

Brigham Young University - Hawaii

Bachelor of Social Work (BSW) Program



Field Practicum Manual



Revised May 2019

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Introduction

The Bachelor of Social Work (BSW) Program at Brigham Young University – Hawaii seeks to educate students to become generalist social work practitioners. After formally being admitted to the BSW Program, students will spend four semesters taking face-to-face courses designed to teach them the basics of social work theory, build social work practice skills, and expose them to some of the many specialty fields within social work. During their fifth and final semester, students will have the opportunity to integrate their classroom learning with actual social work practice during their field practicum. The field practicum consists of a 425 hour internship within a social services agency under the direction of a Field Instructor with a professional social work degree. Of equal importance to the student's classroom training, field education represents the signature pedagogy within social work education. Field education exposes students to real life situations that are difficult to replicate within the classroom setting, yet vital to the development of a professional identity as a social worker, the application of theory to practice, and the development of professional social work skills. The field practicum experience helps to ensure that students entering the social work field are prepared and capable of acting as generalist social work practitioners.

The purpose of this Field Practicum Manual is to provide students the information they will need to successfully complete their field practicum. This manual will also set forth the field education policies and procedures of the BSW Program at Brigham Young University – Hawaii. Forms regarding field education will also be included as appendices.

The BSW Program at Brigham Young University – Hawaii is accredited by the Council on Social Work Education (CSWE). Part of the requirements for accreditation with CSWE is that social work programs must comply with a series of Educational Policies and Accreditation Standards designed to ensure that the social work education of the institution is of the highest quality. Throughout this manual Educational Policies and Accreditation Standards relevant to field education will be included, with the text of the actual CSWE requirements being indented and written in italics. Narratives regarding compliance and evidence supporting those narratives will also be included. This manual is built around the 2015 Educational Policy and Accreditation Standards.

A secondary goal of the B.S.W. Program at Brigham Young University – Hawaii is to prepare our students to continue on with their educational pursuits and enter graduate school in hopes of earning their Master's in Social Work (MSW) Degree, if they desire. Some graduate schools offer students who have received a BSW Degree from an institution accredited by CSWE and who have demonstrated mastery of generalist social work knowledge and skills the opportunity to apply for Advanced Standing admission. For students granted Advanced Standing admission, credit is given for the courses taken during the student's BSW Program, as well as credit given for the student's BSW field practicum.

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the

development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Connection between Classroom and Field Education

The classroom environment provides students the opportunity to learn social work theories, develop social work practice skills, analyze hypothetical social work situations, and learn from the experiences of their social work instructors and fellow students. The classroom is a safe environment where students' actions are unlikely to have a direct impact on the well-being of clients. The classroom environment allows students the opportunity to ask questions and try new skills without the pressure that comes from real world client interaction. Despite the fact that students' classroom experiences are critically important to their development, they are not sufficient to train competent social work professionals.

Field education provides students with the opportunity to observe social work professionals interacting with clients in real world situations. Field education also provides students with opportunities to interact directly with clients under the supervision of social work professionals. During the field education experience students are able to observe and analyze the real world application of social work theories, they are able to experience ethical decision-making in action, they are able to witness seasoned social work professionals demonstrate mastery of social work skills and further develop their own skill set, and they are able to make breakthroughs in their professional development that would have not been possible in the classroom. The role of the Field Instructor is critical in the field education experience. Field education assists students in making a smooth transition between the classroom and professional social work practice.

Accreditation Standard 2.2.1

The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

Generalist Practice Opportunities in Field Education

The field education experience within the BSW Program at Brigham Young University – Hawaii is structured as a one semester field practicum experience with a social service agency. Social service agencies that have been utilized in the past come from a wide variety of social work specialty fields, including mental health, child welfare, gerontology, corrections, developmental disabilities, and community development, to name a few. These social service agencies provide students with a vast variety of field education opportunities with individuals, families, groups, organizations, and communities. It is expected that placement in any social service agency will provide students with opportunities to observe and practice the professional skills that they have learned in the classroom across multiple levels. Even when a particular social service agency specializes in dealing with a certain population, it is expected that students will be able to observe and participate in the dynamic interaction between organizations and the interaction between the agency and the community. It is expected that students, upon completion of their field practicum, will be prepared to enter professional social work practice in any social services agency.

Accreditation Standard B2.2.2

The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

Opportunities for Direct Client Interaction in Field Education

The field education experience within the BSW Program at Brigham Young University – Hawaii is designed to be an individualized experience for the student. The student’s preferences, strengths, and weaknesses are all considered when a social service agency is selected for the student to be placed with and when the student is assigned a Field Instructor. The individualized experience continues as the student’s field practicum is designed as a collaborative effort between the student, the Field Instructor, and the Director of Field Education. Typically, field practicums will begin with a period of observation, where the student observes the experienced Field Instructor in real world interactions with clients. This allows the student and Field Instructor to discuss and process the situation after the interaction and for the student to gain an understanding of why certain things were done and why other things were not. For some students, this period of observation may be relatively short, maybe a few days or weeks, whereas for others, depending on their needs and progress, the observation experience may be considerably longer. When the Field Instructor believes that the student is ready, the student will be given opportunities for direct client interaction, under the supervision of the Field Instructor. Again, this allows for the student and Field Instructor to process situations after they have occurred and for Field Instructors to offer valuable feedback as the student develops their professional skills. As the student’s skills and knowledge grow, the student is likely to be given more autonomy by the Field Instructor, perhaps even to the point of carrying a reduced, supervised caseload. Throughout the field practicum experience the Field Instructor works with the student to develop social work competencies and evaluates their progress in relation to those competencies.

Accreditation Standard 2.2.4

The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

Duration and Timing of the Field Practicum

The BSW Program at Brigham Young University – Hawaii is designed as a five semester program, with the first four semesters consisting of face-to-face classroom instruction and the final semester being the student’s field practicum experience. The field practicum requires students to intern with a social services agency for a total of 425 hours during the semester. Brigham Young University – Hawaii currently utilizes a 14 week semester model, which would require the student to put in an average of just over 30 hours each week. All 425 hours must be completed between the first day of classroom instruction and the last day of final examinations, according to the university calendar, and all 425 hours must be completed at a single agency. Any exception to this policy must be approved by a unanimous vote of the full time social work faculty at Brigham Young University – Hawaii.

Accreditation Standard 2.2.5

The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

Prerequisites of the Field Practicum

The field practicum experience of the BSW Program at Brigham Young University – Hawaii is designed to be an opportunity for students to integrate the knowledge and skills they have learned in the classroom with real world social work experiences. During the field practicum experience, students have the unique opportunity to observe professional social workers in action and to learn without the pressure of a caseload of their own. When ready, the field practicum experience also gives students the opportunity to practice their social work skills under the supervision and direction of professional social workers. During the field practicum experience, students are primarily learners. Students should seek to learn as much as they can during the classroom experience so that the maximum benefit of the field practicum experience can be realized.

The rural setting of Brigham Young University – Hawaii, lack of local social service agencies, and difficulties with transportation make it difficult for all of our students to complete their field practicum in the local community or even on the island of Oahu. The reality is that many of our students will be forced to return to their home country or go to the United States mainland to complete their internship.

Due to the need for extensive classroom knowledge prior to the practicum experience and to the difficulties of securing field practicum sites locally, it is a requirement of the BSW Program at Brigham Young University – Hawaii that students successfully complete all social work classes required for graduation with a C- or better prior to beginning their field practicum. Any exception to this policy must be approved by a unanimous vote of the full time social work faculty at Brigham Young University – Hawaii. Students who have completed all social work classes required for graduation with a C- or better and all other graduation requirements prior to their field practicum may choose to walk in a graduation ceremony before their field practicum or they may choose to wait and walk in a graduation ceremony after their field practicum is completed.

Students must have completed all requirements for their degree prior to beginning their field practicum. No classes, either face-to-face or online, may be taken during a student's internship. (*Revised 8/8/2016*)

Application for the Field Practicum

The semester prior to their field practicum, students are required to complete the Practicum Preparation Seminar (SOCW 490), which is designed to ensure that students are adequately prepared for their practicum experience. During that course, prior to the second week of class, students are required to complete the Brigham Young University – Hawaii Social Work Internship Application. The application is designed to aid the Director of Field Education in ensuring that the student is prepared to begin their field practicum and to aid in matching the student with the most appropriate field practicum placement for them. The Brigham Young University – Hawaii Social Work Internship Application can be found as Appendix I to this manual.

Accreditation Standard 2.2.6

The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

Selection of Field Practicum Settings

A paramount concern for the BSW Program at Brigham Young University – Hawaii is being able to provide students with quality social work settings where they can complete their field practicum. All field practicum settings who would like to have social work interns placed at their agency are required to fill out the Brigham Young University – Hawaii Social Work Internship Agency Approval Form. Completed forms will be submitted to the Director of Field Education who has the discretion to approve or deny the agency. Consideration will be given to how long the agency has been in operation, whether the agency can provide students with generalist social work opportunities and direct client contact, and whether the agency has experienced social workers on staff who can act as Field Instructors, among other considerations. The Brigham Young University – Hawaii Social Work Internship Agency Approval Form can be found as Appendix II to this manual.

There are typically three avenues through which an agency may be connected with the BSW Program at Brigham Young University – Hawaii to become a field practicum setting. First, the Director of Field Education may seek out an agency in the community and recruit the agency as a field practicum setting. Second, an agency may contact the Director of Field Education on their own to inquire about the possibility of placing interns in their agency. Third, a student may seek out an agency independently and request that the agency allow them to complete their field practicum within the organization. All three avenues are acceptable, but all must go through the approval process listed above.

Internship Placement Process

The internship placement process within the BSW Program at Brigham Young University – Hawaii is a cooperative effort between the student and the Director of Field Education. The internship placement process involves six main steps:

- 1) The student enrolls in the Practicum Preparation Seminar (SOCW 490) during the semester prior to their field practicum, which is typically also their last semester of classroom instruction. During the preparation seminar the internship placement process will be discussed in detail and students will be given instruction that will aid them in their search for a field practicum placement. The preparation seminar will also include activities to help the student build their resume, increase their interviewing skills, and strengthen their confidence in contacting and communicating with potential field practicum placements.
- 2) The student completes the Social Work Internship Application. The application will be given to the student during the first preparation seminar class and must be submitted to the Director of Field Education prior to the second preparation seminar class. The Director of Field Education will use the information on the application to ensure that the student has completed all prerequisites to begin their field practicum and to create a list of agency suggestions for the student.
- 3) The student meets with the Director of Field Education one-on-one during the third week of the preparation seminar. During this meeting potential field practicum placements will be discussed and the student will be given a list of agencies that have been approved for placement.

Students may choose an agency that is not on the approved list, but the agency must go through the approval process (located in the Selection of Field Practicum Settings in this manual) prior to the student signing a contract. This meeting can also be used to discuss potential concerns that the student or Director of Field Education may have and to provide the student with individualized instruction and advice.

- 4) The student contacts potential field practicum placements and inquires about their willingness to accept an intern during the following semester. The step may involve interviewing with prospective agencies. After contacting agencies and going through the interview process, the student selects the agency where they would like to complete the field practicum.
- 5) After choosing their preferred agency, the student contacts the Director of Field Education to ensure that the agency has been formally approved and to obtain permission to sign a contract. If the agency has not been approved, the student will ask the agency to complete the Brigham Young University – Hawaii Social Work Internship Agency Approval Form (located in Appendix II to this manual) and submit it to the Director of Field Education for approval. Once the agency has been approved, as long as there are no other concerns that need to be resolved, the Director of Field Education will grant the student approval to sign a contract.
- 6) The student ensures that the Brigham Young University – Hawaii Social Work Field Practicum Internship Contract is correctly completed. This includes obtaining signatures from the agency director (or authorized representative), the Field Instructor, and the student and then presenting the contract to the Director of Field Education for final approval. After the Director of Field Education has given final approval and signed the contract, the student is responsible to take the signed contract to Career Services so they can be registered for their field practicum. The completion of a contract is considered a binding agreement between the BSW Program at Brigham Young University – Hawaii, the field practicum agency, and the student. The Brigham Young University – Hawaii Social Work Field Practicum Internship Contract can be found as Appendix IV to this manual.

A diagram of the Brigham Young University – Hawaii Social Work Internship Placement Process can be found as Appendix III to this manual.

Monitoring Students in Field Practicum Placements

Monitoring students in field practicum placements involves four main components: Field Instructor supervision, completion of student journals, meetings between the student and the Director of Field Education, and site visits. Each of these will be discussed in detail below.

Field Instructors represent the closest form of monitoring that the student will receive while in their field practicum placement. Field Instructors typically work side-by-side with students and are asked to provide at least one hour of supervision to the student each week. Field Instructors, in particular, are responsible to ensure that students are complying with agency policies, following agency safety protocols, engaging in ethical practice, and displaying professionalism in their placement. Field Instructors are likely to become aware of potential issues or concerns with students earlier than others and they are encouraged to contact the Director of Field Education to discuss their concerns. The student, Field Instructor, and Director of Field Education will then work together to resolve any identified issues.

Another form of monitoring will take place as the student completes weekly journals and turns them into the Director of Field Education. At the conclusion of the 1st week of placement, and every other week after that, students are required to submit a 500+ word written journal to the Director of Field Education, which provides them an opportunity to discuss any concerns that they may have with their placement and it gives the Director of Field Education an update on how things are going in their placement. At the conclusion of the 2nd week of placement, and every other week after, students are required to submit a 5+ minute video reflection of their practicum experience up to that point and they are given the opportunity to watch the video reflections of other students. This allows students to compare and contrast their field practicum experience to other students and may help them identify ways in which their experience can be enhanced or improved. Video reflections also give the Director of Field Education another opportunity to see how the student is doing in their placement.

As part of their field practicum experience, students are also required to meet with the Director of Field Education face-to-face (either in person or via Skype) once each month. This provides students with the opportunity to discuss what they have learned in the field practicum and to discuss any concerns that they may have with their placement. It also provides the Director of Field Education to help the student see connections between the classroom and the field, between theory and social work practice, and to help the student process experiences that they have had in the field. Face-to-face meetings are a critical component of student monitoring.

Finally, site visits are also conducted as a means of monitoring students in the field practicum placements. As a general rule, current placement sites on the island of O’ahu will be visited in person at least once each semester. Site visits will typically be conducted by the Director of Field Education, but may be conducted by a designee if needed. Site visits should include a tour of the facility, meetings with the Field Instructor and student, and an introduction to the agency director, if available. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. It is the intention of the Director of Field Education to make at least one trip to the United States mainland or international location each year, but these visits are dependent on administration approval and budgetary constraints. When site visits with current placement locations are not possible, the Director of Field Education will make telephone or Skype contact with the student’s Field Instructor at least once each semester.

Supporting Student Safety

Student safety in field practicum placements is of paramount importance within the BSW Program at Brigham Young University – Hawaii. As previously mentioned, during the semester prior to their field practicum experience students are required to complete the Practicum Preparation Seminar (SOCW 490). Safety issues are highlighted throughout the preparation seminar, but one full hour of instruction during the seminar is dedicated specifically to safety issues and concerns. During their preparation seminar students are also required to read *Field Instruction: A Guide for Social Work Students* by Royse, Dhooper & Rompf which discusses student safety concerns as well. Special trust is also placed upon Field Instructors to ensure that students are safe while they complete field practicums within their agency.

Students are asked to take reasonable precautions in their field practicum placements, such as ensuring that they always have a working cell phone with them, traveling and making visits in pairs when possible, making sure that someone always knows where they are and when they plan to return, avoiding dangerous areas at night, and always being willing to ask for a police escort when their safety may be in question. Students are invited to discuss any safety concerns that they may have with their Field Instructor or the Director of Field Education at any time.

Evaluating Student Learning

Just as evaluating the effectiveness of client interventions is an important step in the social work process, evaluating student learning is an important part of a field practicum placement. Within the BSW Program at Brigham Young University – Hawaii, evaluating student learning in a field practicum placement is considered a cooperative process between the Field Instructor and the Director of Field Education.

Prior to the completion of a student's third week in placement, the student and their Field Instructor will complete the Brigham Young University – Hawaii Social Work Internship Learning Agreement. The Learning Agreement identifies activities and tasks, mutually agreed upon by the student and Field Instructor, which the student will complete and are designed to help the student develop the nine core competencies identified by CSWE. Each of the thirty-one practice behaviors identified by CSWE are listed on the Learning Agreement for the student and Field Instructor to consider when deciding upon activities and tasks that will be completed. The Learning Agreement also identifies how the Field Instructor will monitor and evaluate the student's progress towards accomplishing the agreed upon tasks and activities. After the Learning Agreement has been completed it will be submitted to the Director of Field Education for final approval. The creation of a mutually agreed upon Learning Agreement is important to ensure that the student, Field Instructor, and Director of Field Education are all on the same page regarding what the goals of the field practicum are and the plan that will be implemented to achieve those goals. The Brigham Young University – Hawaii Social Work Internship Learning Agreement can be found as Appendix V to this manual. This document is built around the 2015 Educational Policy and Accreditation Standards published by CSWE.

Prior to the student's last day of their field practicum placement, the Field Instructor will complete the Brigham Young University – Hawaii Social Work Intern Evaluation by Field Instructor. Within this Intern Evaluation, the Field Instructor is asked to rate the student on their level of competency for each of the thirty-one practice behaviors identified by CSWE. The Field Instructor should refer back to the learning agreement which was developed with the student when assigning their ratings. Within the Intern Evaluation, the Field Instructor is also asked what letter grade they believe the student deserves for their field practicum placement. After completing the Intern Evaluation, the Field Instructor is asked to review the Intern Evaluation with the student, highlighting strengths and areas of concern, and then both the student and Field Instructor sign the document and submit it to the Director of Field Education. The Brigham Young University – Hawaii Social Work Internship Evaluation by Field Instructor can be found as Appendix VI to this manual. This document is also built around the 2015 Educational Policy and Accreditation Standards published by CSWE.

In addition to the Learning Agreement and the Intern Evaluation by Field Instructor, the Director of Field Education has several additional means to evaluate a student's learning in the field practicum

placement. During the field practicum placement, the student is required to submit biweekly written journals and biweekly video reflections (which are submitted on alternating weeks) to the Director of Field Education. These written journals and video reflections give to student the opportunity to reflect upon what they are learning in their field practicum placement, to ask the Director of Field Education questions and solicit feedback, and to gain insights from other students as well (video reflections only). Students are also required to meet with the Director of Field Education face-to-face each month, either in person or via Skype. Each of these activities provide the Director of Field Education the opportunity to evaluate the student's learning.

Evaluating Field Setting Effectiveness

The BSW Program at Brigham Young University – Hawaii places a great deal of importance on being able to provide our students with quality field practicum placements. A critical step in achieving that goal is regularly evaluating the effectiveness of our current field practicum providers. Three main processes are involved in the evaluation of field setting effectiveness: site visits, internship evaluations by the student, and intern evaluations by the Field Instructor.

Site visits allow the Director of Field Education to actually see the agency in person, meet some of the people employed by the agency, and see the student in their actual placement setting. Site visits typically include a tour of the facility, meetings with the Field Instructor and student, and an introduction to the agency director, if available. As a general rule, current placement sites on the island of O'ahu will be visited in person at least once each semester. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. It is the intention of the Director of Field Education to make at least one trip to the United States mainland or international location each year, but these visits are dependent of administration approval and budgetary constraints. When site visits with current placement locations are not possible, the Director of Field Education will make telephone or Skype contact with the agency at least once each semester.

Another key component in evaluating field setting effectiveness are internship evaluations completed by our students. Prior to the last day of their field practicum placement, students are required to complete the Brigham Young University – Hawaii Social Work Internship Evaluation by Student. As part of this evaluation students are asked to rate their experiences in their field practicum agencies and their experiences with their Field Instructor. A wide range of topics are covered, including interactions with agency employees, workloads, ethical practices, physical facilities, morale, knowledge and experience of the Field Instructor, availability of the Field Instructor, supervision, opportunities for interaction with clients, and opportunities for independence, among numerous other measures. Student responses are tremendously valuable in evaluating field setting effectiveness and helpful in identifying concerns that need to be addressed. Questions are also asked about the student's experience with the Brigham Young University – Hawaii Social Work Internship Program as a whole. The Brigham Young University – Hawaii Social Work Internship Evaluation by Student can be found as Appendix VII to this manual.

Finally, intern evaluations by the Field Instructor provide important insights into the learning environment created by the agency. When Field Instructors rate students on each of the thirty-one practice behaviors, Field Instructors can choose to mark a practice behavior as N/A if the student did not

have the opportunity to use the practice behavior during their practicum placement. Effective field settings should provide students with the opportunity to use a majority of the practice behaviors identified by CSWE. Patterns in low ratings on specific practice behaviors, if students in other placement settings don't share the same low ratings, could indicate areas of concern for the agency or alert the Director of Field Education to the need for additional training with the Field Instructor.

Accreditation Standard 2.2.7

The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

Maintaining Contact with Field Settings

The BSW Program at Brigham Young University – Hawaii strives to maintain regular contact with each field setting with whom students are currently placed. Three main avenues are typically utilized to maintain contact with these field settings: site visits, telephone contact, and email contact.

Site visits are the preferred method of contact with current field practicum placements. Site visits typically include a tour of the facility, meetings with the Field Instructor and student, and an introduction to the agency director, if available. As a general rule, current placement sites on the island of O'ahu will be visited in person at least once each semester. Every effort will be made to visit current placement sites on the outer Hawaiian Islands each semester as well, but those visits are dependent on administration approval and budgetary constraints. Placement sites on the United States mainland and in international locations will be visited as often as possible. It is the intention of the Director of Field Education to make at least one trip to the United States mainland or international location each year, but these visits are dependent on administration approval and budgetary constraints.

When site visits with current placement locations are not possible, the Director of Field Education will make telephone or Skype contact with the agency at least once each semester. Telephone or Skype contact may also be used as a supplement, even when site visits occur, as a means of resolving issues, answering questions, or arranging future placements. It is hoped that agencies will feel comfortable contacting the Director of Field Education to discuss any questions or concerns they may have.

Email contact should also be used as a supplement to site visits and telephone or Skype contact, but alone is not a sufficient form of communication with current field practicum placements. Again, email contact may be used as a means of resolving issues, answering questions, or arranging future placements and agencies should feel free to email the Director of Field Education at any time. Email contact should be used to maintain periodic contact with field practicum agencies that do not have students currently placed with them. Annual Field Instructor Trainings and other events provide an additional form of contact with field settings.

Accreditation Standard 2.2.8

The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

Credentials and Practice Experience of Field Instructors

The BSW Program at Brigham Young University – Hawaii believes that Field Instructors are critical to student learning and, as such, seeks to ensure that all of our Field Instructors are fully qualified and experienced. As a minimum, Field Instructors are required to possess a BSW or MSW degree from a social work program accredited by CSWE (or a comparable international social work degree), have at least two years of social work practice experience, and have been employed by their current agency for at least six months. Any exception to this policy must be approved by a unanimous vote of the full time social work faculty at Brigham Young University – Hawaii. Prior to having a student assigned to them, a prospective Field Instructor must complete the Brigham Young University – Hawaii Social Work Field Instructor Application. The Director of Field Education then approves or denies the prospective Field Instructor based on the qualifications listed. The Brigham Young University – Hawaii Social Work Field Instructor Application can be found as Appendix VIII to this manual.

Accreditation Standard B2.2.9

The program describes how its field education program specifies the credentials and practice experience of its Field Instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a Field Instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Field Practicum Preparation

The BSW Program at Brigham Young University – Hawaii offers students the unique experience of being able to participate in a one credit, face-to-face Practicum Preparation Seminar (SOCW 490) during the semester prior to their field practicum placement. This seminar acts as a supplement to the student's other classroom learning in preparing them for the field practicum placement. One of the primary purposes of the Practicum Placement Seminar is to familiarize students with the internship placement process and to help facilitate the student in locating a field practicum placement and getting an internship contract signed. The Practicum Preparation Seminar is also used to educate students on the role of their Field Instructor, assist students in preparing their resumes, allowing the students to participate in mock interviews, and instructing the students on the NASW Code of Ethics and its application during their field practicum. Time is also spent discussing safety, professionalism, and self-care, among other topics. During the Practicum Preparation Seminar students are also required to read *Field Instruction: A Guide for Social Work Students* by Royse, Dhooper & Rompf. It is the hope of the BSW Program that all students will feel adequately prepared for their field practicum and that the agencies with whom they are placed will find that to be true as well. The Practicum Preparation Seminar is taught by the Director of Field Education, with assistance from other Social Work Faculty as needed. A copy of the current syllabus for the Practicum Preparation Seminar (SOCW 490) can be found as Appendix IX to this manual. The current syllabus for the actual Field Practicum (SOCW 491) has also been included as Appendix X to this manual.

Field Instructor Training

The BSW Program at Brigham Young University – Hawaii has developed an online New Social Work Field Instructor Training that Field Instructors are required to complete before supervising field practicum students. The New Social Work Field Instructor Training is designed to provide orientation and training necessary for new Field Instructors. Topics include CSWE core competencies and practice behaviors, the Learning Agreement and evaluation processes, student supervision, monitoring student hours, communication with the Director of Field Education, the Field Practicum Manual, and several other topics. After completing each section of the training, Field Instructor will acknowledge that they understand the material presented and when they complete the entire training they will provide an electronic signature indicating completion. The training is completed on the IPT (Intern Placement Tracking) website, which is also used to monitor student hours and complete the Intern Evaluation by Field Instructor. A copy of the New Social Work Field Instructor Training can be found as Appendix XI to this manual.

Annual Field Instructor Trainings will be held each year on the Brigham Young University – Hawaii campus or an alternate location on O’ahu. All approved Field Instructor are invited to attend the Annual Field Instructor Trainings, but a video recording of the training will be placed on the BYU-Hawaii website for Field Instructor who are off-island or unable to attend. Annual Field Instructor Trainings will address a variety of topics, such as supervision, ethics, placement issues, supervisor responsibilities, student responsibilities, confidentiality, or numerous other subjects and a different topic will be addressed each year. Annual Field Instructor Trainings may be provided by the Director of Field Education or another faculty member.

Ongoing Dialog with Field Education Settings and Field Instructors

Field Instructor who currently have a student placed under their supervision should expect regular contact with the Director of Field Education. At a minimum, the Director of Field Education will visit each placement on O’ahu where a student is currently placed once each semester in person. Additional telephone or email contact should be expected. For placements where an in person visit is not possible, telephone or Skype contact, with additional email contact as needed, should be expected.

Field Instructors who do not currently have a student placed with them will be contacted via email at least one each year to invite them to Annual Field Instructor Trainings. Field Instructors may also be contacted about potential placements, to give input into the field practicum process, or for other purposes.

Accreditation Standard 2.2.10

The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and Field Instructors.

Field Placements in an Organization where the Student is also Employed

The BSW Program at Brigham Young University – Hawaii encourages students to complete their field practicum at an organization where they have not had prior employment experience. In the rare circumstance that a student wants to complete their internship in an organization where they are also an employee, a few policies and procedures must be followed. First and foremost, the Director of Field Education within the BSW Program at Brigham Young University – Hawaii must assess the situation and

determine whether or not the organization is likely to provide the learning environment that the student needs from their field practicum experience. It is critical that the organization and student understands that during the student's field practicum hours the student is to primarily maintain the role of learner, not employee. This environment is more likely to exist in a large organization with multiple units than in a small organization with just a few employees. When the Director of Field Education approves a field practicum in an organization where a student is employed, the student's Field Instructor must be different than the student's employment supervisor. The student's field practicum hours must also be different from their regular employment hours and the student cannot be paid for their field practicum hours in this situation. The student's field practicum assignments and responsibilities must also be different than their regular employment assignments and responsibilities. After placement, if it is determined that the organization and student are not abiding by the above standards, removal from the placement and reassignment to a new agency will be considered.

It should be noted that the BSW Program at Brigham Young University – Hawaii supports paid internship placements, where available, but these positions must clearly indicate that the students is an intern, not an employee, and the student must be able to maintain the role of a learner. When these standards are not maintained, removal procedures, as outlined in the previous paragraph will be considered.

Accreditation Standard 2.2.11

The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Brigham Young University – Hawaii
Social Work Internship Application

Name: _____ Phone #: _____

Gender: _____ Birthdate: _____ Race/Ethnicity: _____

Local Address: _____

Home Address: _____

Email Address: _____

Emergency Contact: _____ Phone #: _____

When do you plan to complete your internship? (write the year in the blank provided)

Fall _____ Winter _____ Spring _____

Please indicate which of the following courses you have taken (and the grade received), which you are currently enrolled in, and which you are planning to take in the future (and when):

SOCW 160 – Intro	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 357 – HBSE I	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 359 – HBSE II	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 362 – Individual	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 364 – Group	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 366 – Policy	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 368 – API	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 462 – Macro	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 463 – Child Welfare	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 467 – NGO	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 468 – Mental Health	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 469 – Aging	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 470 – Substance Abuse	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 486 – Stats/Research	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____
SOCW 490 – Preparation Seminar	<input type="checkbox"/> Completed _____	<input type="checkbox"/> Currently Enrolled _____	<input type="checkbox"/> Planned _____

*** Please note that all courses listed above must be successfully completed with a C- or higher prior to beginning your internship placement.

What fields of social work interest you? (check all that apply)

Mental Health Substance Abuse Child Welfare Aging
 Corrections Hospitals Schools Disabilities
 Others: _____

Where in the world do you plan to complete your internship (city, state, country)?

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

Do you have any specific preferences for your internship agency (agency name)?

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

* Please note that the agency must have a B.S.W. or M.S.W. with at least two years of experience that is willing to serve as your Field Instructor.

What methods of transportation do you plan to use during your internship?

Personal Car Public Transportation Walk Unknown

What relevant volunteer or employment experience do you have?

What languages do you speak, other than English? _____

What potential barriers to successful completion of your internship do you anticipate?

Have you ever been convicted of a felony? Yes No

If yes, please explain: _____

What other information could assist in matching you with a potential internship site?

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

Brigham Young University – Hawaii
Social Work Internship Agency Approval Form

Agency Name: _____ Phone #: _____

Address: _____

City, State, Zip Code: _____ Country: _____

Agency Contact: _____ Phone #: _____

Email Address: _____

Agency Website: _____

Number of Years in Business: _____

What is your agency's focus? (check all that apply)

- Mental Health Substance Abuse Child Welfare Aging
 Corrections Hospitals Schools Disabilities
 Others: _____

Do you have a B.S.W. or M.S.W. on staff, who could act as a Field Instructor and provide our interns with at least one hour of face-to-face supervision each week? Yes No

*** As part of their internship experience, social work students must be supervised by a B.S.W. or M.S.W. with at least two years of experience.

Name of Field Instructor: _____ Year of S.W. Experience: _____

Email Address: _____ Phone: _____

*** Field Instructors will complete a separate application in addition to this form. If you have more than one Field Instructor that you plan to use, please include their information in the comments.

How many interns would you be willing and able to take: _____

*** Our interns are required to complete 425 hours during a 14 week semester, which is roughly 30 hours a week.

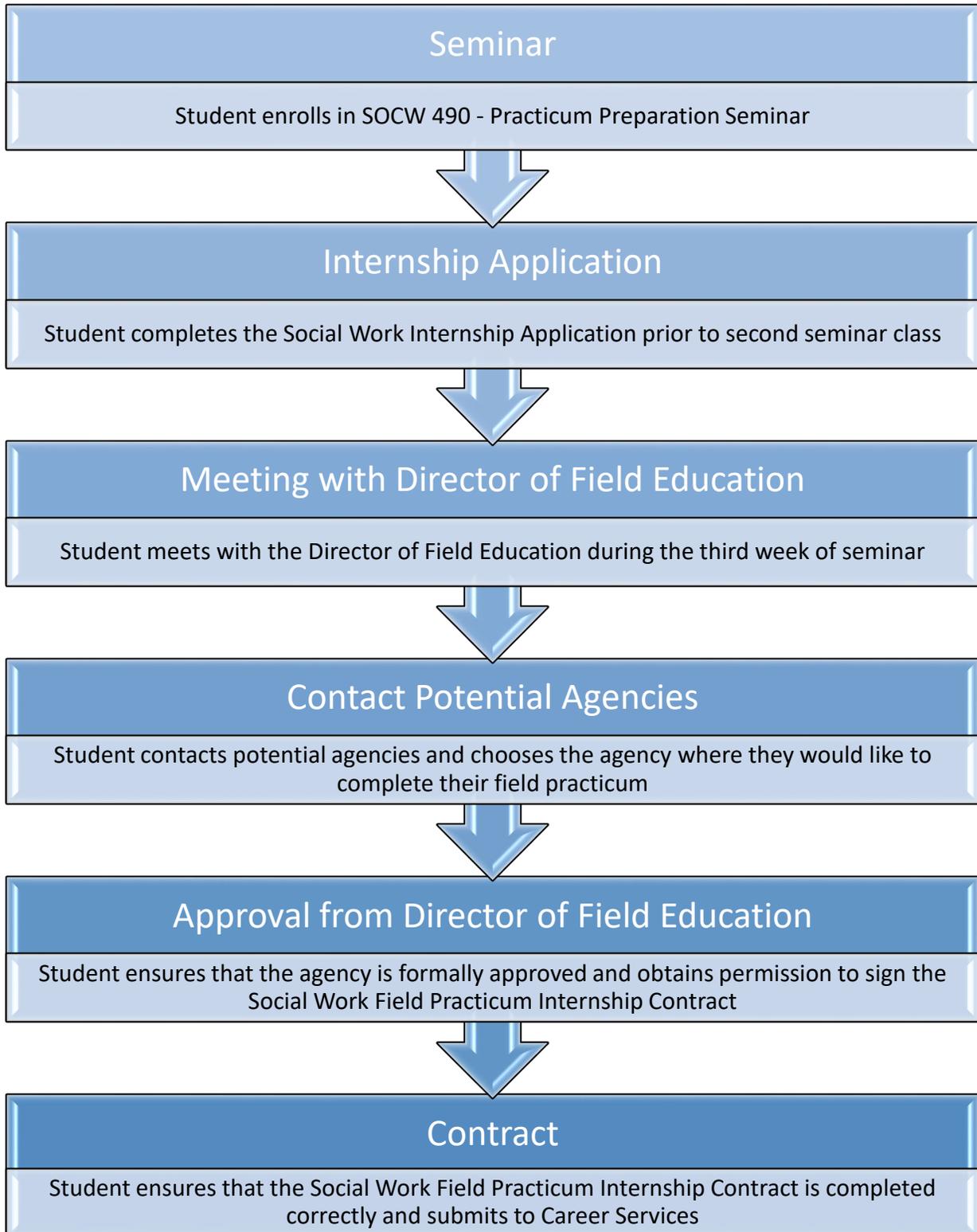
Describe what activities an intern would be asked to complete at your agency: _____

Other information or comments: _____

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

For Internal Use Only: Approved Denied Date: _____ Initials: _____

Brigham Young University – Hawaii
Social Work Internship Placement Process



Brigham Young University – Hawaii
Social Work Field Practicum

Internship Contract

This internship contract (“contract”) is entered into on _____ (date) by and between _____ (“agency”) and Brigham Young University – Hawaii (BYUH).

Whereas, Agency and BYUH agree to sponsor a Social Work Field Practicum Program that shall provide meaningful social work learning experiences for social work student interns in relation to helping client systems develop and be better able to cope with life problems, issues and concerns;

Whereas, to facilitate this objective agency and BYUH agree to enter into this contract;

NOW THEREFORE in consideration of the terms and conditions provided herein the parties agree as follows.

I. Objectives:

The student intern shall average 30 clock hours per week during the _____ semester for 14 weeks from _____ through _____. At the conclusion of the practicum, students are required to obtain a minimum of 425 hours. The intern’s practicum experience shall include structured social work learning opportunities that maintain the standards and objectives of the Brigham Young University – Hawaii Bachelor of Social Work Program Field Practicum Manual. The practicum experience shall promote opportunities for the intern to be able to:

- Develop and maintain helping relationships with individuals, families, groups, and/or communities; and to help them identify issues and concerns, and examine a range of alternatives that would enable them to cope with such issues and concerns.
- Function on the generalist level with and advocate for special populations such as the poor, women, children, the aged, ethnic and cultural groups, LGBTQ, religious groups, the physically and mentally challenged, etc.
- Approach problem situations with a spirit of inquiry by seeking new insights and knowledge and developing creative strategies of intervention that tests and validates existing policies, theories, and approaches as well as developing new theories and knowledge.
- Identify gaps in agency services and policies and the broader community; accept responsibility for initiating and participating in change efforts.
- Function within the profession and the community to promote social policies that advance social and economic equality and justice and improve human conditions.

- Contribute to the development of one's own knowledge base through ongoing consumption of research, observation, inquiry, reflection, experience, formal and informal study, dialogue with colleagues, etc.
- Know the NASW Code of Ethics and function within its framework.
- Be aware of their own values and social, cultural, and religious heritage as they impact their ability to work with people from different backgrounds.
- Use the ecological, strengths, and social systems approaches to understand human behavior in the social environment.

The intern shall function under the overall supervision and instruction of _____ (authorized agency representative / Field Instructor) and shall comply with the policies of the agency and Brigham Young University – Hawaii.

II. Responsibilities

Participating Agency responsibilities:

1. Select the student intern based on information provided by Brigham Young University – Hawaii Social Work Department and an interview with the applicant.
2. Arrange for the placement of the student intern after consultation with the Social Work Department.
3. Provide meaningful, challenging social work experiences for the student intern consistent with practicum purposes and objectives, the practicum content, and the Field Practicum Manual.
4. Designate and assign a qualified Field Instructor, who will provide at least one hour supervision and instruction to the student intern each week.
5. Notify the Director of Field Education of any student intern who does not willingly and satisfactorily perform any of the assigned tasks while engaged in the Field Practicum.
6. Periodically evaluate the student intern's performance and forward a copy of evaluations to the Director of Field Education. The department will provide evaluation forms.
7. Identify the parameters of the student intern role and responsibility within the agency, introduce the student intern to staff members, arrange for the student intern to attend staff meetings, etc.
8. Provide the student intern with every opportunity to become involved in the delivery of direct services to multi-level client systems.
9. Allowing time for the Field Instructor to collaborate and consult with the Director of Field Education and student intern on a regular basis.

Field Instructor responsibilities:

1. Possess an MSW or BSW degree and have at least two years of social work experience, as required by CSWE and approved by the department.
2. Have worked in his/her current social work position for at least one year.
3. Meet weekly for instructional sessions with the student intern to discuss activities including, but not limited to:
 - a. Reviewing evaluation documents and all other practicum documents.

- b. Reviewing contents of the Field Practicum Manual, practicum syllabus, and the textbook.
 - c. Infusing knowledge, values, skills, and ethics, and inter-relate them across the social work sequences (human behavior in the social environment, policy, micro-mezzo-macro practice, research, practicum, economic equity, special populations, diversity, social justice, values and ethics, etc.)
 - d. Advocating with and for special populations at risk, the diverse people (the poor, the physically and mentally challenged, children, women, LGBTQ, the aged, ethnic and cultural groups, etc.) toward securing social services and social justice.
 - e. Discussing assigned readings and current research that support practicum experiences, client systems, agency services, etc.
 - f. Exploring with the student intern her/his personal growth and professional patterns which become apparent during the practicum.
 - g. Formulating Agency-Specific goals.
4. Complete and submit evaluations of the student to the Director of Field Education. All evaluations are found on the Social Work Department's web page. Evaluations are also included in the Field Practicum Manual.
 5. Make professional opportunities available to the student intern (for example attend court sessions, visit a hospital, help with fundraising, work on a special project, visit related agencies, assist with research, attend staff meetings, engage in outreach, participate in drug abuse prevention workshop sessions, etc.)
 6. Provide meaningful social work tasks, activities, and interaction.
 7. Communicate regularly with the Director of Field Education.
 8. Provide a desk, telephone, access to a computer, access to case files, etc. for the student intern or a shared work space which will ensure privacy.
 9. Adhere to the contract and Field Practicum Manual.
 10. New Field Instructors will complete the Field Instructor Training found on the IPT (Intern Placement Tracking) website. Specific instructions, including login information will be sent to new Field Instructors by the Director of Field Education.
 11. Approve student hours weekly on the Intern Placement Tracking (IPT) website.
 12. Field Instructors are invited to attend the annual Field Instructor Training held at the university. A video of the training will be placed on the department website for off-island Field Instructors.
 13. As part of the student's agency orientation, Field Instructors are to go over agency protocols, guidelines, and/or policies regarding safety and security issues associated with the placement, field assignments, client populations, interventions, and practice settings.

Brigham Young University – Hawaii, Social Work Department responsibilities:

1. Notify the Agency Director or designee of any student interested in participating in the Field Practicum program.
2. Screening and refer the student based on her/his interest and desire.
3. Be responsible for seminars where the student intern may share her/his practicum experiences.
4. Provide the student intern with the academic base, theoretical knowledge, and fundamental skills needed in practicum.
5. Confer regularly with the Field Instructor.

6. Provide liability insurance for the student to cover damage or harm caused by the student in the amount of \$1,000,000 per occurrence, and \$3,000,000 aggregate amount when the contract is signed and returned to the university.
7. Provide annual Field Instructor Training.
8. Provide students with a list of agencies to facilitate selection of an appropriate practicum site.

Student responsibilities:

1. Maintain a satisfactory level of performance while at the field practicum and comply with agency practices, procedures, and policies, including dress standards, signing in, calling in case of absence or tardiness, proof of chest x-ray, tuberculin skin test or 2 step PPD/TB test, criminal background screening, proof of valid driver license, proof of insurance as required by the agency, etc.
2. Observe, test, infuse, and apply in direct service situations the theoretical concepts, principles, and skills presented in the classroom.
3. Adhere to professional social work values and ethics, as found in the NASW Code of Ethics, including confidentiality, in an effort to help client systems and/or to alleviate social problems.
4. Become a resource person by developing knowledge of referral sources within the community.
5. Prepare for scheduled site visits and be available for agency staff meetings when possible.
6. Participate in the seminar and share experiences with other students while maintaining confidentiality.
7. Fulfill Agency-Specific goals as well as the learning goals and objectives found in the Field Practicum Manual.
8. Complete all evaluations as outlined in the Field Practicum Manual.
9. Discuss with the Field Instructor any areas of concern regarding the practicum to include any questionable agency practices.

III. Term

This contract shall commence on _____ and shall continue for a term of one (1) year therefrom, unless terminated or extended in accordance with the provisions set forth herein. This contract may be terminated by either party for any reason by written notice to the other party of at least thirty (30) days, or upon mutual contract evidenced in writing. It is explicitly recognized that in the event of termination of this contract by either party through any of the occurrences outlines herein, neither party shall have any further obligation hereunder except for obligations accruing prior to the date of termination and for obligations, promises, or covenants contained herein which are expressly made beyond the term of this contract.

IV. Liability.

The agency, to the fullest extent permitted by law, shall be responsible for all claims, suits, judgments cause by negligent acts, omissions of its officers or employees engages in the scope of their duties or employment arising from the performance of such individuals under this contract. Agency will hold harmless and indemnify BYUH against all claims, demands, suits, judgments, expenses and costs of any

kind, on account of the injury to or death of persons or loss of or damage to property arising in any manner out of the performance of this contract by agency, its officers, employees, or agents except for such liability which is due to the negligence or intentional acts of the agency, its officers, agents, or employees.

V. Assignment.

This contract may not be assigned without the prior written consent of the other party.

VI. Governing Law.

This contract shall be enforced and interpreted in accordance with the laws of the State of Hawaii.

VII. Notice.

Any notice required or permitted hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the United States mail, postage prepaid, being the following addresses:

To BYUH: BYU-Hawaii Department of Social Work
 BYUH #1923
 55-220 Kulanui Street
 Laie, HI 96762

To Agency:

VIII. Third Party Beneficiary.

The parties do not intend that individuals receiving services pursuant to this contract occupy the position of third party beneficiary to the contract.

IX. Entire Contract

This contract constitutes the entire contract between the parties with regard to the subject matter contained herein, and supersedes and replaces any prior written or oral contracts with regard to the subject matter contained herein. In any action to enforce any position found herein costs and attorney fees shall be awarded to the prevailing party.

X. Headings

The heading used in this contract are inserted for convenience of reference only and in no way limit or define the terms thereof.

XI. Severability

If any provision of the contract is found to be void or illegal for any reason the remaining provisions of this contract shall continue in full force and effect for the full term of this contract.

XII. Waiver

The failure or delay of either party to exercise any right, power or privilege under this contract shall not operate as a waiver of any such right, power, or privilege.

APPROVED BY:

AGENCY

BYU – Hawaii

Director (Signature) Date

Director of Field Education Date

Director (Print Name)

Director of Field Education (Print Name)

Field Instructor (Signature) Date

SW Student Intern (Signature) Date

Field Instructor (Print Name)

Social Work Student Intern (Print Name)

Student Personal & Practicum Information (For Student Use Only)

Please complete this form after your contract has been signed:

Student Last Name: _____ Student First Name: _____

I.D. Number: _____ Gender: _____ School Year: Senior

Citizen Status: US / J-1 / F1 / PR

Email: _____

Semester: Fall / Winter / Spring Year (____) Course: 491 L/R Credits 4/8

Internship Job Title: Social Work Intern

Start Date: _____ End Date: _____

Agency Name: _____

Supervisor Name: _____ Supervisor Title: Field Instructor

Field Instructor Phone Number: _____

Field Instructor Email: _____

Agency Address: _____

City: _____

State: _____ Province: _____ Country: _____ Zip Code: _____

Brigham Young University – Hawaii
 Social Work Internship Learning Agreement

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

The Council on Social Work Education (CSWE) expects students graduating with a Bachelors in Social Work (BSW) degree to be proficient in nine core competencies and thirty-one specific practice behaviors (2015). During their classroom education students were exposed to each of these core competencies and practice behaviors, but it is during their field practicum experience that they are able to put these core competencies and practice behaviors into action. Below, in the left column you will find each core competencies listed in bold type, with the corresponding practice behaviors below. For each core competency, in the middle column, please identify at least two specific tasks or activities that you can complete during your field practicum to both demonstrate your existing skill level and enhance your skills as well. In the right column, please specify how your Field Instructor can monitor or evaluate those tasks and activities. Please discuss this Learning Agreement with your Field Instructor and obtain their approval in the form of their signature. This Learning Agreement should be used by your Field Instructor in completing your final evaluation at the end of the semester.

CSWE Core Competencies and Practice Behaviors	Tasks and Activities to Demonstrate and Enhance Skills (at least two for each core competency)	Monitoring or Evaluation Criteria Used by Field Instructor
1. Demonstrate Ethical and Professional Behavior - 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.		

<p>2. Engage Diversity and Difference in Practice</p> <ul style="list-style-type: none"> - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; - 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. 		
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels; and - engage in practices that advance social, economic, and environmental justice. 		
<p>4. Engage in Practice-informed Research and Research-informed Practice</p> <ul style="list-style-type: none"> - 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. 		
<p>5. Engage in Policy Practice</p> <ul style="list-style-type: none"> - identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; - assess how social welfare and economic policies impact the delivery of and access to social services; and - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 		

<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 		
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> - 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. 		
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> - 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. 		

<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> - 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. 		
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Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Field Instructor

Signature: _____ Date: _____
Director of Field Education

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

Brigham Young University – Hawaii
 Social Work Intern Evaluation by Field Instructor

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

The Council on Social Work Education (CSWE) expects students graduating with a Bachelors in Social Work (BSW) degree to be proficient in nine core competencies and thirty-one specific practice behaviors (2015). During their classroom education students were exposed to each of these core competencies and practice behaviors, but it is during their field practicum experience that they are able to put these core competencies and practice behaviors into action. As your assigned intern’s field practicum is coming to a close, please rate the intern on their proficiency in each of the thirty-one practice behaviors identified by CSWE. Please base your rating off of your observations and interactions with the intern during their placement at your agency. During the first few weeks of their internship, interns were asked to complete a Learning Agreement with their Field Instructors, which could also be used in determining ratings. A rating of 5 is the highest and a rating of 1 is the lowest. A rating of N/A may be used if the intern did not have an opportunity to use the practice behavior during their field practicum at your agency.

1. Demonstrate Ethical and Professional Behavior		(5 is highest, 1 is lowest)				
Intern makes 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.	5	4	3	2	1	N/A
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5	4	3	2	1	N/A
Intern demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1	N/A
Intern uses technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1	N/A
Intern uses supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1	N/A
2. Engage Diversity and Difference in Practice		(5 is highest, 1 is lowest)				
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	5	4	3	2	1	N/A
Intern presents themselves as learners and engage clients and constituencies as experts of their own experiences.	5	4	3	2	1	N/A
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	5	4	3	2	1	N/A
3. Advance Human Rights and Social, Economic, and Environmental Justice		(5 is highest, 1 is lowest)				

Intern applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	5	4	3	2	1	N/A
Intern engages in practices that advance social, economic, and environmental justice.	5	4	3	2	1	N/A
4. Engage in Practice-informed Research and Research-informed Practice	(5 is highest, 1 is lowest)					
Intern uses practice experience and theory to inform scientific inquiry and research.	5	4	3	2	1	N/A
Intern applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	5	4	3	2	1	N/A
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	5	4	3	2	1	N/A
5. Engage in Policy Practice	(5 is highest, 1 is lowest)					
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	5	4	3	2	1	N/A
Intern assesses how social welfare and economic policies impact the delivery of and access to social services.	5	4	3	2	1	N/A
Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	5	4	3	2	1	N/A
6. Engage with Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	5	4	3	2	1	N/A
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	5	4	3	2	1	N/A
7. Assess Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)					
Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	5	4	3	2	1	N/A
Intern applies 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.	5	4	3	2	1	N/A
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	5	4	3	2	1	N/A
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	5	4	3	2	1	N/A
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	(5 is highest, 1 is lowest)					
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	5	4	3	2	1	N/A

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	5	4	3	2	1	N/A
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	5	4	3	2	1	N/A
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	5	4	3	2	1	N/A
Intern facilitates effective transitions and endings that advance mutually agreed-on goals.	5	4	3	2	1	N/A
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (5 is highest, 1 is lowest)						
Intern selects and uses appropriate methods for evaluation of outcomes.	5	4	3	2	1	N/A
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	5	4	3	2	1	N/A
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	5	4	3	2	1	N/A
Intern applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	5	4	3	2	1	N/A

What letter grade do you believe the intern deserves for their time at your agency? _____

Once you have completed this evaluation, please review it with your assigned intern and discuss with them any strengths or areas of concern that you have identified. Please have them sign the form as acknowledgement that they have reviewed the evaluation with you. This evaluation is mandatory for a student to receive a grade for their practicum. Please complete it prior to the last day of the intern's placement at your agency.

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
Field Instructor

Signature: _____ Date: _____
Director of Field Education

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

Brigham Young University – Hawaii
Social Work Internship Evaluation by Student

Student Name: _____ Semester: _____

Agency Name: _____ Field Instructor: _____

Evaluation is an important step in the social work process. Prior to the last day of your field practicum placement we would ask you to rate your internship experience. You will be asked to give ratings regarding the agency where you were placed, your Field Instructor, and the social work internship program as a whole at Brigham Young University – Hawaii. We would ask that you be honest as your answers may be used to make improvements to the program in the future. Your answers and feedback will be used internally by the Social Work Department at Brigham Young University – Hawaii and will not be shared with the agency or Field Instructor. A rating of 5 is the highest and a rating of 1 is the lowest. A rating of N/A may be used if the question was not applicable to your field practicum experience.

Your Field Practicum Agency	(5 is highest, 1 is lowest)					
Were the agency and agency employees accepting of you as an intern?	5	4	3	2	1	N/A
Were agency employees, other than your Field Instructor, willing to allow you to shadow them on actual social work interactions?	5	4	3	2	1	N/A
Were agency employees, other than your Field Instructor, helpful to you during your internship experience?	5	4	3	2	1	N/A
Do you feel employee workloads were reasonable within the agency?	5	4	3	2	1	N/A
Do you feel the practices of the agency were ethical?	5	4	3	2	1	N/A
Do you feel the physical facilities of the agency were sufficient?	5	4	3	2	1	N/A
Rate the overall morale of the agency.	5	4	3	2	1	N/A
Do you feel this agency is a good example of effective social work practice?	5	4	3	2	1	N/A
How likely would you be to recommend this agency to a fellow student?	5	4	3	2	1	N/A
Rate your overall experience with your field practicum agency.	5	4	3	2	1	N/A

Additional comments or concerns about your field practicum agency (please provide comments on any low ratings above):						
Your Field Instructor						(5 is highest, 1 is lowest)
Do you feel your Field Instructor was knowledgeable?	5	4	3	2	1	N/A
Do you feel your Field Instructor had enough social work experience and enough experience at your field practicum agency?	5	4	3	2	1	N/A
Was your Field Instructor available when you needed them?	5	4	3	2	1	N/A
Did your Field Instructor provide at least one hour of face-to-face supervision each week?	5	4	3	2	1	N/A
Did you have sufficient opportunity to observe your Field Instructor in real social work interactions?	5	4	3	2	1	N/A
Did your Field Instructor allow you to have meaningful face-to-face interactions with clients?	5	4	3	2	1	N/A
Do you feel you were given enough independence by your Field Instructor?	5	4	3	2	1	N/A
Do you feel the workload given to you was reasonable and sufficient?	5	4	3	2	1	N/A
Do you feel your Field Instructor was a good role model of effective social work practice?	5	4	3	2	1	N/A
Rate your overall experience with your Field Instructor.	5	4	3	2	1	N/A
Additional comments or concerns about your Field Instructor (please provide comments on any low ratings above):						
The BYU-Hawaii Social Work Internship Program						(5 is highest, 1 is lowest)
Do you feel you were adequately prepared for your internship?	5	4	3	2	1	N/A

Do you feel the Practicum Preparation Seminar (SOCW 490) was effective in preparing you for your internship?	5	4	3	2	1	N/A
Do you feel the process of obtaining a field practicum placement was easy to understand?	5	4	3	2	1	N/A
Was the Director of Field Education helpful to you in obtaining your field practicum placement?	5	4	3	2	1	N/A
Rate your experience getting your Internship Contract signed.	5	4	3	2	1	N/A
Do you feel the Field Practicum Manual was helpful to you as an intern?	5	4	3	2	1	N/A
Do you feel you had sufficient contact with the Director of Field Education during your internship placement?	5	4	3	2	1	N/A
Do you feel the grading procedures for the internship program are fair?	5	4	3	2	1	N/A
Rate your overall experience with the Director of Field Education.	5	4	3	2	1	N/A
Rate your overall experience with the BYU-Hawaii Social Work Internship Program.	5	4	3	2	1	N/A
Additional comments or concerns about the BYU-Hawaii Social Work Internship Program (please provide comments on any low ratings above):						

Signature: _____ Date: _____
Student

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

Brigham Young University – Hawaii
Social Work Field Instructor Application

Name: _____ Phone #: _____

Agency Name: _____ Program Area: _____

Address: _____

City, State, Zip Code: _____ Country: _____

Email Address: _____

Gender: _____ Degree: B.S.W M.S.W.

Do You Have a Social Work License: Yes No Level of Licensure: _____

Number of Years of Social Work Experience: _____

Number of Years with Current Agency: _____

*** As part of their internship experience, social work students must be supervised by a B.S.W. or M.S.W. with at least two years of experience.

How many interns would you be willing and able to take: _____

*** Our interns are required to complete 425 hours during a 14 week semester, which is roughly 30 hours a week.

*** Please note that new Field Instructors will be required to complete a short online training before they can supervise student interns. Details on this training will be emailed to you after your Field Instructor Application has been approved.

*** Please submit this form to the Director of Field Education at kenneth.galaei@byuh.edu

For Internal Use Only: Approved Denied Date: _____ Initials: _____

Initial Field Instructor Training Completed on IPT: Yes No Date Verified: _____

Additional Field Instructor Trainings Attended: _____

Brigham Young University – Hawai'i
Social Work 490: Practicum Preparation Seminar
Winter 2015-16 Course Syllabus

Instructor:	Dr. Kenneth E. Galea'i	Office:	MPC 201
Classroom:	MPC 115	Office Hours:	Open
Class Time:	Wednesday, 12:10-1:10 p.m.	Phone #:	(808) 675-3591
Credits:	1.0	Email:	galeaik@byuh.edu

Mission Statement:

The Brigham Young University Hawai'i Social Work Department supports the overall mission of the University and the Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

Course Description:

Social Work 490: Practicum Preparation Seminar is a one credit course that should be taken by social work majors during the semester immediately preceding their internship. The Practicum Preparation Seminar is designed to assist students in their transition from the classroom to field education. During the course students will learn the importance of field education and their internship experience, receive guidance in selecting an appropriate internship site based on their preferences and professional aspirations and work on refining their resumes and interviewing skills. Students will also take part in discussions on safety during the internship, the NASW Code of Ethics and ethical decision-making, professionalism, and self-care. The course will culminate with the student obtaining a signed contract from a social service agency agreeing to provide a 425 hour internship opportunity for the student.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Students will be able to discuss the importance of field education as the signature pedagogy in social work education.
2. Students will be able to articulate their role as an intern in a social service agency.
3. Students will be able to articulate the role of their Field Instructor in the field education experience.
4. Students will have produced a professional resume appropriate for applying for an internship or employment at a social service agency.
5. Students will have participated in a live mock interview with their peers, both as an interviewer and an applicant.

6. Student will be able to demonstrate the fundamentals of ethical decision making based on the principles in the NASW Code of Ethics.
7. Students will be able to articulate effective strategies for self-care during their internship experience.
8. Students will be able to discuss the importance of safety and strategies that they will implement to remain safe during their internship experience.
9. Students will be able to describe the fundamental principles of professionalism that they will display during their internship experience.
10. Students will have obtained a signed contract from a social service agency agreeing to provide a 425 hour internship opportunity for the student.

University, Program, and Course Policies:

1. Preventing Sexual Harassment

Sexual harassment is unwelcomed speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui Street
Laie, HI 96762
Office Phone: (808) 675-4819
E-Mail: debbie.hippolite.wright@byuh.edu

Sexual Harassment Hotline: (808) 780-8875

2. Students with Disabilities

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates a qualified person with disabilities. If you

have a disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani Auna at 675-3999 or 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

3. Final Examination

All students should be aware of the Brigham Young University Hawai'i policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student's major.

Less expensive fares, more convenient travel arrangements, and any other non-emergency reasons are not considered justification for early or late final exams. Students are responsible for making certain that family and friends who may supply tickets or make travel arrangements for a student are aware of the student's need to complete courses by taking the final examination as scheduled.

4. Academic Dishonesty

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the **Honor Code** and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is "knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment." Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University Hawai'i requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty.

5. Statement on Content and Academic Inquiry

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed

use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.

6. Electronics in the Classroom

Laptop or tablet computers may be used in the classroom only for the purpose of taking lecture notes. Laptops should not be used for email, social networking, shopping, games, or any other purpose. No other electronic devices should be used in the classroom. Violations of this policy will affect the student's attendance and professional grade. The only exceptions to this policy would be if electronic devices are needed to research during class preparation time for a group presentation or if Brother Kunz asks someone to quickly look up something on the internet.

Required Textbook:

Royse, D., Dhooper, S.S., Rompf, E. L. (2010). *Field Instruction: A Guide for Social Work Students* (6th Ed.) Upper Saddle River, N.J.: Pearson Education

Course Requirements:

Internship Application – On the first day of class, students will be given an Internship Application that they will be required to complete and submit to Brother Kunz. Internship Applications will be due prior to the beginning of class on **Wednesday, November 18th**. These applications will be used to ensure that you are eligible to begin your internship the following semester and in finding potential internship placements for you. Internship applications will be worth a total of **10 points**.

Personal Planning Meeting – During the third week of class students will be asked to meet one on one to discuss potential internship placements. Meetings must be completed before 5:00 p.m. on **Wednesday, November 25th**. Meetings completed successfully on time is worth a total of **10 points**.

Resume – Securing an internship placement site is typically very similar to finding a job and a strong resume is an important tool for a student to possess. Student will be asked to prepare a draft copy of their resume and bring a hard copy to class on **Wednesday, December 16th**. Students will receive feedback from their instructor and their peers and then will be asked to turn in a hard copy of their final resume on **Wednesday, January 6th**. Resumes will be worth a total of **20 points** and both the draft and final resume will be considered in grading.

Mock Interview – Another critical part of securing an internship placement site involves an interview of some kind, either in person, via phone, or electronically. Students will be given the opportunity to participate in a mock interview process, both as an interviewer and an applicant, and these interviews will be observed by their peers. Student who have participated in this process in the past have found it very beneficial to see the interview process from both sides of the table and to receive constructive feedback from their peers. Mock interviews will take place on **Wednesday, January 6th and 13th**. The mock interview process will be worth a total of **20 points** and both the student’s performance as an interviewer and an applicant will be considered in grading.

Contract – Obtaining a signed contract from a social service agency that agrees to provide the student with a 425 hour internship experience is the most critical element of the Practicum Preparation Seminar. As such, the signed contract is worth **100 points**. The signed contract is due at the beginning of class on **Wednesday, January 27th**. Contracts that are turned in after this date will be deducted 2 points for each day that they are late. No contract will be accepted after the final examination. Students who do not have signed contract prior to the final examination will not be approved to complete their internship the next semester.

Final Examination – Students are expected to keep up with the assigned reading in the textbook, which are listed on the class schedule. Chapter reading are typically fairly short and contain critical information as the student prepares for their practicum. One examination, worth **100 points**, will be given during the final examination period of **Friday, February 26th** from 10:00 a.m. – 12:50 p.m. The final examination will include information found in the textbook, as well as information discussed during class.

Attendance & Professionalism – The Practicum Preparation Seminar is expected to be a very experiential process and, as such, attendance in class is critical. Student will be given **10 points** for attendance each day of class. Students who are late will lose a portion of these points, depending on how late they are. Numerous participatory assignments will be given during class, which will also figure into their grade each class period.

Point Breakdown:

Internship Application	10
Meeting with Brother Kunz	10
Resume	20
Mock Interview	20
Internship Contract	100
Final Examination	100
Attendance & Professionalism	140
Total	400

Grading:

94-100% = A

77-79% = C+

60-63% = D-

90-93% = A-

74-76% = C

0-59% = F

87-89% = B+

70-73% = C-

84-86% = B

67-69% = D+

80-83% = B-

64-66% = D

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

Tentative Class Schedule:

(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

Date	Lecture	Reading	Due Dates
Nov. 11 th	Overview of the Practicum Process		
Nov. 18 th	How to Select a Practicum Site	Ch. 1 (1-12)	Internship Application Due
Nov. 25 th	Practicum Site Presentations	Ch. 2 (20-28)	Meeting with Brother Kunz
Dec. 2 nd	The Role of the Field Instructor	Ch. 3 (37-57)	
Dec. 9 th	The Contract	Ch. 4 (66-83)	
Dec. 16 th	Resume Building	Ch. 5 (92-116)	Draft Resumes Due
Dec. 23 rd	Christmas Break – No Classes		
Dec. 30 th	Christmas Break – No Classes		
Jan. 6 th	Mock Interviews	Ch. 6 (123-144)	Final Resumes Due
Jan. 13 th	Mock Interviews (cont.)	Ch. 7 (152-176)	
Jan. 20 th	The NASW Code of Ethics	Ch. 8 (186-202)	
Jan. 27 th	Ethical Dilemmas	Ch. 9 (211-220)	Signed Contracts Due
Feb. 3 rd	Cultural Competency (Galea'i)		
Feb. 10 th	Professionalism, Safety & Self-Care		
Feb. 17 th	Advice from Former Interns		
Feb. 26 th	Final Examination Period		10:00 a.m. – 12:50 p.m.

The Spirit of Aloha:

BYU-Hawai'i is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU-Hawai'i is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai'i children were taught the Spirit of Aloha from a very young age. The

book “Tales of the Night Rainbow” by Koko Willis and Pail Jae Lee provide the following as being a part of the teaching of young Hawaiians in ancient days:

Aloha is being a part of all and all being a part of me.

When there is pain – it is my pain.

When there is joy – it is mine also.

...

This is Hawaiian – this is Aloha!

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU-Hawai’i and take it with you wherever your life may take you.

Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

Student Learning Outcomes (SLOs) for SOCW 490: Practicum Preparation Seminar:

At the completion of this course:

1. Students will be able to discuss the importance of field education as the signature pedagogy in social work education.
2. Students will be able to articulate their role as an intern in a social service agency.
3. Students will be able to articulate the role of their field instructor in the field education experience.
4. Students will have produced a professional resume appropriate for applying for an internship or employment at a social service agency.
5. Students will have participated in a live mock interview with their peers, both as an interviewer and an applicant.
6. Students will be able to demonstrate the fundamentals of ethical decision making based on the principles in the NASW Code of Ethics.
7. Students will be able to articulate effective strategies for self-care during their internship experience.
8. Students will be able to discuss the importance of safety and strategies that they will implement to remain safe during their internship experience.
9. Students will be able to describe the fundamental principles of professionalism that they will display during their internship experience.
10. Students will have obtained a signed contract from a social service agency agreeing to provide a 425 hour internship opportunity for the student.

Program Learning Outcomes (PLOs) for the BYU-Hawaii Social Work Department:

Upon completing a major in Social Work, students will:

1. Identify as a professional social worker and conduct oneself accordingly. (2.1.1)

2. Apply social work ethical principles to guide professional practice. (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (2.1.3)
4. Engage diversity and difference in practice. (2.1.4)
5. Advance human rights and social and economic justice. (2.1.5)
6. Engage in research-informed practice and practice-informed research. (2.1.6)
7. Apply knowledge of human behavior and the social environment. (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (2.1.8)
9. Respond to contexts that shape practice. (2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

*** Please note that these are also the ten core competencies identified by the Council on Social Work Educations (CSWE) Educational Policy and Accreditation Standards (EPAS) that all graduates from schools of social work are expected to possess.

Institutional Learning Outcomes (ILOs) for Brigham Young University – Hawaii:

Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:

1. Knowledge – Both breadth and depth of knowledge.
2. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.
3. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
4. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
5. Integrity – Integrating spiritual and secular learning and behaving ethically.
6. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
7. Service – Using knowledge, reasoning and research to solve problems and serve others.

Alignment of SLOs, PLOs, ILOs, and EPAS Core Competencies:

Student Learning Outcome (SLOs)	Related Program Learning Outcomes (PLOs)	Related Institutional Learning Outcomes (ILOs)
SLO 1	PLO1, PLO9	ILO1, ILO4
SLO 2	PLO1, PLO9, PLO10	ILO1, ILO4, ILO6, ILO7
SLO 3	PLO1, PLO9	ILO1, ILO4
SLO 4	PLO1, PLO10	ILO4
SLO 5	PLO1, PLO3, PLO9, PLO10	ILO1, ILO2, ILO3, ILO4
SLO 6	PLO1, PLO2, PLO3, PLO9, PLO10	ILO1, ILO2, ILO3, ILO4, ILO5
SLO 7	PLO9, PLO10	ILO6
SLO 8	PLO3, PLO9, PLO10	ILO1, ILO4
SLO 9	PLO1, PLO2, PLO9, PLO10	ILO1, ILO4, ILO6, ILO7
SLO 10	PLO1, PLO10	ILO4, ILO7

Brigham Young University – Hawai'i
Social Work 491: Field Practicum
Winter 2015-16 Course Syllabus

Instructor: Kenneth E. Galeai, Ph.D.
Classroom: Field Based
Credits: 12.0

Office: MPC 201
Office Hours: Open
Phone #: (808) 675-3836
Email: galeaik@byuh.edu
Facebook Video Chat: Kenneth Galeai

Mission Statement:

The Brigham Young University Hawai'i Social Work Department supports the overall mission of the University and the Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

Course Description:

Social Work 491: Field Practicum is the final course in the B.S.W. Program at Brigham Young University – Hawaii. This course makes up a student's internship. A social work internship is the capstone experience and signature pedagogy of a social work education. During their internship, social work students will have the opportunity to work for an actual social welfare agency and witness real-life social work practice in action. During their internship, social work students will be given opportunities to integrate the knowledge that was learned in the classroom with actual field based experiences. During their internship, students will complete a minimum of 425 volunteer hours with a social service agency. Students need to have successfully completed all other required social work classes before beginning their internship.

Course Objectives: (Also known as Student Learning Outcomes or SLOs)

At the completion of this course:

1. Students will complete 425 hours of volunteer service at a social welfare agency as documented by the completion of monthly time logs.
2. Students will exhibit effective oral and written communication through the completion of weekly journal / video reflections.
3. Students will engage in personal reflection and self-correction through the completion of weekly journal / video reflections.
4. Students will demonstrate the ability to establish appropriate professional boundaries with Field Instructors, agency employees, and clients as documented by their Field Instructor on the final evaluation.
5. Students will display sound ethical decision making as documented by their Field Instructor on the final evaluation.

6. Students will present effective written communication through proper agency documentation as verified by their Field Instructor on the final evaluation.
7. Students will show the ability to integrate knowledge learned in the classroom with real-life social work experiences through the completion of weekly journal / video reflections, monthly face-to-face or skype sessions, and as supported by their Field Instructor on the final evaluation.
8. Students will display cultural competence in working with clients from various backgrounds as evidenced by their Field Instructor on the final evaluation.
9. Students will evaluate their field placement through the completion of the Internship Evaluation by Student at the end of the semester.
10. Students will be evaluated on a range of performance measures by their Field Instructors on the Intern Evaluation by Student at the end of the semester.

University, Program, and Course Policies:

1. Preventing Sexual Harassment

Sexual harassment is unwelcomed speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui Street
Laie, HI 96762
Office Phone: (808) 675-4819
E-Mail: debbie.hippolite.wright@byuh.edu

Sexual Harassment Hotline: (808) 780-8875

2. Students with Disabilities

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani Auna at 675-3999 or 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

3. Academic Dishonesty

Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the **Honor Code** and refer in particular to the passages on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and to avoid it. Plagiarism is "knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment." Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Students who are discovered to have committed academic dishonesty will receive a zero on the assignment for the first occurrence and will be dismissed from the class on the second occurrence. Brigham Young University Hawai'i requires that a referral be made to the Honor Office each time a student is found to have committed academic dishonesty. **Please note that falsification of internship hours is considered a serious commission of academic dishonesty.**

4. Statement on Content and Academic Inquiry

Exploring issues in social work requires the ability to tolerate controversy and conflict. Social workers must be able to explore and consider all aspects of the human experience as they examine both traditional and alternative paradigms. There may be material presented in this class that you may find personally objectionable. You are encouraged to explore how you think and feel about the content as part of an open academic dialogue. The informed use of self is a valued aspect of the helping professional. Thus, learners must be prepared to engage their thoughts, feelings, and behaviors with an open mind.

As learners, we are expected to be self-directed and assume initiative and responsibility for our learning; to rely on empiricism, logic, and evidence in advancing our intellectual development; and to appreciate that learning and evaluation are subjective/reflective processes that parallel relationship dynamics outside the classroom as well as within.

5. Late Assignments

Late assignments will be deducted **10%** for each day (24 hour period) the assignment is late. No assignments will be accepted after the final examination has been given.

Required Textbook:

Royse, D., Dhooper, S.S., Rompf, E. L. (2010). *Field Instruction: A Guide for Social Work Students* (6th Ed.) Upper Saddle River, N.J.: Pearson Education

Course Requirements:

Canvas Preparation for Practice Course – Prior to your internship placement, you should have completed the Preparation for Practice Course. That course was worth 100 points.

Hours – Students are required to complete 425 hours at their internship placement. This translates to an average of just over 30 hours per week during the 15 week. Students will be required to report these hours weekly, and have their Field Instructors initial them, on the IPT (Intern Placement Tracking) website. All hours must be completed between the first day of class and the last day of finals, according to the academic calendar at Brigham Young University – Hawaii. Hours will be totaled at the end of the semester and students will receive 100 points if they have successfully completed 425 hours. Students will be deducted 1% point from their final grade for each hour they are short of the required 425 hours. Any students recording less than 400 hours will automatically receive a failing grade for their internship and will be required to complete a new placement prior to graduation and receiving their B.S.W. diploma.

Weekly Journal / Video Reflections – During the semester students will submit weekly journal entries and video reflections. These two items will alternate every other week as outlined in the course schedule. The first week student will complete a 500+ word journal entry that will be submitted through Canvas which will only be read by Dr. Galeai.

Journal entries should detail activities engaged in that week, insights gained, experiences with Field Instructors, agency employees, or clients, or dilemmas or problems faced by the student. Dr. Galeai will attempt to respond to each of these journal entries. Journal entries will be completed the 1st, 3rd, 5th, 7th, 9th, 11th and 13th week of your internship.

The second week students will post a 5+ minute video reflection on their internship to that point under the Discussions tab of the Canvas Internship Course. These will be viewable by all other interns that semester. It is expected that students will view the video reflections of other interns and respond if appropriate. This will allow students to see how other internships are going and perhaps identify strengths and weaknesses of their placements and opportunities to improve their experience. Video reflections will be completed the 2nd, 4th, 6th, 8th, 10th and 12th week of your internship. Weekly journal entries and video reflections will be worth 10 points each week. Weekly journal entries and video reflections will be due by 11:59 p.m. (Hawaiian time) each Saturday.

Learning Agreement – Students are required to complete a Learning Agreement in collaboration with the Field Instructor prior to the completion of the third week of their field practicum. The Learning Agreement can be found on the BYU-Hawaii Social Work website. Learning Agreements are due by 11:59 p.m. (Hawaiian time) on Wednesday, November 25th. Learning Agreements are worth 50 points.

Monthly Face-to-Face or Video Chat Sessions – Once each calendar month students are required to meet face-to-face or via video chat with Dr. Galeai to discuss how things are going in the students internship placement and receive individual instruction. These meetings are expected to last 10-15 minutes each. It is up to the student to schedule these meetings with Dr Galeai. Please do not wait until the end of the month to schedule a meeting. Each meeting is worth 25 points.

Promotional Video – Near the end of the semester, student will be asked to produce a 3-5 minute promotional video for their internship site. This video will be shared with future social work students as they are deciding where to complete their internship. Video should show the internship location, discuss what the agency does, introduce the field instructor or other agency personnel, and should include the intern’s feeling about what they were able to accomplish and learn during their internship. These video should be as professional as possible. Promotional videos are due by the last day of Finals and are worth 100 points.

Internship Evaluation by Student – At the end of the semester, students will be asked to complete the Internship Evaluation by Student and return it to Dr. Galeai. The Internship Evaluation by Student will be completed on the IPT website. This evaluation is due by the last day of Finals and is worth 30 point.

Intern Evaluation by Field Instructor – At the end of the semester, your Field Instructor will complete the Intern Evaluation by Field Instructor. Field Instructors will be asked what grade they believe the intern deserves and will also be asked to rate the student on numerous criteria. The Field Instructor is asked to review this evaluation with the student prior to submitting it. The Intern Evaluation by Field Instructor will be completed on the IPT website. This evaluation is to be completed by the Field Instructor prior to the last day of Finals and is worth 100 points. Points will be awarded through a combination of the grade the Field Instructor believes the student deserve and the individual ratings given to the student.

Point Breakdown:

Canvas Preparation for Practice Course	100
425 Hours	100
Weekly Journal / Video Reflections	130
Learning Agreement	50
Chapter Reflections	90
Monthly Face-to-Face or Skype Sessions	100
Internship Evaluation by Student	30
Final Evaluation	100
Total	700

Grading:

94-100% = A

77-79% = C+

60-63% = D-

90-93% = A-

74-76% = C

0-59% = F

87-89% = B+

70-73% = C-

84-86% = B

67-69% = D+

80-83% = B-

64-66% = D

All percentages will be rounded to the nearest whole number.

*** Please note that as a social work major, you must earn a C- or better in this course, or you will be required to repeat the course.

Tentative Class Schedule:

(This schedule should not be considered binding and I reserve the right to amend the schedule at any time and for any reason.)

Week #	Dates	Hour Goals	Deadlines
1	November 9 th – 15 th	30	Weekly Journal Due Saturday
2	November 16 th – 22 nd	60	Week 1 Hours Due Monday Video Reflection Due Saturday
3	November 23 rd – 29 th	90	Week 2 Hours Due Monday Learning Agreement Due Wednesday Weekly Journal Due Saturday
4	November 30 th – December 6 th	120	Week 3 Hours Due Monday Video Reflection Due Saturday Monthly FTF/Skype Session Due Monday
5	December 7 th – 13 th	150	Week 4 Hours Due Monday Weekly Journal Due Saturday
6	December 14 th – 20 th	180	Week 5 Hours Due Monday Video Reflection Due Saturday Monthly FTF/Skype Session Due Friday
	December 21 st – 27 th		Christmas Holiday (No Hours Expected)
	December 28 th – January 3 rd		Christmas Holiday (No Hours Expected)
7	January 4 th – 10 th	210	Week 6 Hours Due Monday Weekly Journal Due Saturday
8	January 11 th – 17 th	240	Week 7 Hours Due Monday Video Reflection Due Saturday
9	January 18 th – 24 th	270	Week 8 Hours Due Monday Weekly Journal Due Saturday
10	January 25 th – 31 st	300	Week 9 Hours Due Monday Video Reflection Due Saturday Monthly FTF/Skype Session Due Friday
11	February 1 st – 7 th	330	Week 10 Hours Due Monday Weekly Journal Due Saturday
12	February 8 th – 14 th	360	Week 11 Hours Due Monday Video Reflection Due Saturday
13	February 15 th – 21 st	390	Week 12 Hours Due Monday Weekly Journal Due Saturday
14	February 22 nd – 26 th	425	Week 13 Hours Due Monday

			Week 14 Hours Due Friday Monthly FTF/Skype Session Due Friday All Chapter Reflections Due Friday Intern Evaluation Due Friday Field Instructor Evaluation Due Friday
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The Spirit of Aloha:

BYU-Hawai'i is an extraordinarily unique educational setting that combines religious and academic pursuits into an environment that is open and welcoming to all. A critical element to the rare atmosphere here at BYU-Hawai'i is the Spirit of Aloha. The Spirit of Aloha has been compared to the love of Christ, to charity, to compassion, and to the genuine openness and embrace that Hawaiians have for all mankind. In ancient Hawai'i children were taught the Spirit of Aloha from a very young age. The book "Tales of the Night Rainbow" by Koko Willis and Pail Jae Lee provide the following as being a part of the teaching of young Hawaiians in ancient days:

Aloha is being a part of all and all being a part of me.
 When there is pain – it is my pain.
 When there is joy – it is mine also.
 ...
 This is Hawaiian – this is Aloha!

This Spirit of Aloha is critical in the practice of social work. Being able to understand, embrace, and share the pain of another human soul is a unique and powerful gift and one that can inspire a lot of change in the world. I would ask that each of you, regardless of your future life pursuits, seek to embrace the Spirit of Aloha while you are here at BYU-Hawai'i and take it with you wherever your life may take you.

Appendix 1: SLOs, PLOs, ILOs, and Core Competencies Alignment

Student Learning Outcomes (SLOs) for SOCW 491: Field Practicum:

At the completion of this course:

1. Students will complete 425 hours of volunteer service at a social welfare agency as documented by the completion of monthly time logs.
2. Students will exhibit effective oral and written communication through the completion of weekly journal / video reflections.
3. Students will engage in personal reflection and self-correction through the completion of weekly journal / video reflections.

4. Students will demonstrate the ability to establish appropriate professional boundaries with field instructors, agency employees, and clients as documented by their field instructor on the final evaluation.
5. Students will display sound ethical decision making as documented by their field instructor on the final evaluation.
6. Students will present effective written communication through proper agency documentation as verified by their field instructor on the final evaluation.
7. Students will show the ability to integrate knowledge learned in the classroom with real-life social work experiences through the completion of weekly journal / video reflections, monthly face-to-face or skype sessions, and as supported by their field instructor on the final evaluation.
8. Students will display cultural competence in working with clients from various backgrounds as evidenced by their field instructor on the final evaluation.
9. Students will evaluate their field placement through the completion of the Internship Evaluation by Student at the end of the semester.
10. Students will be evaluated on a range of performance measures by their field instructors on the Intern Evaluation by Student at the end of the semester.

Program Learning Outcomes (PLOs) for the BYU-Hawaii Social Work Department:

Upon completing a major in Social Work, students will:

11. Identify as a professional social worker and conduct oneself accordingly. (2.1.1)
12. Apply social work ethical principles to guide professional practice. (2.1.2)
13. Apply critical thinking to inform and communicate professional judgments. (2.1.3)
14. Engage diversity and difference in practice. (2.1.4)
15. Advance human rights and social and economic justice. (2.1.5)
16. Engage in research-informed practice and practice-informed research. (2.1.6)
17. Apply knowledge of human behavior and the social environment. (2.1.7)
18. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (2.1.8)
19. Respond to contexts that shape practice. (2.1.9)
20. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

*** Please note that these are also the ten core competencies identified by the Council on Social Work Educations (CSWE) Educational Policy and Accreditation Standards (EPAS) that all graduates from schools of social work are expected to possess.

Institutional Learning Outcomes (ILOs) for Brigham Young University – Hawaii:

Graduates of Brigham Young University – Hawaii will be able to demonstrate competence in the following seven areas:

8. Knowledge – Both breadth and depth of knowledge.
9. Inquiry – Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.

10. Analysis – Using critical thinking to analyze arguments, solve problems, and reason quantitatively.
11. Communication – Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.
12. Integrity – Integrating spiritual and secular learning and behaving ethically.
13. Stewardship – Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.
14. Service – Using knowledge, reasoning and research to solve problems and serve others.

Alignment of SLOs, PLOs, ILOs, and EPAS Core Competencies:

Student Learning Outcome (SLOs)	Related Program Learning Outcomes (PLOs)	Related Institutional Learning Outcomes (ILOs)
SLO 1	PLO1, PLO10	ILO7
SLO 2	PLO11, PLO2, PLO3, PLO7, PLO9, PLO10	ILO4
SLO 3	PLO1, PLO2, PLO3, PLO9	ILO3, ILO4, ILO5, ILO6
SLO 4	PLO1, PLO2, PLO4, PLO9, PLO10	ILO1, ILO4, ILO5
SLO 5	PLO1, PLO2, PLO3, PLO4, PLO5, PLO8, PLO9, PLO10	ILO2, ILO3, ILO5, ILO6, ILO7
SLO 6	PLO1	ILO1, ILO4
SLO 7	PLO1, PLO2, PLO3, PLO5, PLO6, PLO7, PLO8, PLO10	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7
SLO 8	PLO1, PLO2, PLO4, PLO5, PLO8, PLO9, PLO10	ILO1, ILO4, ILO5, ILO6, ILO7
SLO 9	PLO2, PLO6	ILO4, ILO5
SLO 10	PLO1, PLO2, PLO3, PLO4, PLO5, PLO7, PLO8, PLO9, PLO10	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7

Brigham Young University – Hawaii
New Social Work Field Instructor Training

Congratulations on being approved as a Field Instructor for the BSW Program at Brigham Young University – Hawaii. A Field Instructor is critical to the learning and success of our students and we are grateful that you are willing to assist them in continuing their education. As a prerequisite to entering their field practicum placement, social work students must successfully complete all social work classes offered by BYU-Hawaii. As such, students have been exposed to the basic theories of social work, have practiced social work skills in simulation environments, have been taught social work values and ethics, and are likely excited to see and experience social work in action. The field practicum allows students a bridge between the classroom and the field and gives them an opportunity to observe actual social work practice with real clients and experience actual social work practice with real clients in a supervised environment. We look to you as a Field Instructor to direct the student’s experience in their field practicum. Again, that role is critical. This training is designed to ensure that you understand your role as a Field Instructor and the expectations that accompany that role. We do not expect this training to require a major time commitment on your part, likely less than an hour. Please read the following sections carefully and acknowledge your agreement after each section by answering the questions listed. When you have completed this training, please sign this document electronically to acknowledge completion.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

Field Instructor Name: _____

Email Address: _____

Agency Name: _____

CSWE Core Competencies and Practice Behaviors

As you are probably aware, the Council on Social Work Education (CSWE) is the accrediting body for social work program in the United States. CSWE has identified nine core competencies and thirty-one practice behaviors that social work students are required to develop prior to graduating with a Bachelor of Social Work (BSW) degree. During their classroom education, student were exposed to each of these core competencies and practice behaviors, but it is during their field practicum placement that they will be able see these competencies and practice behaviors in action and be able to practice them with real clients. As a Field Instructor, we would ask that you assist your assigned student in this pursuit. The nine core competencies and thirty-one practice behaviors are listed below (practice behavior are listed under the competency they correspond to).

1. Demonstrate Ethical and Professional Behavior

- a. 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;
 - b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - c. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - d. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - e. use technology ethically and appropriately to facilitate practice outcomes; and
 - f. use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice
 - a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels; and
 - b. engage in practices that advance social, economic, and environmental justice.
4. Engage in Practice-informed Research and Research-informed Practice
 - a. use practice experience and theory to inform scientific inquiry and research;
 - b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - c. use and translate research evidence to inform and improve practice, policy, and service delivery.
5. Engage in Policy Practice
 - a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - b. assess how social welfare and economic policies impact the delivery of and access to social services; and
 - c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. 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. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- 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;
 - c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - e. facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- a. select and use appropriate methods for evaluation of outcomes;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Again, it is our expectations that Field Instructor will help teach students and facilitate opportunities for students to develop the core competencies and practice behaviors listed above.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I have read the nine core competencies and thirty-one practice behaviors identified by CSWE and agree to help teach and facilitate opportunities for students to develop these skills. Yes No

Learning Agreement

As a Field Instructor, it is expected that you will give students assignments that will assist them in developing the core competencies and practice behaviors listed in the preceding section. A tool that will assist in this process is the Learning Agreement. Prior to the end of the third week of a student's field practicum, they are required to complete a Learning Agreement with their Field Instructor. During the

completion of a Learning Agreement, the student and Field Instructor will work cooperatively to come up with at least two tasks or activities that correspond to each core competency that will be completed by the student during the field practicum. These tasks or activities should assist the student in developing the competency. During the completion of the Learning Agreement the student and Field Instructor will also identify how the Field Instructor will monitor or evaluate the student’s completion of the task or activity. The student and Field Instructor will repeat the process for all nine core competencies. The practice behaviors corresponding with each core competency are listed on the Learning Agreement to assist. Below is an excerpt from the Learning Agreement for one of the core competencies.

CSWE Core Competencies and Practice Behaviors	Tasks and Activities to Demonstrate and Enhance Skills (at least two for each core competency)	Monitoring or Evaluation Criteria Used by Field Instructor
<p>1. Demonstrate Ethical and Professional Behavior</p> <ul style="list-style-type: none"> - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; - 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. 		

In the middle column the student and Field Instructor will identify tasks and activities that will be completed by the student and in the right column the student and Field Instructor will identify how the Field Instructor will monitor or evaluate the activity. Again, the Learning Agreement is to be completed prior to completion of the student’s third week of their field practicum. The complete Learning Agreement can be found on the BYU-Hawaii Social Work Department website at <http://socialwork.byuh.edu/>.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I agree to complete a Learning Agreement with any student placed under my supervision prior to the completion of their third week of practicum. Yes No

Intern Evaluation by Field Instructor

An important step in the social work process is evaluation and evaluation is a critical component of a student's learning. As a Field Instructor, you will be asked to complete an Intern Evaluation by Field Instructor for each student placed under your supervision prior to the last day of their field practicum. This evaluation is considered mandatory for the student and they cannot receive a grade without its completion. During the evaluation you will rate the student's competency on each of the thirty-one practice behaviors identified by CSWE. Below is an excerpt of the Intern Evaluation by Field Instructor for one of the core competencies.

1. Demonstrate Ethical and Professional Behavior	(5 is highest, 1 is lowest)					
Intern makes 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.	5	4	3	2	1	N/A
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5	4	3	2	1	N/A
Intern demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1	N/A
Intern uses technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1	N/A
Intern uses supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1	N/A

On the evaluation, a rating of 5 is the highest and a rating of 1 is the lowest. A rating of N/A may be used if the intern did not have an opportunity to use the practice behavior during their field practicum at your agency. The Learning Agreement that was completed with the student at the beginning of the field practicum should be used in determining ratings. The Field Instructor is also asked to indicate what letter grade (A, B, C, D, F) they feel the student deserve for their field practicum as well. After the Intern Evaluation by the Field Instructor is complete, it should be reviewed with the student, with special emphasis placed on strengths and areas of concern. A copy of the Intern Evaluation by Field Instructor can be found on the BYU-Hawaii Social Work Department website at <http://socialwork.byuh.edu/> but the evaluation should be completed on the IPT (Intern Placement Tracking) website, which will be explained in the next section.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I agree to complete the Intern Evaluation by Field Instructor for any student placed under my supervision prior to the last day of their field practicum.

Yes No

IPT (Intern Placement Tracking)

As a Field Instructor, you will use the IPT (Intern Placement Tracking) website for a variety of purposes, including completing new Field Instructor training (which you are doing now), ensuring that your contact information is up to date, signing off on an intern's hours each week, and completing the Intern Evaluation by Field Instructor prior to the last day of the student's field practicum. In the future, Learning Agreements may be incorporated into IPT. After a new Field Instructor has been approved they are emailed a default user name and password, which they can change after their initial log in. The IPT website is located at <https://www.alceasoftware.com/web/login.php>. The Organization ID should always be **byuhsw**. It is recommended that Field Instructors bookmark the IPT website on their internet Browser.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I agree to keep my contact information on IPT current and complete any and all required field practicum forms on IPT for students that I am assigned to supervise. Yes No

Tracking Intern Hours

Intern hours are tracked on the IPT website, which was detailed in the previous section. Students are required to input their hours for the previous week by 11:59 pm (Hawaiian time) each Monday. Field Instructors are asked to regularly check the hours of students that they are assigned to supervise and, if the student has input all of their hours for the week, Field Instructors are asked to initial those hours in IPT. When a Field Instructor initials a student's hours in IPT it locks the student's hours so that they cannot be changed. Students are required to obtain a total of 425 hours during their field practicum and Field Instructors should monitor the student's hours and help ensure all of their hours are complete prior to the last day of placement.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I agree to regularly monitor and initial the hours of any student I am assigned to supervise in IPT. Yes No

Intern Supervision

The Council on Social Work Education (CSWE) requires that field practicum students receive at least one hour of face-to-face supervision from their Field Instructor each week. Ultimately, as a Field Instructor you are a student's supervision and you are responsible for their education while placed at your agency. The importance of a Field Instructor cannot be understated. Field Instructors are critical. Supervision may include training, case conferences, debriefing after the student observes you or you observe the student in real social work interactions, or numerous other activities. As a Field Instructor, we ask that

you may yourself available to the student and make every effort to assist them in skills and knowledge development.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I agree to provide at least one hour of face-to-face supervision each week to any student who I am assigned to supervise.

Yes No

Contact with the Director of Field Education

The Director of Field Education at BYU-Hawaii is available to answer any questions or concerns that you may have as a Field Instructor and is a partner with you in the education of field practicum students. Field Instructors should feel free to contact the Director of Field Education at any time. Contact information for the current Director of Field Education can be found on the BYU-Hawaii Social Work Department website at <http://socialwork.byuh.edu/facultyandstaff>.

If your agency is on the island of Oahu, the Director of Field Education will ask to visit your agency each semester that student are assigned to your agency. If your agency is located on an outer Hawaiian Island, it is likely that the Director of Field Education will attempt to visit your agency each semester student are assigned to your agency as well, but those visit are pending administrator approval and budgetary constraints. Agencies on the U.S. mainland or an international location should expect the Director of Field Education to make contact via telephone or Skype if a personal visit is not possible.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I understand how to contact the Director of Field Education if needed and will make myself available for site visits or other types of communication as needed.

Yes No

Annual Field Instructor Training

Annual Field Instructor Training will be held at the BYU-Hawaii Social Work Department in La'ie. All approved Field Instructors are invited to attend these trainings and will be notified of them via email at least one month in advance. On occasion, these trainings may be held at an alternate location on O'ahu and Field Instructors will be notified in advance. For Field Instructors who are located off island or cannot attend, video recordings of the trainings will be placed on the BYU-Hawaii Social Work Department website at <http://socialwork.byuh.edu/>. Trainings will cover a variety of topics that will prove useful to Field Instructors.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I understand that I am invited to attend Annual Field Instructor Trainings. Yes No

Field Practicum Manual

The BSW Program at Brigham Young University – Hawaii has produced a Field Practicum Manual that explains the field practicum and policies associated with it in much greater detail. Field Instructors are invited to review the Field Practicum Manual and consult it with any questions or concerns. The Field Practicum Manual can be located on the BYU-Hawaii Social Work Department website at <http://socialwork.byuh.edu/>.

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

I understand how to access the Field Practicum Manual. Yes No

Again, mahalo for your willingness to serve as a Field Instructor. Your service is greatly appreciated and we hope that you will find it fulfilling to assist in the education of the next generation of social workers.

I acknowledge that I have complete this training in its entirety.

Signature: _____

Date Training Completed: _____

*** Please note that you must click on the SAVE button at the bottom of this training to save any information entered or changed before closing or printing or your information will be lost.

National Association of Social Workers (NASW)

Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples

include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other

individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of

demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

(a) Social workers who function as educators, Field Instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or Field Instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or Field Instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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