by the Field Liaison to coordinate and facilitate the educational needs of the student. Field-integrating seminars are scheduled throughout the semester to provide the student access to other students' experiences, to share mutual concerns and to assist in the integration of practice with theory.

### **Mechanisms for Obtaining Field Instructors' Input into the Program**

Agency Field Instructors are given opportunities to provide input into the program through both formal and informal channels. Optimum benefits from a Field Practicum can be achieved only when there is a partnership approach between the agency and school to provide the student with individualized experiences suited to the student's needs and desires. Through this relationship, input from agency supervisors and students is encouraged. Formal input is provided by an advisory council that consists of agency representatives. Written evaluations are conducted by the students and the Field Instructors at the completion of each practicum experience.

### **Orientation Sessions and Seminars for Field Instructors**

Each agency Field Instructor is provided a copy of the Field Instruction Manual which includes a detailed description of the field instruction component. Orientation for new agency Field Instructors is primarily an individualized process provided by the Field Director. A workshop is scheduled at least once each year where students, agency Field Instructors and faculty work together in an effort to strengthen the field instruction component. Ongoing communication between faculty and agency Field Instructors provides a continuity of the field instruction effort.

### **Roles and Responsibilities**

A formal contractual agreement between all field instruction agencies and West Texas A&M University is required. The responsibility for the proper training and education offered the student in his field placement rests jointly with the Field Instructor, Field Director, and the Field Liaison. The student has the responsibility to make the best possible use of the opportunity



provided. The following lists of responsibilities are intended to be used as a guide, keeping in mind the goals and objectives of Field Instruction.

### **Field Instruction Agency**

In order for the Field Instructor to carry out these responsibilities effectively, it is assumed that the field placement agency or institution will provide an environment conducive to the student's professional development and will:

- Accept the student in the spirit of a staff member rather than a volunteer in the agency.
- Provide the student with adequate physical facilities and needed work items.
- Provide sufficient time for the Field Instructor to carry out his or her responsibilities to the student and the university.

### **Field Instructor**

Once the student arrives at the agency, the Field Instructor coordinates the student's orientation to the agency and the initiation of field assignments. Regular supervisory conferences, held no less than twice monthly, may be supplemented with additional brief supervisory contacts, depending on the student's needs.

Educational issues, as well as administrative issues, encountered in the supervision of students must be identified as early as possible and, when necessary, a remedial plan of action will be developed with the student and Field Liaison. Whenever the Field Instructor is uncertain about the gravity of her/his observations, the Field Liaison should be consulted as soon as possible. Unethical conduct on the part of the student should be reported immediately. (Please refer to policy on removal of student from field placement.)

### **Responsibilities include:**

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See Student Placement Contract in the Appendix.

- To orient the student to the agency, staff, and field instruction staff. This includes all relevant personnel policies and procedures, dress code, record keeping, agency documentation, etc.
- To identify for the student the parameters of her or his role and responsibilities within the agency.
- To actively collaborate with the student in the development, implementation, and on-going use of educational contract.
- To take overall responsibility for the student's educational experience in the agency and coordinate any experience delegated to other staff members.
- To provide the necessary experiences to meet the educational goals, such as selecting appropriate cases or groups for instructional purpose and to selecting other meaningful learning experiences, such as participation in staff meetings, conferences, visits to other agencies, assigned readings, etc.
- To serve as a professional role model.
- To help the student understand and appropriately use the network of human services available to the agency and its clients.
- To formally evaluate, with the student, the progress of the student at mid-term and at the semester's end.

- To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills, and to offer the student on-going feedback on his/her performance.
- To provide necessary training and monitoring of student's compliance with safety policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies. Students and Field Instructors should work out a plan, in advance, for what to do and how to get help if a student feels unsafe.
- To notify the Field Liaison as soon as possible should problems regarding the student arise in the field setting.
- To participate with the Social Work Program in a continuing mutual effort to upgrade and enhance the Field Program and to attend seminars held for Field Instructors.
- To participate with the Social Work Program as faculty whenever possible by sharing with them their expertise in specific areas.
- To facilitate a positive, cooperative working relationship between the agency and the Social Work Program, including communicating to the Field Director any planned or unexpected changes which would impact actual or future supervision of students.

### **Field Director Responsibilities and Duties**

The Field Director is responsible for the overall design and implementation of the field practicum experience. The Field Director works closely with the Field Liaison to provide professional social work education. The Field Director evaluates the field curriculum and monitors all aspects of the practicum experience. Responsibilities include:

- To orient the field agencies, Field Instructors, the Field Liaison, and students to the goals and objectives of the Social Work Program, specifically the Field Practicum objectives.
- To establish and monitor Field Practicum policies, procedures, and evaluation processes.
- To prepare the student for Field Instruction and assign and give final approval for student placement.

### **Field Liaison Responsibilities and Duties**

The school, the agency, and the student collaborate in the process of integrating classroom theory with learning experiences. The Field Liaison is primarily responsible for the monitoring of the student's placement experience and supporting the Field Director. Responsibilities includes:

- Participation in the integrative seminar.
- To conduct a formal evaluation of the student at the end of the placement experience.
- Aid in the reviewing of student journals and assignments as specified in the syllabus.
- To aid in assigning the student'
- To jointly review the student's progress with the Field Instructor.
- To act as liaison or mediator between the student and the agency.
- To respond quickly to concerns of the agency or student regarding the suitability of the placement.
- To keep the Field Director apprised of all relevant developments in the student's placement.

- To meet with the Field Instructor and the student two times during the semester; once at mid-term and once near the end of the student's placement.

### **Student Responsibilities and Duties**

Although the role expectations of the student will differ in some respects considering the diversity of agencies and individual characteristics of each student, all students are expected to meet the following responsibilities:

- To satisfy the application and screening procedures as outlined in Section VI of the guide.
- To arrange and participate in a preliminary program for Field Instruction prior to placement in the agency.
- To adhere to professional social work ethics and to conform to usual standards and practices of the agency.
- To meet work requirements as scheduled with the agency and as required by the University for satisfactory completion of Field Instruction.
- To take initiative in utilizing the field instruction experience for the development and strengthening of Social Work knowledge and skills.
- To discuss with the Field Instructor, as a first step, any conflict developing in the placement.
- **STUDENTS ARE NOT ALLOWED TO TRANSPORT CLIENTS AT ANY TIME!**

### **Application and Screening Procedures**

Field Instruction is provided for the Social Work major at two levels.

Field Instruction I (SOCW 4688) is designed to provide basic fundamental knowledge to the field of Social Work with the goals and expectation of giving the student a “feel” of what Social Work is all about, to give perspective, and to provide experiential development of social work skills.

Field Instruction II (SOCW 4698) provides performance opportunities designed to offer major integrative experiences in the application of knowledge of himself/herself, people, resources, and methods within the value system of social work. Field Instruction II is a time for the student to test his/her ability to translate knowledge, values, and skills into fundamental professional service to clients, which ultimately includes direct work with individuals and the use of resources.

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See NASW Code of Ethics in the Appendix.  
See Sample Course Outline in the Appendix.

For the purpose of evaluating potential candidates for entry into Field Instruction, the procedures will focus on the following:

- Protecting the client served by the student from unwitting and unintentional abuse or harm.
- Promoting student success.

- Assurance that the Social Work Program at West Texas A&M University and the Social Work profession are well represented.

### **Field Placement Time-Frame**

If all prerequisites have been completed, the student should begin the process of obtaining a field instruction placement mid-term of the semester prior to going into field.

### **Forms and Resources Utilized in the Selection Process**

- (1) Application form for Social Work Field Instruction.
- (2) Academic record supporting adequate preparation and capacity.
- (3) Acceptance of the student by an approval Field Instruction Agency.
- (4) Malpractice Insurance- Release and Waiver of Liability Form.

### **Screening Criteria**

Student selection and assignment includes meeting the minimum standards and requirements for admission for Field Instruction as set out below.

- (1) The student must have satisfactorily completed all academic prerequisites for Field Instruction. An overall cumulative GPA of 2.50 is required on all course work. Exceptions to this requirement are made by the social work program faculty on a case-by-case basis.
- (2) The student must have been accepted into the Social Work Program.
- (3) An appraisal of the student's motivation and capacity to meet the goals and objectives of the Social Work Program will be assessed by the Field Instructor and the Admission Committee. Whenever questions arise as to the suitability of a given student for field placement, the issue will be resolved by a majority evaluation of the Admission Committee, with consultation, if necessary from the Department Head. A recommendation of denial of admittance into Field Practice will be briefly prepared in writing for confidential inclusion into the student's file.

### **Agency Selection**

- (1) The student is responsible for and will attend the Field Fair organized by the Field Director.
- (2) The student schedules interviews with a minimum of three Field Instructors for consideration of field placement.
- (3) The agency informs the Field Director of the results of the student's interview in writing by emailing the Interview Verification Form.
- (4) The student attends a field orientation, scheduled by the Field Director, to learn the process of beginning field work.
- (5) A joint decision by the student and agency Field Instructor determines final acceptance or rejection. The student who is not accepted repeats the process.

### **Field Placement Entry Process**

Successful field experience benefits everyone involved: the students, the agencies, the University and the client who probably have received more intensive, closely supervised service than would have been otherwise available. Since success more frequently follows careful planning, the following suggestions for the agency and the student are given for consideration.

## **Agency Responsibilities**

### Orientation to the Agency

Although the student will have visited with the Field Instructor and have prior knowledge of the agency, there is still a certain strangeness the first few days in a new setting that may be partially alleviated with a complete orientation to the agency. Some orientation procedures are quite informal, while some agencies have a structured, routine orientation process that all employees are required to complete prior to any “on the job” activities.

It is important for the students to receive a thorough orientation to the agency or institution. The student should become familiar with the essential details of the history of the organization, any legal aspects of services performed, and what people are served and why. Students particularly need to know how they will be treated and any limitations they may be confronted with as students. Another item of importance to the student is to have a physical location of his/her own. Although space availability varies depending upon the agency, they type of service provided, etc., optimally a room, a desk, or a table somewhere for administrative tasks, study, and relaxation should be provided.

Field experience objectives will be reviewed with the student periodically to determine the extent to which the student has become familiar or competent in relation to the objectives. A comparison of earlier case experiences and written work should reflect tangible evidence of the learning that has taken place.

Student goals and objectives, outlined in learning agreement, will be reviewed with the student at mid-term and at the end of the semester, prior to the Field Liaison’s or Field Director’s visit.

### Student

The student must recognize the need to assume responsibility for maximum utilization of the field experience. The Social Work student should develop his/her individual learning pattern to help achieve fundamental competence in self-awareness and the use of self in the delivery of social services. The student should soon recognize the need for review of academic work completed and the need for further study as appropriate to the field experiences: case assignments, etc. Organization of work is essential. Information (data gathering) is necessary for both the client and the resources available for use. A plan of operation is needed and the following items should serve as a framework for operation:

- (1) Community orientation is one of the tools of the profession.
- (2) The student must work within the framework of the agency and its services.
- (3) The student must work within his/her own limitations and should seek to expand his/her abilities.
- (4) The client deserves the student’s best effort.
- (5) Referral of a client to a community resources is not always a simple task.
- (6) Use of supervision is a skill that must be nurtured and developed as any other skill.

## **Evaluation of Field Practice**

Evaluation of field instruction is an on-going process by Field Instructor, the Field Liaison, and the Field Director.

The Field Instructor will be asked to conduct a formal evaluation of the student at midterm and the end of the placement experience. It is required for the student to be involved in the evaluation process. The Field Instructor, Field Liaison, and/or the Field Director will jointly review the student's progress as appropriate. The Field Liaison has final responsibility for assignment of the student's grade.

## **General Policies**

### **Completion of Hours and Absence from Field Placement**

- (1) All students are expected to complete the requisite number of hours in field. If this is not going to be accomplished within the time frame of a semester, the Field Liaison and the Field Director must be notified immediately to discuss possible arrangements.
- (2) If a student must be absent from field, he/she is responsible for calling the Field Instructor. The Field Instructor needs to inform the Field Liaison and/or the Field Director of any concerns regarding student absence.
- (3) If a student is absent for a significant period of time, the following options will be considered on a case by case basis:
  - a. Withdrawal from the practicum by officially dropping the course(s), with the consent of the Field Director.
  - b. Taking "incomplete" and finishing the next semester that field placement is offered. (Incompletes are only offered in rare circumstances, generally relating to circumstances beyond the student's control.)
  - c. Earning a failing grade.
- (4) Holidays: Students may take all school holidays and whatever holidays are observed by the agency. If the student elects to work through a holiday, such as Spring Break, the hours will count toward the required clock hours. Holidays do not count toward the student's hours unless he/she works.

### **Change of Placement**

The following are policies regarding the change of students from an agency or organization:

- (1) If unethical behavior is observed by the student:
  - a. The student must talk with the Field Liaison and the Field Director about the proposed move. The Field Liaison, Field Director, student and Field Instructor will then discuss the issues involved. Attempts will be made to explore solutions that can be achieved within the agency.
  - b. If the decision is made to move the student arrangements for an alternative placement site. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
- (2) Should an agency request the removal of a student, for whatever reason:
  - a. The Field Director will remove the student within a time frame which is agreeable to the agency.
  - b. Either prior to, or after removal of a student from an agency, depending on the urgency of the removal and/or the agency concerns, the Field Director and the Field Liaison must discuss with the student the circumstances which led to the agency's request.

- c. If the agency simply wished to explore whether a student should be removed or whether the situation is remediable, the Field Liaison and/or Field Director will immediately respond with a conference.

### **Removal of a Student from Field Placement**

The following are grounds to remove a student from field:

- Failure to maintain confidentiality about a client, as mandated by Agency policy and/or the NASW Code of Ethics.
- Failure to abide by the NASW Code of Ethics.
- An attempt to harm oneself.
- An attempt to harm someone else.
- Repeated tardiness at the agency and/or tardiness without notification.
- Repeated absences from the agency and/or absence without notification.
- Repeated change in scheduled field hours without prior approval.
- Inappropriate or unprofessional behavior in connection with the field placement.

The Field Director will make the final decision regarding removal from the field, with documentation from the Field Liaison, the Field Instructor and Agency. The student may appeal the decision following the guidelines in the official WTAMU student handbook.

Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of the student to work through the problem. It will be the Field Director's responsibility to work with the student around the issues and, if possible, to formulate conditions for a return to field.

### **Unsatisfactory Progress in Field Placement**

When a student is not progressing at a satisfactory rate:

- The Field Instructor needs to notify the Field Liaison and/or Field Director as soon as a problem is suspected.
- A conference with the Field Instructor immediately.
- The student, Field Instructor, Field Liaison, and Field Director will be involved in an analysis of the problem.
- The student is given formal notification that the performance is substandard.
- A behavior modification contract will be developed for the student to improve the standard of his/her performance. Contract will be signed by the Field Instructor, Field Liaison, and the student.

If the student does not meet the course requirements, a failing grade will be earned.

Agency Learning Activities  
Field Instruction I  
(SOCW 4688)

Phase I (Approximately 48 clock hours)

Conduct an overall orientation of Agency's purpose, objectives, and goals

Introduce student to Agency staff and personnel.

Familiarize student with existing Agency programs, and assign Agency reading material.

Assign student to designated staff member, if appropriate.

Establish Instructor/Student working relationship:

1. Workload expectations
2. Individual conference time scheduled
3. Develop educational contract

Study pertinent records to determine Agency method of documentation and recording format.

Assign Agency tasks.

Assign a simple and typical social service task.

Allow student to visit other community agencies.

Maintain a written record of all activities.

Assess student's progress and readiness to proceed to Phase II.



Agency Learning Activities  
Field Instruction I  
(SOCW 4688)

Phase II (Approximately 60 clock hours)

Continuation of assigned tasks within the Agency.

Allow student time to assess the community at large to determine problem areas within the community related to the Agency's mission and goals. This would include student efforts to develop an awareness and understanding of the following:

- Utilizing of the systems theory approach to problem solving.
- The social welfare system in operation within the community.
- The benefits and problems inherent in complex social service delivery systems.
- Power structures within the community as they affect the social welfare systems.
- Availability of resources to serve agency clients.
- The position of the agency in relation to needs of the community.
- Gender, age, cultural lifestyles, and sexual preference differences and how these factors impact the client systems in the field setting.
- Family structures and functions in the securing and utilization of agency and community services.
- Maintaining a written record of all activities.

Agency Learning Activities  
Field Instruction I  
(SOCW 4688)

Phase III (Approximately 69 clock hours)

Assessment of student's progress in assignments.

Assess student's working relationship in these areas:

1. Field Instructor
2. Client
3. Personnel
4. Agency
5. Community
6. Student's educational goals

Allow student to attend agency group meetings and conferences, board meetings, etc., where possible.

Allow student an opportunity to observe the dynamics of human needs and behavior first hand with interpretive assistance.

Assign student a client for the purpose of constructing a process recording of the interaction.

Discuss jointly the case interpretation.

Assessment of student's self concept and self awareness development.

Continuation of assigned tasks.

Maintain a written record of all activities.

Agency Learning Activities  
Field Instruction I  
(SOCW 4688)

Phase IV (Approximately 48 clock hours)

Begin preparation for terminating working relationship of :

1. Client
2. Agency
3. Supervisor

Determine and evaluate if tasks have been accomplished relating to student's goals and objectives as identified at the beginning of the semester.

Begin groundwork to bring about successful conclusion of working relationship: Disengagement  
Determine what is to be done with assigned client or tasks:

1. Transfer
2. Termination

Focus on termination with client and action systems.

Review areas of growth and accomplishments as well as areas needing further development.

Allow students to be part of the overall evaluation for grade recommendation.

Completion of all written reports.

Agency Learning Activities  
Field Instruction II  
(SOCW 4698)

Phase I (Approximately 48 clock hours)

Conduct an overall orientation of agency's purpose, objectives, and goals

Introduce student to agency staff and personnel.

Familiarize student with existing agency programs, and assign agency reading material.

Assign student to designated staff member, if appropriate.

Establish Instructor/Student working relationship:

4. Workload expectations
5. Individual conference time scheduled
6. Develop educational contract

Study pertinent records to determine agency method of documentation and recording format.

Assign agency tasks.

Assign a moderately complex social service task to provide opportunity for assessment of student's readiness to assume more complex assignments than experienced in Field Instruction I.

Allow student to visit other community agencies.

Maintain a written record of all activities.

Assess student's progress and readiness to proceed to Phase II.

Agency Learning Activities  
Field Instruction II  
(SOCW 4698)

Phase II (Approximately 60 clock hours)

Continuation of assigned tasks within the Agency.

Additional assignments as appropriate to student capabilities and time in placement.

Student work assignments should be more complex as supervision and evaluation determine readiness for new experiences.

Assessment of student 'self concept and self-awareness by student and supervisor.

Student should conduct a community social service assessment in relation to the agency's program

Maintain a written record of all activities.

Agency Learning Activities  
Field Instruction II  
(SOCW 4698)

Phase III (Approximately 69 clock hours)

Continuation of assigned task(s).

Involve student on the three basic methods of social work practice by allowing student to actively participate in case summaries, group sessions, and outreach work.

Allow student to collect data (from interviews, case records, etc) and analyze and assess data.

Student should be able to give a report (present a case study) for the purpose of acquiring working “know-how”.

Assist student in any problem area.

Allow student to attend and participate, as appropriate, in committee, staff and board meetings.

Agency Learning Activities  
Field Instruction II  
(SOCW 4698)

Phase IV (Approximately 48 clock hours)

Continuation of assigned task(s).

Begin groundwork for terminating working relationship.

Determine and evaluate if task(s) have been accomplished relating to student's goals and objectives as identified at the beginning of the semester.

Begin groundwork to bring about successful conclusion of working relationship: Disengagement

Determine what is to be done of assigned task(s):

3. Transfer

4. Termination

Focus on termination with client and action systems.

Review areas of personal growth and accomplishments as well as areas needing further development.

Allow students to be part of the overall evaluation for grade recommendation.

Completion of all written reports.

# APPENDICES



**West Texas A&M Social Work Program**  
**Mid Term BSW Field Practicum Evaluation**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_ **Field Supervisor Name:** \_\_\_\_\_

Please rate the student on a scale of 1 to 5 according to the scale below on whether the student met the skill expectations:

**1 =Strongly Disagree**

**2=Disagree**

**3=Needs Work**

**4= Agree**

**5=Strongly Agree**

Skill Areas	Score					Comments
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>						
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;	1	2	3	4	5	
use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	
demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	
use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	
use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	

<b>Competency 2: Engage Diversity and Difference in Practice</b>						
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5	
present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5	
apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>						
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1	2	3	4	5	
engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>						
use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	
apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	
use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	

<b>Competency 5: Engage in Policy Practice</b>						
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
assess how social welfare and economic policies impact the delivery of and access to social services;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
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;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1	2	3	4	5	
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5	
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1	2	3	4	5	
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1	2	3	4	5	
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1	2	3	4	5	
facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
select and use appropriate methods for evaluation of outcomes;	1	2	3	4	5	
apply knowledge of human behavior and the social environment, person-in-environment, and other	1	2	3	4	5	

multidisciplinary theoretical frameworks in the evaluation of outcomes;

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**Overall Final Comments:**

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**Field Supervisor Signature**

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**Date**

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**Field Liaison Signature**

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**Date**

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**Student Signature**

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**Date**

## West Texas A&M Social Work Program

### Final BSW Field Practicum Evaluation

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_ **Field Supervisor Name:** \_\_\_\_\_

Please rate the student on a scale of 1 to 5 according the scale below on whether the student met the skill expectations:

**1 =Strongly Disagree**

**2=Disagree**

**3=Needs Work**

**4= Agree**

**5=Strongly Agree**

Skill Areas	Score					Comments
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>						
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;	1	2	3	4	5	
use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	
demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	
use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	
use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	

<b>Competency 2: Engage Diversity and Difference in Practice</b>						
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5	
present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5	
apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>						
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1	2	3	4	5	
engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>						
use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	
apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	
use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	

<b>Competency 5: Engage in Policy Practice</b>						
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
assess how social welfare and economic policies impact the delivery of and access to social services;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
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;	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	



develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1	2	3	4	5	
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5	
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1	2	3	4	5	
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1	2	3	4	5	
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1	2	3	4	5	
facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
select and use appropriate methods for evaluation of outcomes;	1	2	3	4	5	
apply knowledge of human behavior and the social environment, person-in-environment, and other	1	2	3	4	5	

multidisciplinary theoretical frameworks in the evaluation of outcomes;

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**Overall Final Comments:**

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**Field Supervisor Signature**

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**Date**

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**Field Liaison Signature**

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**Date**

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**Student Signature**

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**Date**

Sample Student Placement Contract  
Student Placement Contract  
*Between*  
West Texas A&M University  
*and*

Agency:  
Address:  
Telephone:  
Contact Person:

In order to clarify the joint and separate responsibilities between West Texas A&M University, Canyon, Texas, hereinafter referred to as the School, and \_\_\_\_\_ (agency) hereinafter referred to as the Agency, under an agreement by which those institutions desire to provide field instruction in social work for selected students of the school, the following contract is mutually agreed upon:

1. The School and the Agency mutually agree that the purpose of field instruction placement in the Agency is to provide opportunities for learning to enable the student to meet the objectives for field instruction.
2. The Agency agrees to accept undergraduates and/or graduate students for field instruction in social work including participation in overall Agency programs and activities, as appropriate to the objectives for field instruction. It is expressly understood that the Agency reserves the right to reject any student at any time who, in the Agency's judgment, does not meet the criteria for acceptance of students, as well as any student who, in the Agency's judgment, is disruptive to the facility operation for any reason.
3. The Agency will provide a designated supervisor who assumes responsibility for the student and his or her learning experience. The Agency supervisor will be selected jointly by the Agency and school representative according to criteria developed by the School. The School reserves the right to reject any supervisor who in the School's judgment does not meet appropriate criteria. The ratio of supervisor to student may not exceed 1:2
4. The Agency will provide the use of existing office space, equipment, office supplies and clerical assistance when necessary, to complete the learning tasks. The Agency will not require the use of the student's automobile to facilitate Agency business without reimbursement as provided by the Agency's policies and procedures. In order for the student to be eligible for reimbursement, the travel must be pre-approved.
5. The Agency will provide such cases and client contacts as are deemed reasonable for a student during the time allotted for field experience.

6. The Agency supervisor will from time to time submit reports according to the format provided by the School to help the School arrive at an evaluation of the student's semester activities in field experience.
7. The Agency agrees to promptly inform the School of any changes in Agency policies, procedures, and/or staff that might adversely affect field experiences of the students employed under this Contract.
8. The Agency agrees to provide the student with the Agency's standards and regulations for personnel. Students will follow office hours and stipulations against disclosing confidential information together with such other rules and regulations governing personnel. It is expressly understood that students are not employees of the Agency.
9. The School will assume responsibility for the selection of students to be considered for placement with the Agency, and share with the Agency prior to placement, information about the student's academic achievement and educational needs after written approval from the students.
10. The School agrees that it will honor a written request by the Agency detailing the reasons or cause for the request to relieve a student of his or her field instruction responsibilities in the Agency if such a student is found unsuitable for his or her assignment, or if unusual circumstances within the Agency dictate temporary termination of the field experience program.
11. The School will restrict the activities of its representatives, employees, and/or other agents from performing any service of the Agency except in the course of performance of field instruction or in accordance with provisions of another contract between the school and the agency.
12. The School will assume the responsibility for the administration of the field instruction program in relation to the educational requirements of the students and for cooperation with the Agency staff in maintaining standards to assure the quality of services required by the agency.
13. Prior to a student's acceptance for placement, each student must provide proof of current automobile liability insurance. The School agrees to the extent permitted by the laws and Constitution of the State of Texas and without waiving sovereign immunity to indemnify, save and hold Agency harmless of and from any and all liability, loss, costs and expenses incurred directly or indirectly from any act of the School to include the negligence of the School from any cause arising from or relating to the School's performance under this contract.
14. This agreement will become effective when signed by both parties and will automatically renew each year on the effective anniversary date. Either party may

terminate this agreement at any time with thirty (30) days written notice. This agreement may be amended by written mutual agreement.

**West Texas A&M University**

**Agency**

\_\_\_\_\_  
Director, Social Work Program

\_\_\_\_\_  
Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, College of Education and Social Sciences

\_\_\_\_\_  
Chief Executive Officer, Agency

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost/Vice-President of Academic Affairs

\_\_\_\_\_

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

# Code of Ethics of the National Association of Social Workers

## OVERVIEW

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.

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

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

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

*Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.*

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## **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 wellbeing 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.

Sample Application For Field

**APPLICATION FOR FIELD PRACTICUM**

SOCW 4668/4698

Students must have been accepted in to the social work program and must have maintained a 2.50 GPA prior to completing this application for field instruction.

Date of Application: \_\_\_\_\_ Overall GPA: \_\_\_\_\_ Social Work GPA: \_\_\_\_\_

Applying for:

Field Practicum I (SOCW 4688): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Field Practicum II (SOCW 4698): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

**Students may enroll in a block placement by enrolling in both 4688 and 4698. Students enrolled in both courses may NOT take more than 3 additional hours.**

Mr. – Mrs. – Ms. \_\_\_\_\_ Buff ID # \_\_\_\_\_  
Last Name First Name MI

Current Mailing Address:

\_\_\_\_\_  
Street Apt. # City Zip

Home Phone: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email Address: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

**Students must be in their last semester(s) of their degree plan.**

Do you plan to be employed during your field placement? Yes \_\_\_\_\_ \*\*\* No \_\_\_\_\_

If yes, where? \_\_\_\_\_

Day and times of employment: \_\_\_\_\_

\*\*\*It is strongly recommended that students enroll in both courses DO NOT work during the semester!

Do you have transportation? Yes \_\_\_\_\_ No \_\_\_\_\_ If not, what plans do you have for commuting? \_\_\_\_\_

Check all social work prerequisites you have completed:

SOCW 2361		SOCW 2315		SOCW 3301		SOCW 3302	
SOCW 3362 or PSYC 3310		SOCW 3380		SOCW 4380		SOCW 4381	
SOCW 4362		SOCW 4310		SOCW 4341		SOCW 4383	
SOCW 4321							

You should have completed at least two Social Work Electives:

SOCW 4303		SOCW 4305		SOCW 4320		SOCW 4335	
SOCW 4345		SOCW 4370		SOCW 4375		SOCW 4376	
SOCW 4395		Other _____		Other _____			

Please provide brief information regarding any volunteer work or paid employment experiences of a social work nature:

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What personal or academic strengths do you have to offer an agency (bilingual, writing skills, computer skills, ect.)?

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Which specific professional skill(s) do you want to gain experience and expertise in (interviewing, intakes, etc.)?

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Do any personal conditions exist that would impact your ability to complete your internship?  
If so, please explain.

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Discuss briefly your career plans, goals special interests, ect. What client population(s) are you most interested in working with and why? You may attach additional pages if necessary.

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**Field Instruction I:** A six-hour course designed to introduce the student to the practical aspects of the delivery of social services and social work practice. Requirements include the satisfactory completion of 225 clock hours (minimum) of closely supervised experience in an assigned agency. The grade is Pass/Fail with a written evaluation of the student's efforts and accomplishments toward fulfillment of the educational goals of placement.

**Field Instruction II:** A six-hour course designed to provide the student with the opportunity for continued growth in professionalism and in the delivery of social services. Requirements include the satisfactory completion of 225 clock hours (minimum) of closely supervised experience in an assigned agency. The grade is Pass/Fail with a written evaluation of the student's efforts and accomplishments toward fulfillment of the educational goals of placements.

**Release and Waiver of Liability Form:** Must be completed upon acceptance for agency placement and prior to the beginning of field instruction activities.

**Release of Information:** Your signature on this application constitutes consent for the release of information necessary for field placement consideration by the agencies designated.

**Voluntary Disclosure:** Many Field Placement Agencies require a criminal and/or background check (including child abuse and neglect checks) prior to accepting field placement students. To enable us in guiding your placement process, if there is anything in your past that might be an issue you can voluntarily disclose the situation and its resolution by attaching a separate sheet with the details.

By signing this application, you acknowledge having read it and that you understand the guidelines and requirements as describe. You also agree to abide by the NASW Code of Ethics.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please return this form along with copies of a current WTAMU transcript and an updated degree plan to the Field Coordinator. If you have any questions, please contact:***

Justin Thompson, LMSW  
Field Director (OM 430)  
806-651-2901  
[wthompson@wtamu.edu](mailto:wthompson@wtamu.edu)

Field Practicum Learning Agreement

PARTIES TO AGREEMENT:

\_\_\_\_\_ Social Work Intern  
\_\_\_\_\_ Agency Field Instructor  
\_\_\_\_\_ Faculty Field Liaison

PLACEMENT SITE:

(Agency Name) \_\_\_\_\_  
(Address) \_\_\_\_\_  
\_\_\_\_\_  
(Telephone Number) \_\_\_\_\_  
(FAX Number) \_\_\_\_\_

PURPOSE: Completion of SOCW 4688, 4698

COMPLETION DATES:

(Beginning Date) to (Ending Date) or upon satisfactory completion of a minimum 225 clock hours per semester

INTERN ROLES AND RESPONSIBILITIES

I, (Name of student intern), hereby:

- 1.) Agree to be in my placement site for a total of 225 or 450 clock hours per semester. I understand that three or more absences on my part may lead my faculty field liaison to request that I officially withdraw from the field.
- 2.) Agree to notify my agency field instructor and faculty liaison of any absences or tardiness beyond my control and agree to work with both these parties to compensate for any time lost before the end of the semester in which the absences occurred.
- 3.) Agree to maintain agency policies and procedures and not schedule any activities after agency hours unless I have received proper agency approval and assured proper social work supervision.
- 4.) Acknowledge that I have read the NASW Code of Ethics and hereby agree to adhere to the NASW Code of Ethics in all aspects of my professional life.



A. Knowledge Goal:

Objectives (how will you achieve your goal-be specific):

- 1.
- 2.
- 3.

Attainment Date:

B. Performance Goal:

Objectives:

- 1.
- 2.
- 3.

Attainment Date:

C. Personal Goal:

Objectives:

- 1.
- 2.
- 3.

Attainment Date:

Student Signature/Date: \_\_\_\_\_

Field Supervisor Signature/Date: \_\_\_\_\_

Field Liaison Signature/Date: \_\_\_\_\_

BSW Field Director Signature/Date: \_\_\_\_\_

**WEST TEXAS A&M UNIVERSITY  
PLACEMENT DISPOSITION FORM  
SOCW 4688/4698**

Name of Student: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_  
(Must be approved by Field Director)

Address of agency: \_\_\_\_\_

F.I. Phone: \_\_\_\_\_ F.I. Email: \_\_\_\_\_

Specific agency expectations of the student (Include use of personal vehicle, specific dress codes, unusual work schedules, malpractice insurance expectations, etc.)

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Student work schedule (Days and hours in agency):

Monday	Tuesday	Wednesday	Thursday	Friday

General statement of learning experiences to be provided to the student, including primary duties, involvement with clients, etc.

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Student Signature: \_\_\_\_\_

Agency Field Supervisor Signature: \_\_\_\_\_

( ) Approved ( ) Disapproved

BSW Field Director Signature: \_\_\_\_\_

*Note: A notarized copy of the RELEASE AND WAIVER OF LIABILITY FORM must accompany this form. No placement hours will be counted prior to final approval by the University Program Director, Field Director or the Field Liaison.*

**RELEASE AND WAIVER OF LIABILITY**

KNOWN ALL PERSONS BY THESE PRESENTS:

That I, \_\_\_\_\_, age \_\_\_\_\_,  
Student's Full Name

\_\_\_\_\_  
Address City County State  
Zip

for and in consideration of, and as part of my field instruction and social work training at West Texas A&M University, assume all risks of injury to my person or to my property arising out of or during the course of my field instruction resulting from negligence or otherwise, and that I do hereby release and waive any and all rights that I say I have or that may arise during my training in field instruction against all said University and (agency) \_\_\_\_\_ personnel, their agents, instructional staff, officers, and teachers.

I further agree to save and hold harmless said University and (agency) \_\_\_\_\_, their agents, instructional staff, officers, and teachers from any damages or injuries sustained by third parties to their persona or to their property arising from my acts or omission occurring during the course of said field instruction.

Witness my hand this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Student Signature

**THE STATE OF TEXAS**

**COUNTY OF \_\_\_\_\_**

Before me, \_\_\_\_\_, known to me to be the person whose name is subscribed to the foregoing instrument on this day personally appeared and acknowledged to me that (s)he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of the office the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

My commission expires on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature – Notary Public State of Texas