MORGAN STATE UNIVERSITY
School OF SOCIAL WORK

FIELD EDUCATION MANUAL
BSW PROGRAM

2010-2015
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Notes</td>
<td>5</td>
</tr>
<tr>
<td>Morgan State University’s Mission</td>
<td>6</td>
</tr>
<tr>
<td>The Mission of the Social Work Program</td>
<td>6</td>
</tr>
<tr>
<td>Council on Social Work Education and Practice Behaviors</td>
<td>7-8</td>
</tr>
<tr>
<td>Goals of the Social Work Program</td>
<td>9</td>
</tr>
<tr>
<td>Competencies and Professional Practice Behaviors</td>
<td>9 – 10</td>
</tr>
<tr>
<td>The Purpose and Objectives of Field Education</td>
<td>10 – 11</td>
</tr>
<tr>
<td>Essential Abilities and Attributes for Participation in the Field Education Practicum</td>
<td>11– 13</td>
</tr>
<tr>
<td>The Criteria for Selection of Field Instruction Agency</td>
<td>13-14</td>
</tr>
<tr>
<td>The Field Application Process</td>
<td>14</td>
</tr>
<tr>
<td>The Criteria for Students to Enter Field Placement</td>
<td>14</td>
</tr>
<tr>
<td>The Criteria for Selection of Field Instructors</td>
<td>14-15</td>
</tr>
<tr>
<td>Responsibilities of Field Instructors</td>
<td>15 – 17</td>
</tr>
<tr>
<td>Responsibilities of the University to the Agency</td>
<td>17 – 18</td>
</tr>
<tr>
<td>The Role of the Field Liaison</td>
<td>18</td>
</tr>
<tr>
<td>The Role of the Student in Field Instruction Setting</td>
<td>18 – 19</td>
</tr>
<tr>
<td>BSW Grading Scale</td>
<td>19</td>
</tr>
<tr>
<td>The Role of the Field Advisory Committee</td>
<td>20</td>
</tr>
<tr>
<td>Attendance at Field Placement</td>
<td>20</td>
</tr>
<tr>
<td>Employment Site Field Placements</td>
<td>20</td>
</tr>
<tr>
<td>Employment Offered By Field Agency</td>
<td>20</td>
</tr>
<tr>
<td>Safety and Risk</td>
<td>21</td>
</tr>
<tr>
<td>Internal Appeals Process Regarding Termination of Student from Field Placement</td>
<td>21 – 22</td>
</tr>
</tbody>
</table>
# Table of Contents – Continued

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Field Attendance Log</td>
<td>A</td>
</tr>
<tr>
<td>Policy: Student’s with Disabilities</td>
<td>B</td>
</tr>
<tr>
<td>Policy: Sexual Harassment</td>
<td>C</td>
</tr>
<tr>
<td>Policy: Non-Discrimination</td>
<td>D</td>
</tr>
<tr>
<td>NABSW Code of Ethics</td>
<td>E</td>
</tr>
<tr>
<td>NASW Code of Ethics</td>
<td>F</td>
</tr>
<tr>
<td>Application for Field</td>
<td>G</td>
</tr>
<tr>
<td>Liaison Field Instruction Report</td>
<td>H</td>
</tr>
<tr>
<td>Agreement Between Field Instruction Agency &amp; University</td>
<td>I</td>
</tr>
<tr>
<td>Field Instructor Identification Sheet</td>
<td>J</td>
</tr>
<tr>
<td>Educational Contracts</td>
<td>K</td>
</tr>
<tr>
<td>Student Education Contract For Field Instruction</td>
<td>L</td>
</tr>
<tr>
<td>Mid-Semester Assessment of Student’s Performance</td>
<td>M</td>
</tr>
<tr>
<td>Guidelines for the Process Recordings</td>
<td>N</td>
</tr>
<tr>
<td>Process Recording Format</td>
<td>O</td>
</tr>
<tr>
<td>Process Recording Guide for Social Practice: Communities</td>
<td>P</td>
</tr>
<tr>
<td>Process Recording Guide for Social Practice: Projects</td>
<td>Q</td>
</tr>
<tr>
<td>Process Recording Supplement</td>
<td>R</td>
</tr>
<tr>
<td>Field Instructor Evaluation of Liaison Effectiveness</td>
<td>S</td>
</tr>
<tr>
<td>Agency Evaluation of Field Program</td>
<td>T</td>
</tr>
<tr>
<td>Student Evaluation of Liaison Effectiveness</td>
<td>U</td>
</tr>
<tr>
<td>Student Evaluation of Agency</td>
<td>V</td>
</tr>
<tr>
<td>End of Semester Evaluation</td>
<td>W</td>
</tr>
<tr>
<td>Employment-Based Field Work Form</td>
<td>X</td>
</tr>
<tr>
<td>Field Setting Identification Sheet</td>
<td>Y</td>
</tr>
</tbody>
</table>
Field Education Contacts

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THE MISSION OF MORGAN STATE UNIVERSITY

Morgan State University is a historically Black institution with the unique designation as Maryland’s public urban university. As an urban university, Morgan serves an ethnically and culturally diverse student body made up of traditional college age as well as part-time and adult learners. The university’s curricula are designed to meet the educational needs of city residents and the need of the city and the state for professionals trained in a variety of areas. A major focus of the curriculum is on the social, economic, and political characteristics of the city so that the capacity to understand urban life and phenomena is a central part of the education of the students. Also, the comprehensiveness of Morgan’s programs reflect the commitment of the university to have a major impact upon the problem of the under representation of Blacks and other minorities in the professional labor force within the city, state, and nation.

Because of the urban emphasis, a substantial amount of research is focused on urban life and phenomena with a bent toward education, service, and public policy development. The research is oftentimes oriented toward specific urban problems and issues, such as human resources development, economic development and competitiveness, health care, environment, aging, and substance abuse.

The MISSION OF THE SCHOOL OF SOCIAL WORK PROGRAM

Consistent with the urban mission of the university, the mission of the Social Work Program is to prepare beginning generalist and advanced social work practitioners to practice competently and effectively with urban individuals, families, groups, organizations, and communities. The program is committed to the alleviation of human suffering and the improvement of the quality of life for urban residents. Because African Americans make up a substantial percentage of the urban population, and are also over represented among urban residents facing unrelenting social and economic problems, the program has a major focus on preparing its graduates to address, systematically and strategically, issues of poverty and socioeconomic disadvantage, interpersonal and community violence, substance abuse and mental health problems, social injustice and discrimination. The program’s curriculum is built upon this mission and supported by the faculty through applied research, scholarship, and ongoing commitment to the city and state.
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

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

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

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

Upon graduation from Morgan State University’s School of Social Work, students will master the following core competencies:

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

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

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

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

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

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

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

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

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

**Educational Policy 2.1.10** Engage [2.1.10(a)], assess [2.1.10 (b)], intervene [2.1.10 (c)], and evaluate [2.1.10 (d)] individuals, families, groups, organizations, and communities.

PROGRAM GOALS

From the mission, the Social Work Program at Morgan State University has identified the following specific goals:

1. To prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations and communities.

2. To socialize students to the values and ethics of the profession of social work

3. To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed, at-risk, and vulnerable urban populations.

4. To develop an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as a context for urban social work practice.

5. To prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms.

6. To promote the fullest understanding of the reality and complexity of human diversity as a basis for culturally competent social work practice.

Competencies and Professional Practice Behaviors

The Program’s objectives are derived from the program’s goals. The objectives are:

1. To produce social work professionals with the knowledge, values, and skills required for advanced social work practice.

2. To produce social work professionals with the capacity for critical and analytical thinking and the use of scientific methodology in problem solving.

3. To produce social work professionals who are committed to the basic values and ethics that guide social work practice.

4. To produce social work professionals who can competently practice at multiple levels with oppressed, at-risk, and vulnerable populations.

5. To produce social work professionals skilled in using agency structure and social delivery systems as bases of operation for assessing unmet needs, mobilizing resources, and bringing about desired social change in individuals, families, groups, organizations, and communities.
6. To produce social work professionals who embrace ethnic and racial differences, demonstrate respect for cultural diversity, and demonstrate the capacity for working effectively with diverse client populations.

7. To produce social work professionals competent in utilizing research methodology and technology to inform practice decisions and to evaluate program and practice effectiveness.

8. To produce social work professionals with the ability to understand, analyze and shape social policy and to serve as advocates and activists for social change in the urban environment.

9. To produce social work professionals who demonstrate commitment and skills in the promotion of social justice and equality and the elimination of racism, sexism, classism, homophobia, ageism, and other forms of oppression.

10. To produce social work professionals who can effectively use oral, written, and technological communication skills in the use of self with diverse clients, colleagues, and community members.

11. To produce social workers who demonstrate commitment to enhancing professional identity through continued professional development, collegiality, supervision, and upholding the values and ethics of the profession.

12. To produce social work professionals with the capacity to utilize the generalist perspective as the foundation for building advanced knowledge and skills in a field of social work practice.

13. To produce social work professionals who understand the biological, psychological, social, cultural and environmental factors that influence and shape human development and behavior.

**THE PURPOSE AND OBJECTIVES OF FIELD EDUCATION**

The purpose of Field Education is to help the student integrate the theory and knowledge base of social work learned in the classroom with the practical hands on experience gained through work in social welfare agencies. In social work, the signature pedagogy (the art or profession of teaching preparatory instructions or training) is Field Education. The intent of Field Education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.

**The Objectives of Field Education for the Student are:**

1. Demonstrate ability to cultivate and effectively use the knowledge, values, and skills required for generalist social work practice.
2. Demonstrate ability to have the capacity for critical and analytical thinking and the use of scientific methodology in problem solving.

3. Demonstrate via practice commitment to the basic values and ethics that guide social work practice.

4. To carry out and internalize basic generalist practice and advance practice as they relate to the profession of social work.

The objective for field education necessitates the placement of students in agencies and settings where they will be provided with well-structured assignments and consistent field instruction. The BSW and MSW field curricula state the objectives and describe the content to be learned at the field placement.

**Essential Abilities and Attributes for Participation in the Field Education Practicum**

The following standards, distinguished from academic standards, describe the physical, cognitive, emotional, and character requirements to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student’s ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in Field Education Practicum class are expected in the Field Practicum and elsewhere to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in their practice and elsewhere. Attention to these standards will be part of evaluations made by the Field Liaison and the Field Instructor who are responsible for evaluating students’ classroom and practicum performance.

**Motor Abilities**

The social work student must have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Office of Student Accessibility Support Services (SASS) may be consulted regarding reasonable accommodations.

**Sensory Abilities**

The social work student must have the ability through his/her senses to participate in classes and practicum placement. Students must acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed.
The Office of Student Accessibility Support Services (SASS) may be consulted regarding reasonable accommodations.

**Communication Skills**

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

**Self-Awareness**

The social work student must know how his/her values, attitudes, beliefs, emotions, and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.

**Professional Commitment**

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work which are the dignity and worth of every individual and his/her right to a just share of society’s resources.

**Knowledge Base for Social Work Practice**

The professional activities of social work students must be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, intervention and evaluation of practice.

**Objectivity**

The social work student must be sufficiently objective enough to systematically evaluate clients and their situations in an unbiased, factual way.

**Empathy**

The social work student must endeavor to seek to comprehend another individual’s way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

**Energy**
The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity

The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

Interpersonal Skills

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include compassion, altruism, integrity and the demonstration of respect for and consideration of others.

Professional Behavior

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession’s codes of ethics, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time.

The Criteria for Selection of the Field Instruction Agency or Organization

In selecting an agency or setting for Field Instruction, the School is guided by the objectives established by the Council on Social Work Education (CSWE). The Social Work School recognizes the contributions that social welfare settings can make in providing learning experiences for social work students. Therefore, the agency or organization should be a place to observe and practice methods of social work practice.

The following are desirable for field placement:

1. Agencies, organizations and programs that are involved directly with social work practice and are recognized social agencies, both public and private.

2. Public agencies, organizations and programs created through federal, state, and local legislation that serves individuals, families, and groups in the urban community.

3. Other agencies, organizations and programs of an innovative or non-traditional nature with a commitment to social work education goals and objectives. It is imperative that the student has appropriate working space, access to a phone and computers/printers for record keeping and/or clerical assistance. The agency should have the student participate in conferences, consultations and staff meetings within
the agency and the community whenever it is appropriate. Additionally, it is hoped that the agency is willing to reimburse the student for travel and other expenses incurred as a result of assignments occurring from agency activities.

It is extremely important that the agency dedicate and commit itself to following through with the student until the end of the agreed upon time. Therefore, an agreement between the school and the agency is signed prior to the beginning of the school year. In addition, a field setting identification form is completed by each host agency. This form provides a summary of the kinds of activities and assignments in which students may become involved.

The Field Application Process

All students eligible for a field placement must complete and submit an application (form in Appendix G) and a current resume to the Director of Field Education and Assistant Director of Field Education. This information is used to determine the most appropriate field experience for the student intern. An interview is scheduled with the field instructors/supervisors at an approved agency. To ensure a successful field experience, consideration is given to each agency placement based upon the student intern’s academic needs, career goals, special interests and area of concentration. The Director of Field Education and Assistant Director of Field Education are notified of the interviews and the acceptance of the student intern. The Field Instructor, Student Intern and the Director of Field Education and the Assistant Director of Field Education now enter an agreement for the academic school year.

The Criteria for Students to Enter Field Placement

Students must have met the following admissions criteria to enter field placement in the fall semester:

- Accepted into the social work program
- Completed all 200 and 300 level social work courses
- Accumulated a minimum GPA of 2.5
- Submitted a Field Placement Application and Resume for approval by the Director of Field Education or the Assistant Director of Field Education
- Participated in an interview with an approved Field Agency
- Accepted by the Field Placement Agency with approval from the Director of Field Education or the Assistant Director of Field Education

PARTICIPATION IN THE FIELD EDUCATION PRACTICUM

The Criteria for Selection of Field Instructors

The educational requirement for a field instructor is the MSW degree and at least two years practice following completion of the MSW degree. The possession of a current State of Maryland Social Work license is required. The field instructor must be a person
who can teach, interpret and represent the principles of the profession. He/she must be resourceful and creative, competent and comfortable in his/her role and position in the organization. Of prime importance is an interest in and belief in the student’s capacity to make a meaningful contribution to the social welfare field and a commitment to the School of Social Work to remain in the role of Field Instructor during the time required by the school.

**Responsibilities of the Field Instructors**

The Field Instructor has the following responsibilities to the School of Social Work at Morgan State University:

1. To read and be familiar with the school’s objectives for field education, the curriculum and the syllabi for the practice courses as supplied by the University.

2. To read and be familiar with the information provided by the School of Social Work on the student in advance of the student’s arrival at the organization.

3. To attend orientation and educational seminars with other Field Instructors at the University. Field orientations occur for field instructors each year. Special seminars are also held to enhance the roles of field instructors.

4. To have contact with the School of Social Work’s liaison at appropriate intervals in relation to the student’s development a minimum of two per semester to include one meeting in the agency and one telephone discussion regarding the student’s progress.

5. To prepare other appropriate staff members in advance of the student’s arrival to the agency and involve them in whatever they can contribute most to the student’s learning so that they too can understand and appreciate the social work program.

6. To introduce the student to the appropriate staff persons including the executive director, if possible, shortly after arrival in the setting.

7. To supervise the student individually or in groups or to combine the methods in keeping with the needs of the student and the convenience of the agency.

8. To arrange for the student to attend staff and board meetings whenever possible.

9. To explore with the student his/her interests, goals and aspirations as well as their style of learning so that they may begin to be more aware of themselves as beginning professionals.

10. To provide personally or in cooperation with other key persons, an orientation to the setting, in which the student will learn about:
   - the purpose, function, policies, and goals of the organization
   - the funding source of the agency
   - the clientele served
- the geographic area covered
- the specific charges of the agency
- the relation to the community and other agencies
- the expectations as a student, agency representative, and social worker
- the expectation of supervision in the way of guidance and support
- the personnel regulations

11. To select the workload of the student so that it is in harmony with the rest of the setting, taking into consideration each student’s capacity, interests, past experiences, life patterns and goals of the School of Social Work. “Busy” work is not appropriate for students. The student must understand that the job he/she is assigned is meaningful and directly related to the student’s learning goals.

12. To assign the student a case as soon as possible following placement; this involves a single client, group or project.

13. To provide a setting that allows the student to practice social work principals within the urban context.

14. To increase the nature and complexity of the student’s assignments as the student learns and grows.

15. To assign tasks with clarity so that the student knows the purpose of the assignment and appreciates the need for service and/or intervention.

16. To help the student plan and organize his/her work realistically and effectively.

17. To routinely set aside time and prepare student conferences and to teach the student how to prepare for and participate in conferences, both with individuals and groups. The Field Instructor should be available to the student the days he/she is in the agency.

18. To give the student the opportunity to practice in a variety of situations that will expose the student to the array of skills needed to intervene in personal and interpersonal problems as well as community based issues and problems.

19. To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences. Follow up of what has been learned is vital.

20. To motivate the student to communicate effectively both through verbal and written experiences as well as active listening.

21. To evaluate each task the student performs, discuss it with him/her and relate it to social work theory thus expanding their knowledge and skills.

22. To help the student recognize the steps he/she took in performing each task, the attitude and feelings he/she possessed at the time he/she performed his/her role as well as those feelings arising after completion of the roles.
23. To help the students translate knowledge, theory and understanding of social work as it relates to practice skills.

24. To reinforce social work concepts and values in the field activities.

25. To make material about the agency available for the student to read. If procedures are written, provide the student with a copy and assist him/her in understanding how and why the procedures are executed.

26. To help the student become aware of agency problems including gaps in service, unmet needs, etc.

27. To teach the student the purpose of recording and the manner in which documentation is to be done in the respective agency.

28. To schedule and hold weekly supervision meetings for the purpose of teaching and continued assessment, and evaluation of the student performance and discussion of student feedback. Written evaluations will be completed at mid-semester and at the end of the semester. The evaluation conference should be held prior to submitting the evaluation reports and should be discussed with the student. The student is required to sign the evaluation before it is sent to the University. Field Instructors are asked to recommend a grade.

29. Evaluate the school at the end of each year on the form provided. To complete written evaluations of student performance that will be submitted at mid-semester and at the end of the semester unless otherwise deemed necessary. The evaluation meeting should be held with the student prior to submission.

30. At any time the student is found to be performing at a sub-standard level, the Field Instructor is responsible for discussing it with the liaison and formulating an outline of steps for students to follow in order to bring their work up to a satisfactory level with a copy to the University. Every effort should be made to intervene in a timely manner in response to sub-standard performance by the student and should be discussed with the student. Performing at a sub-standard level would indicate performance below the academic requirements for retention at the University and the social work program, along with failure to operate within the realms of established social work ethics and values.

Responsibilities of the University to the Agency

The University will supply the Field Instructor with the appropriate course syllabi and pertinent background information about the student.

There are four principle responsibilities that the faculty member has to the agency:
1. Advise the agency of the needs of the individual student so that field instruction can be planned in congruence with the School of Social Work objectives for the student and the agency’s goals.

2. Determine, with the Field Instructor, what classroom learning experiences must be included to benefit the student and the agency. Assignments should be consistent with the agency requirement.

3. Submit grades for field instruction following the recommendations from the Field Instructor in conjunction with the recommendation from the seminar instructor/liaison.

4. To provide opportunities for Field Instructors that enhances their knowledge and skills as Field Supervisors.

5. Attend seminars with Field Instructors.

**The Role of the Field Liaison**

The primary role of the Field Liaison is to monitor the field experience of students, visit agencies during the academic year, observe student performance, hold conferences with field supervisors, and participate in assigning a grade. The Field Liaison keeps the Director of Field Education or Assistant Director of Field Education informed of any problems and achievements of students and the agency placement. During the academic year conferences are held with the Director of Field Education and Assistant Director of Field Education to discuss the student’s and the agency’s adjustments, any recommendations to the field program or the School of Social Work and the overall performance of the field instructor.

A Field Liaison Report (Appendix H) is completed at each visit to record the contact and denote the student intern’s progress. A copy of this report is placed in the student’s field placement file.

**The Role of the Student in Field Instruction Setting**

The School of Social Work and the field agency setting unite to provide the student with an appropriate educational and practical social work experience. In doing so, they arrive at some basic expectations of the student in the performance of his/her duties, not unlike those of others working in the agency. Generally then, the student is expected to:

1. Have an open mind about the practice experience.

2. Dress appropriately (neatly and in professional work attire).

3. Consistently maintain mature and professional behavior.

4. Be prompt and on time for work and leave at the agreed upon time. Any other arrangement must have prior approval.
5. Develop and acquire knowledge and capacity to implement the agency’s policies and procedures.
6. Participate fully in activities planned including conferences, seminars, Professional Career Day, Advocacy Day and Licensure Prep-Workshop and other requested activities.

7. Demonstrate initiative, creativity and integrity in the completion of assignments.

8. Utilizing the **Code of Ethics** in all stated areas, respect clients and agency personnel.

9. Participate with the Field Instructor in evaluating field work performance.

10. Consult with appropriate persons when there are concerns relative to learning or other matters.

11. Appreciate differences in teaching methods and learning styles.

12. Sign evaluation reports for each grading period. The student’s signature acknowledges that he/she has read the evaluation. If there is not agreement on the evaluation content, the student has the right to submit a written document which indicates not only disagreement but verification of the statement accompanied with records/documentation to support the student’s rebuttal/non-agreement. The student may appeal the decision by following Grievance Committee guidelines outlined in the Student Handbook.

Students complete two semesters of practicum, SOWK 432/433. Only students admitted to the social work program and approved by the Director of Field Education or Assistant Director of Field Education will be allowed to enter field education. Students complete sixteen hours per week each semester for a total of 440 hours for the academic year.

**BSW Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent, met all requirements and exceeded expectations for the course, i.e. attended all seminars, submitted timely through work, met all deadlines, no days missed in field placement, handled duties and responsibilities in field placement</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>Very good performance, met expectation for course the majority of time, accountability for days/assignments missed from field</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average performance, met minimum expectation for the course most of the time, accountability for days assignments missed some of the time</td>
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<tr>
<td>F</td>
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<td>Failure to meet requirements</td>
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The Role of the Field Advisory Committee

The role of the Field Advisory Committee is to address field education issues and concerns. This may involve identifying issues that affect the profession, providing feedback on field placement issues affecting the student intern and student evaluation issues, the field curriculum and recommendations for program enhancements.

Membership of the Field Advisory Committee is comprised of diverse field instructors/supervisors, two students and the Director of Field Education. The Committee meets once each semester during the academic year.

Attendance at Field Placement

Students are required to report to the field placement site on the agreed scheduled days. The agency is to be promptly notified of any absence(s) due to illness or any other emergency. If it is an extensive absence, it is expected that this time will be made up during the current semester. The Field Liaison should be notified by the Field Instructor and the student in writing to make arrangements for the required hours. In addition, the Field Liaison and Field Supervisor will determine if the learning process and the agency client services have been interrupted. Course credit will not be received until the required hours and all outstanding assignments are completed. The attendance sheet is to record the days and time the student is in the agency. (Appendix A)

Employment Site Field Placements

Request for employment based field practice will be evaluated on an individual basis by the Field Director and Assistant Director and when granted will be closely monitored to assure that students are engaged in different practicum activities than those of their employment, and receiving supervision from a field instructor different than the supervisor who provides employment supervisor.

EMPLOYMENT OFFERED BY FIELD AGENCY

Should a student be offered immediate employment while still in Field, the employment must be completely different from the sixteen hours of field work and proof must exist that ‘other employment’ is separate and distinct from field responsibilities. This can best be accomplished by assigning the student to a separate, distinguishable project in another unit/division of the agency which will occupy the student’s full time on the required field days. In addition, care should be taken to insure that the caseload size or service project and supervision are appropriate for the field work learning paradigm.

Should the need arise for such a plan, it should be developed by mutual agreement and consultation of the Field Liaison and the Field Instructor, subject to approval by the Director of Field Education. This agreement should be in writing and signed by all parties, including the student. Finally, such as an agreement calls for more frequent overview by the Field Liaison, including at least two agency visits per semester and a monthly telephone inquiry to both Field Instructor and student.
SAFETY AND RISK

While Morgan State University has its own Campus Security Force and policies, the School of Social Work recognizes the possible safety risk involved in community based social work practice. Therefore, students are urged to maintain awareness and caution of their surroundings at all times when working with clients outside of the agency setting. When students have concerns for their safety or the safety of others related to their clients or circumstances, they should discuss such concerns with their field instructor immediately to determine the best course of action. Continued safety concerns should be discussed with the Director of Field Instruction. In the course of performing their social work duties while in their field placement, students should avoid extraordinary or unnecessary risk.

TERMINATION OF STUDENT’S FIELD PLACEMENT

Internal Appeals Process Regarding Termination of Student from Field Placement

As indicated earlier, the Agency Field Instructor and the Field Liaison are primarily responsible for guiding and monitoring the work of the student in the field practicum. If the Agency Field Instructor has determined that a student is unable to perform in an acceptable manner in the field practicum, has seriously violated standards of conduct governing the agency and/or the University and is at risk for termination of field instruction:

1. A meeting with the student, Faculty Liaison and the Field Instructor must be held. These assessments/determinations must be documented in a timely manner and immediately brought to the student’s attention, with a copy of the documentation forwarded to the Field Liaison within five (5) business days.

2. The Field Instructor will contact the Field Liaison for a meeting with the student to discuss the student’s performance. The meeting will address any issue(s) pertinent to the situation at hand with the intent to resolve the aforementioned issue(s)
   - A written corrective action plan must be submitted within five (5) business days
   - The student will have thirty (30) days to meet expectations*¹
   - An updated report within two weeks of the student’s progress (or lack thereof)
   - If this issue occurs after mid-semester, the student is subject to not completing the course
   - Before the student is terminated, a meeting must be held with the Director and/or Assistant Director of Field Education. The student should present documentation that supports her/his position to the Supervisor with a copy given to the Field Liaison.²

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¹ The Field Education Office must be notified and receive a copy of all documentation
² The documentation submitted by the student will be reviewed and evaluated by the Field Director to determine the outcome
3. If the matter can not be resolved in discussions with the student, the Faculty Liaison and the Field Instructor, the matter will be referred to the Director and/or the Assistant Director of Field Education

4. Upon the Director’s review, (s)he may choose to accept the recommendation of the Field Supervisor and the Field Liaison. If there is no resolution after the Director’s review, the matter is referred to the BSW Program Chair of the School of Social Work. The student has the right to go to the Grievance Committee if (s)he does not agree with the decision made.

5. The Grievance Committee will review all relevant documentation concerning the student’s field instruction status and may recommend:
   - Removal of the student from the current placement
   - An alternate field practicum
   - Termination of the student from Field Instruction
   - Termination of enrollment in the School of Social Work

The student will be notified in writing of the final decision and of his/her right to appeal the decision to the Dean of the School of Social Work, who shall make the binding decision.
Appendix A

MORGAN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD ATTENDANCE LOG

Student Name: _____________________ Agency Name: __________________________

Semester: ___________ Month: ___________

Please obtain supervisor’s SIGNATURE BEFORE submitting to Field Liaison at each monthly seminar.

<table>
<thead>
<tr>
<th>DATE</th>
<th>START TIME</th>
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<th>TOTAL DAILY Hours</th>
<th>SUPERVISOR INITIALS</th>
<th>COMMENTS</th>
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MONTHLY TOTAL HOURS _______

STUDENT SIGNATURE and DATE:  __________________________________________

SUPERVISOR SIGNATURE and DATE:  _______________________________________

23
APPENDIX B

POLICY FOR MODIFICATIONS/ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, on the basis of disability, in programs or activities receiving or benefiting from Federal assistance. The Americans with Disabilities Act, signed into law by President Bush on July 26, 1990, prohibits discriminating on the basis of handicap and reinforces the concept of reasonable accommodations in education. The ADA further mandates greater access to employment, transportation, and public accommodation. Thus, in a post-secondary educational setting the law requires “reasonable accommodations” for students with disabilities. Medical verification of disability must be submitted to instructors as early in the semester as possible to ensure that needs are met in a timely manner. However, questions sometimes arise concerning the definition of “reasonable” modifications/accommodations when an attempt is being made to ensure full educational opportunities for students with disabilities.

Students whose disabilities were identified in elementary and secondary schools are usually aware of the accommodations that they will require in order to perform successfully in the classroom. Instructors should encourage students to make an appointment as early as possible in the semester to discuss their special needs. Faculty will often find that students with disabilities do not want to be “special” and will try as much as possible to participate in the class in the same manner as their non-disabled peers.

The modifications and/or accommodations required by students may differ depending on the nature of each student’s disability. In addition, even students within the same disability category will have different levels of functioning so that compensation skills will vary widely from one student to another.
I. STATEMENT OF POLICY

Sexual harassment by University employees, faculty, staff, and students is illegal conduct and will not be tolerated in the Morgan State University community. Morgan State University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The University prohibits sexual harassment. Sexual harassment subverts the mission of the University and threatens the well being, educational experiences, and careers of students, faculty and staff.

This Statement of Policy constitutes University policy. Sexual harassment violates university policy and may violate the criminal and civil laws of the State of Maryland and the United States.

II. DEFINITION OF SEXUAL HARASSMENT

For the purpose of this University policy, the University adopts the definition of sexual harassment promulgated by the Equal Employment Opportunity Commission. Sexual harassment is defined as:

1. Unwelcome sexual advances; or
2. Unwelcome requests for sexual favors; and
3. Other behavior of a sexual nature where:

A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or participation in a University sponsored educational program or activity; or

B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or

C. Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment. Sexual harassment may occur between persons of the same or different genders.
Examples of sexual harassment, as defined above, may include but are not limited to the following behavior directed at a person because of his or her gender:

- direct or implied threats that submission to sexual advances as a condition of employment, work status, promotion, grades, or letters or recommendation;
- unwelcome physical contact, including unnecessary touching, patting hugging or brushing against a person’s body;
- pervasive and or unwelcome sexual comments, jokes or conversations

In assessing whether a particular act constitutes sexual harassment as defined by the policy, the standard shall be the perspective of a reasonable person within the University community. In determining whether alleged conduct constitutes sexual harassment, the University will look at the record as a whole and at the totality of the circumstances such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be based on the findings of fact, on a case-by-case basis. The rules of common sense and reason shall prevail.

Please contact the Office of the Equal Opportunity Officer for further information on procedures for filing formal complaints of sexual harassment. For further information on procedures for filling formal complaints of sexual harassment contact the office of the Equal Opportunity Office.
Appendix D

NON-DISCRIMINATION POLICY

Morgan State University’s affirmative action and equal opportunity policy states, “the University reaffirms that it shall provide educational programs, services, and employment without regard to race, color, religion, national origin, age, sex, disability, marital status, pregnancy or veteran status.” Further the policy will continue to apply to all programs and activities of the university, including student admissions, educational programs, non-educational activities, employment and other related activities covered under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973, the Americans with disabilities, Act, and the Age Discrimination Act of 1975. The Social Work Program adheres to the affirmative action policy and philosophy of the University.

The Policy of non-discrimination will prevail throughout every aspect of the program related to employment practices and the learning environment, including but not limited to the following:

1. Recruit, hire and promote in all job classifications, except where sex or age is a bonafide occupational qualification.

2. Make all decisions for hiring or promotions based solely upon each individual’s qualifications for the position to be filled.

3. Make all other personnel actions such as compensation benefits, transfers, layoffs, returns from layoffs, and social and recreational programs avoiding all elements of bias or discrimination.

4. Institute a policy to ensure a work environment free from sexual harassment.

5. Ensure reasonable accommodations to be made for handicapped applicants and qualified handicapped individuals.

6. Undertake a program of affirmative action to make known that equal employment opportunities are available on the basis of individual merit and to actively encourage all persons to seek employment and strive for advancement on this basis.
APPENDIX E

NABSW CODE OF ETHICS

In America today, no Black Person, except the selfish or irrational, can claim neutrality in the quest for Black liberation or fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black Social Workers must use our knowledge of the Black Community, our commitments to its self-determination and our helping skills for the benefit of Black people, as we marshal our expertise to improve the quality of life of Black People. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black Community, and serve as advocates to relieve suffering of Black People by any means necessary.

THEREFORE, as Black Social Workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I REGARD as my primary obligation the welfare of the Black individual, Black Family and Black Community, and will engage in action for improving social conditions.

I GIVE precedence to this mission over my personal interests.

I ADOPT the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I HOLD MYSELF RESPONSIBLE for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black Community.

I ACCEPT the responsibility to protect the Black Community against unethical and hypocritical practices by any individuals or organizations engaged in social welfare activities.

I STAND READY to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I WILL consciously use my skills, and whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.
OBJECTIVES

1. To explore major theoretical perspectives of urban families and to gain insight into strategies and tactics to strengthen and enhance contemporary African American life.

2. To gain a greater sensitivity to the needs and problems in the urban community and to develop a commitment to practice with culturally diverse communities as social change agents.

3. To become knowledgeable and familiar with social welfare and the relationship between societal values, political and economic influences, as well as frameworks that guide formulation and implementation of social welfare policies and programs.

4. To understand the contributions of African Americans and other people of color as systems change agents.

5. To become knowledgeable about and to understand factors which are obstacles to healthy bio-psychosocial development and functioning in the urban community.

6. To develop the capacity for critical analysis of developmental theories and the appropriateness of their use as framework for understanding and assessing human behavior and functioning of people of color and other diverse populations.

7. To become knowledgeable and familiar with the role of the generalist social work professional in the prevention, early intervention, treatment, and rehabilitation associated with alcohol, and other drug use and/or abuse as well as interpersonal and community violence.

8. To demonstrate the ability to integrate theoretical frameworks that guide assessment, intervention and problem solving as fundamental skills in social work practice.

9. To demonstrate the development of a professional self-concept through clarification of personal and professional values for the resolution of ethical dilemmas.
APPENDIX F

Code of Ethics
of the National Association of Social Workers

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

Preamble

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

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

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

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

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

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.
Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

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

**Value: Dignity and Worth of the Person**

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

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

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of
confidentiality and limitations of clients' right to confidentiality. Social workers should
review with clients circumstances where confidential information may be requested and
where disclosure of confidential information may be legally required. This discussion
should occur as soon as possible in the social worker-client relationship and as needed
throughout the course of the relationship.
(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.
1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

**2.06 Referral for Services**

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

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

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

**2.07 Sexual Relationships**

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

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

**2.08 Sexual Harassment**

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

**2.09 Impairment of Colleagues**

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

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

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

**3.02 Education and Training**

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

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

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

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

**3.03 Performance Evaluation**

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

**3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. Social Workers’ Ethical Responsibilities as Professionals

4.01 Competence

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
This application will be used to assess and match students with an appropriate Social Work Field Placement. This form will be forwarded to an agency once selected. Students should submit two typed copies of this form along with two copies of your updated resume to the Office of Field Education.

☐ BSW

Date: _______________________
Name: _______________________________________________________
Local Address: ___________________________________________________ Apartment #: __________

________________________________________ Zip Code: ________
Home Telephone #: ______________________________ Work#: ___________________________
Cell #: ______________________________ E-Mail: _______________________________
Permanent Address: _____________________________________________________________

________________________________________ Apartment #: __________ Zipcode: ____________
Home Telephone #: ______________________________ Work: ___________________________
Anticipated Summer Address: _______________________________________________________
Apartment #: _______ Zipcode: _________________
Home Telephone #: ______________________________ Work: ___________________________
Date of Birth: __________ Place of Birth: _______________________________________________
Marital Status: __________ Children: ___________________________ Ages: __________
Physical Challenges or other limits on your activities: Yes: No: __________
Wheelchair_______ Hearing Impaired_______ Visually Impaired_______
Driving Info:  Do you have a driver’s license? ______
Do you have an automobile? ______
Will you have access to a car during your field placement? ______

Are you fluent in any other languages (including sign)? __________________________
(State language and level of proficiency) ________________________________________
____________________________________________________________________________

Current and Future Goals:

Field Placement Goals: In the space below please discuss in detail what you expect to
gain from your field experience.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Career Goals: Describe what your Career Goals are and how you plan to use this
experience to further those Goals.
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Special Consideration: Please note any special issues or concerns
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Volunteer Experience:
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____________________________________________________________________________
Involvement in community and campus activities:

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Special skills and interests:

____________________________________________________________________________
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APPENDIX H

MORGANSTATE UNIVERSITY
SOCIAL WORK SCHOOL: BSW ____ MSW ____
LIAISON FIELD INSTRUCTION REPORT

DATE: __________________ NOTE: See reverse side for extended comments, as needed.
NAME OF STUDENT: ___________________________________ DAY SCHEDULE AT FIELD:
FIELD PLACEMENT: ____________________________________
TELEPHONE#:________________________________________
FIELD INSTRUCTOR: ____________________________
CELL PHONE:_______________________________________
ADDRESS OF FIELD PLACEMENT:
________________________________________________________________________
________________________________________________________________________
PERSON(S) CONTACTED:
________________________________________________________________________

PURPOSE OF CONTACT: ( ) Regular semester contact. ( ) Other? ___________________

COMMENTS ON STUDENT PERFORMANCE: (Continue comments on reverse for each section, if necessary)

PROGRESS OF STUDENT: (Identify new assignments; new cases, agency orientation, training, etc.)

PROBLEMS: (If any; identify and discuss; continue on reserves if needed)

Decision made (If needed)

WAS STUDENT INTERVIEWED? _____YES _____NO (Place student comment on reverse.)

AVERAGE LENGTH OF WEEKLY SUPERVISION:

PRESENT CASELOAD OR PROJECT:

________________________

Field Liaison

(OVER)

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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APPENDIX I

School of Social Work

Agency:______________________________________________________________

Address:________________________________________________________________

Telephone:________________________________________________________________

Agency Field Instructor:____________________________________________________

The _____________________________recognizes the commitment and

   (Agency/Organization)

responsibility in the education of the professional social worker, and therefore agrees to
work collaboratively with the School of Social Work of Morgan State University in the
operation of the field instruction program.
The above field placement agency and the School of Social Work of Morgan State
University agree to the following:

The Field Placement Agency/Instructor:

1. Agrees to provide a field placement for students from the School of Social Work
   at Morgan State University. The number of students shall be mutually agreed
   upon and is based upon the needs of the School of Social Work at Morgan and
   the ability of the agency to accommodate and provide a meaningful generalist
   and/or advanced social work educational experience.

2. Agrees that field instructors are to possess a Master’s degree in Social Work, and
   have the time, interest, and ability to assume the educational role, and accept
   the required responsibility as stated in the “Responsibility of Field Instructors”
   (Cited in the current Field Manual).

3. Agrees that the Field Instructors are to attend University seminars for orientation
   to the Social Work Program’s goals and objectives, as well as other seminars
   related to the Field Instruction role.

4. Agrees that Field Instructors are expected to be familiar with the goals and
   objectives of the Social Work Program.
5. Agrees that Field Instructors will set aside time and provide supervision for a minimum of one hour weekly.

6. Agrees that Field Instructors will evaluate the student(s) four times a year (twice per semester) on the forms provided by the University.

7. Agrees that the agency will provide private working space and supplies to conduct appropriate agency activities and learning experiences.

8. Agrees that when possible to pay for travel incurred by students in the performance of their duty for the agency.

9. Agrees that the supervisor providing direct supervision (This includes the task supervisor) MUST participate in the annual orientation session and any other required meetings as needed.

10. Agrees that at any time the student is found to be performing at a level below expectation, the field instructor is responsible for preparing a detailed work plan for the student. This should be brought to the immediate attention of the Field Liaison and the Chair of Field Education.

**Morgan State University, School of Social Work:**

1. Agrees to provide the Agency/Field Instructor with the student’s profile.

2. Agrees to provide Field Instructors with appropriate material related to the Field Instruction Program.

3. Agrees to assign a faculty representative/liaison to facilitate communication between the University and the Agency.

4. Agrees to provide orientation and training opportunities for Field Instructors.

5. Agrees the faculty liaisons will be available for consultation with the Field Instructors and students. The minimum number of agency contacts by the faculty liaison is one face-to-face agency visit, and one telephone discussion per semester.

6. Agrees to keep Field Instructors informed through the faculty liaison of any changes in the school policy or curriculum, which affects the Agency-University relationship or field instruction.

7. Agrees that the faculty liaison, in consultation with the Field Instructor is responsible for the assignment of the final field instruction grade.
IT IS UNDERSTOOD THAT THESE SIGNATURES COMMIT YOU AND THE AGENCY TO THE ABOVE AGREEMENT.

Signed:

Agency
Executive: ______________________________ Date: ________________

Agency
Chairperson: ___________________________ Date: ________________

Chair of Field
Education: _____________________________ Date: ________________
FIELD INSTRUCTOR IDENTIFICATION

Name:____________________ Name of the Agency_______________________________

Agency Address:__________________________________________________________________________

Telephone: (Office)____________________ Email:______________________________

Cell Phone________________________ Fax:________________________________________

Job Position:__________________________________________________________________________

Duties:________________________________________________________________________________

Years of Employment:____________________ Date Began:__________________________

Current Employment:____________________ Date Began:__________________________

Previous Employment:
Name of Employing Agency:__________________________________________________________

Title:__________________________ Years Employed:______________________________

Education:
Bachelors Degree (Institution):____________________ Year Received:________________

MSW Degree (Institution):____________________ Year Received:________________

License:_______ LGSW________ LCSW________ LCSW-C _________ LISW________

Specialization(s):______________________________________________________________________

Signed:
Field Instructor:______________________________________ Date:___________________

**If Task Supervisor is assigned, the following information should be included: Name, Telephone Number, Email Address, and Agency Job Position**
The attached instrument is designed to facilitate the planning for field instruction students. The student learning agreement is intended to serve as a means in which the University-agency-student can collaborate in the identification and implementation of student assignments.

A student learning agreement is to be completed on each student enrolled in Field Instruction. The agreement is to be completed by the second week of the school year. This task, identification of activities, is complex and it will require considerable thought on the part of all three parties concerned. Therefore, it is essential that faculty liaisons begin the process as soon as possible.

**Contract Instructions**

1. **GOALS** - Broad statements pertaining to the student's learning experience are to be developed. The goal statement refers to a broad category of achievement. Two goal statements are usually sufficient to define the learning parameters.

2. **OBJECTIVES** - For each goal statement, a set of objectives are to be developed. Objectives represent specific measures that indicate goal achievement. The objectives are not only specific but also measurable.

3. **WORK ASSIGNMENTS** - This category of the contract represents the specific activities in which the student will be involved. It is this category that will serve as the focus of monthly visits by faculty liaisons.

4. **DEVELOPMENTAL ASSIGNMENTS** - This category of the contract refers to those activities in which students engage in order to complete the work assignments. Note: Developmental assignments include activities such as literature reviews, meetings, conferences, workshops and any other activity in which information can be obtained.

5. **PROJECTED COMPLETION DATES** - These dates provide the student, field instructor, and faculty liaison with crucial time periods in regards to completion of work assignments. Faculty liaisons must pay special attention in the development and monitoring of these dates.

6. **PERFORMANCE INDICATORS** - These are measures that reflect successful completion of the work assignments. Development of indicators is sometimes difficult and may require creativity. Nevertheless, an indicator for each work assignment is required.
APPENDIX L

MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
STUDENT LEARNING AGREEMENT FOR FIELD INSTRUCTION

STUDENT’S NAME: ____________________________________________________________

PROGRAM (BSW YEAR): ____________________________________________________

DATE OF PLAN: __________________________________________________________

AGENCY: __________________________________________________________________

FIELD INSTRUCTOR: _______________________________________________________

GOALS:
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OBJECTIVES:
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WORK ASSIGNMENTS:
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DEVELOPMENTAL ASSIGNMENTS:
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PROJECTED COMPLETION DATES:

____________________________________________________________________________
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PERFORMANCE INDICATORS:

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COMMENTS ABOUT WORKLOAD:

____________________________________________________________________________
____________________________________________________________________________

DESCRIBE YOUR INVOLVEMENT IN PROGRAM PLANNING & DEVELOPMENT, AND OTHER AGENCY ACTIVITIES AND MEETINGS.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

DESCRIBE YOUR INVOLVEMENT, OR YOU AND YOUR FIELD INSTRUCTOR’S PLANS TO INVOLVE YOU IN GROUP & COMMUNITY EXPERIENCES.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

ANY OTHER COMMENTS:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**APPENDIX M**

**MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK**

**MID-SEMESTER ASSESSMENT OF STUDENT PERFORMANCE-BSW**

Student: ____________________________ Date: ________________

Agency: ____________________________ Liaison: ________________

Field Instructor: ________________________________

Recommended Mid-Term Grade: ________________________________

Check List: Check the block that best describes the student’s level of performance (at this stage of development).

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<th>Possible Problem Area</th>
<th>If Possible Problem Area, Please Attach a Detailed Explanation</th>
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<td>J. Ability to Communicate</td>
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<td>K. Ability to Identify &amp; Express Problems</td>
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<td>L. Ability to Set Appropriate Goals</td>
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<td>M. Recognition of Personal Strengths/Limitations</td>
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<td>N. Use of Supervision</td>
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<td>O. Identification with Social Work Profession</td>
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Signed: ____________________________________ (Field Instructor)

__________________________________________ (Student)
APPENDIX N

MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
GUIDELINES FOR THE PROCESS RECORDING OF INDIVIDUAL INTERVIEWS

PROCESS RECORDING is one method by which you can record the content of an interview. It involves a written record of all communication both verbal and non-verbal (based on the worker's best recollections), and a record of the worker's feelings and reflection throughout the interview. [For the learning process, room should be left on the written record for the field instructor to make comments.] Audio or video recordings can also be used, but do not as easily afford an opportunity for the student to (a) identify his/her feelings during the interview, (b) assess client's feelings, or (c) present summary comments.

PROCESS RECORDINGS SERVE THE FOLLOWING FUNCTION:

A. They are primarily useful as a teaching learning tool. The process recording helps the student to recall the interview in an objective manner and gaining insight into required practice skills and to see the interview from an insight. By providing an approximate text of the interview, the process recording allows the field instructor to follow the interview, see the steps taken by the student, and then either affirm the process or suggest alternative approaches for future reference. A field instructor may see problems or issues that a student may not have identified, and thereby may alert the student to a different direction for the future.

B. Process recordings provide pertinent information that assures appropriate follow-up in the event that the student is not available.

C. An important learning experience for students is learning about themselves, particularly in their relationships with other people. Through process recordings The students learn the process of mutual interaction. Space is reserved in the process recording format provides students feelings relating to the interaction with the clients. Through the use of the process recording, the Field Instructor can assist the student in understanding his/her feelings towards clients.

What should be included in the process recording?

Everything that you can remember that was said or done during the interview should be documented verbatim! You should also include setting, pertinent observations and descriptions, and intrusions such as ringing phones, etc. When including descriptions, be sure to give significant “evidence” involved, the client looks nervous and gives short explanations - e.g. (She shuffled hurriedly for her cigarette and chained smoked throughout the interview. Remember that this recording includes the drawback of selective memory-- but try to be objective.

Each process recording is concluded with a summary. This summary contains the student's questions, reflections, and evaluations of the interview. In other words, the summary allows the students to assess their performance critically. It is also a means of helping the students plan for the next interview.
A process recording should contain the entire content of the interview with the client. It involves self-reflection, the process of client/worker interaction, and learning areas.

Agency: ________________________________________________________________

Client: __________________________________________________________________

Client Setting: __________________________________________________________________

Date of Interview: __________

Client Demographic Information:

Marital Status _____ Employment Status: _____ Gender _____

Age _____ Race _____ Composition of Household _____

Client Background Information:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Source of Referral:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason for Referral:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Identification of Problem(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Client’s Perception of Problem(s):

________________________________________________________________________
________________________________________________________________________
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Worker’s Perception of Problem(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Client Interaction
(Verbal/non-verbal Communication):

________________________________________________________________________
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Worker’s Observations of Client Interaction:

________________________________________________________________________
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Summary of Interaction:

________________________________________________________________________
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Plan for Follow Up

- Client Expectations

________________________________________________________________________
________________________________________________________________________
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- Worker Expectations

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Goal Setting:
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Identifying tasks toward goal achievement:
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Task Implementation:
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Goal assessment (identification of barriers, if any):
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Goal achievement:
________________________________________
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Summary Statement: (Resources, behavioral changes, and theoretical framework)
________________________________________
________________________________________
________________________________________

Next Scheduled Interview ______________________________

Field Instructor’s Comments:
________________________________________
________________________________________
________________________________________

Student Signature: ___________________________ Date: __________

Field Supervisor’s Signature: ______________________ Date: __________
Appendix P

PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE
WITH COMMUNITY AND ORGANIZATIONAL GROUPS

Process Recording Outline

A. Identifying Information

1. Name of the Group (Committee, Task Force, Board, etc)

2. Overall purpose of the group (committee, task force, board, etc.)

3. Date of the meeting or activity being process recorded.

4. Types of persons present and absent at the meeting or activity.

5. Name of the person who called the meeting or activity.

   a. Indicate this person’s position.

   b. Indicate the method of notification for the meeting or activity.

   c. Indicate how much time was allowed between notification and the date of the meeting or activity.

B. Pre-Meeting of Pre-Activity Goals and Perceptions

1. Describe briefly the goals stated for the meeting or activity.

   a. Attach an agenda, if there is one.

   b. Include a discussion of the task and process goals specified for the meeting or activity in your description.

2. Describe briefly your own goal expectations, as a student social worker, for this meeting or activity.

   a. Include a brief statement of your own task and process goals in your description.

C. Meeting or Activity Process

1. Describe the role played by the chairman or leader.

   a. Indicate how he or she played this role(s).

   b. Indicate the impact/ influence of the chairman or leader on the actions of the others present, including you.
2. Summarize the overall interaction of those present.
   a. Indicate the interactional roles played by different group members.
   b. Describe any cliques, leadership pattern or other factors that develop during the interaction.
   c. Describe the atmosphere of the meeting or activity.

3. Describe any decisions made or actions taken during the meeting or activity: how they were introduced and how the decisions were made.

4. Describe plans for the next meeting or activity of this group, e.g., future agenda items. Include a brief discussion of how the group decided on this plan(s).

D. Analysis of the Meeting or Activity

1. Analyze the actions, decisions, conclusions or other interactions that occurred in the group and indicate why you think they occurred.
   a. Include a brief discussion of roles that members played that were significant to the interaction.
   b. Include a consideration of the cliques, leadership patterns or other significant variables that influenced the interaction in your analysis.
   c. Consider the personal motivations of members in regard to the roles, cliques, patterns and other behavior that emerged in the meeting or during the activity and how these personal motivations might be influencing the interaction.

2. On the basis of your analysis, what is your current assessment of:
   a. the commitment of the people involved in this committee, task force, board, etc. to the group’s purpose;
   b. the motivation of the community or agency people involved to achieve this purpose;
   c. evaluate the growth of leadership in this committee or activity, including the group’s capacity to solve the problems or tasks facing it.

E. Analysis of the Student Social Worker’s Practice

1. Identify and analyze your feelings during the meeting or activity.
   a. Describe briefly and analyze your feelings about specific people during the meeting or activity.
   b. Describe briefly and analyze your feelings about the content of the meeting or activity, e.g., apprehension, elation, anger, fear, frustration, etc.
2. Analyze how your feelings influenced the actions and course of the meeting or activity including your own action or non-action.

3. Were your goals for the meeting or activity attained? Explain how you attained them or why they were not attained.
   
   a. What specific social work skills and/or techniques, learned in your practice course, did you use during the meeting or activity.
   
   b. What specific social work skills and/or techniques, learned in your practice courses, do you think you could have used during the meetings or activity?
   
   c. What were the strengths and weaknesses in your practice during the meetings or activity?
Appendix Q

PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE: PROJECTS

Process Recording Outline

A. IDENTIFYING INFORMATION:
   1. Name of Project
   2. Begin and End Dates
   3. Demographics of Populations Served:

B. PURPOSE OF PROJECT:
   1. Goals:
   2. Objectives:

C. PROJECT TEAM MEMBERS and description of tasks

D. FUNDING SOURCE(S):

E. COMMUNITY RESOURCE(S):
   1. Existing
   2. Projected

F. SOCIAL WORK SKILLS UTILIZED:

G. STATUS OF PROJECT:

H. METHODS OF INFORMATION DISSEMINATION:

I. CREATIVITY DEMONSTRATED

J. CONTENT OF THE MEETING: Please use the document: Process Recording Supplement to describe the actual interaction between you and the other participants during the meeting. The content should be verbatim.
**Appendix R**

**PROCESS RECORDING SUPPLEMENT**

*This form must be used for the CONTENT SECTION of each process recording submitted.*

<table>
<thead>
<tr>
<th>Interview Content</th>
<th>Skills Used</th>
<th>Student’s Feelings/Reactions</th>
<th>Student’s Analysis</th>
<th>Field Instructor’s Comments</th>
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APPENDIX S

MORGAN STATE UNIVERSITY: SCHOOL OF SOCIAL WORK PROGRAM
FIELD INSTRUCTOR'S EVALUATION OF LIAISON EFFECTIVENESS

Name of Liaison:

A. Was the role of the Field Liaison clear to you? Yes □ No □

B. Did you have contact with the Field Liaison this past semester? Yes □ No □
   By phone □ Site visit □ Off-site visit □

C. If you needed assistance, did you initiate contact the Field Liaison? Yes □ No □

If no, explain why you did not initiate contact.

If yes, was the liaison responsive to request for assistance?

Field Liaisons are assigned the following functions. Please indicate an evaluation of how your liaison carried out these functions:

Scale for evaluation of liaison functions:


   ____ (A) To evaluate range and quality of learning experiences and the learning environment
   ____ (B) To provide information, support and consultation to Field Instructor
   ____ (C) To help Field Instructors develop their teaching skills
   ____ (D) To assist in problem solving in all aspects of the field placement
   ____ (E) To establish communication link between school and agency
   ____ (F) To meet agency director or agency field placement coordinator
   ____ (G) To meet with Field Instructor(s) and student(s), together or separately or both
   ____ (H) To discuss student performance
   ____ (I) To participate in trouble-shooting
   ____ (J) To share Liaison Report forms and Evaluation of Agency with agency and /or Field Instructor
APPENDIX T

MORGAN STATE UNIVERSITY – SCHOOL OF SOCIAL WORK
AGENCY’S EVALUATION OF FIELD PROGRAM

Agency: ______________________________________________________________
Field Instructor/Coordinator: __________________________________________

Please rank the following areas as you experienced them during the past year in relation to the University's responsibility to the agency. Please feel free to write any additional comments about the relationship between the agency and the University below and on the reverse side.

Answer the following by placing the appropriate letter on the line before each number.

A = Great Extent, B = Good Extent, C = Some Extent,
D = Little Extent, E = No Extent, F = No Opportunity to Observe

_____ 1. Provided agency with an overview of the Field Instruction Program and advised agency of the needs of the student(s).

_____ 2. Provided Field Instructor and agency with information and direction regarding supervision and appropriate learning experiences for students.

_____ 3. Held seminars for Field Instructors.

_____ 4. Was responsive to agency issues and concerns.

_____ 5. Provided materials to assist Field Instructors in developing their teaching skills.

_____ 6. Supplied agency with a calendar for the year, University Bulletin, and profile of student(s)

_____ 7. Provided a forum for Field Instructors and MSU Faculty to discuss and explore how to better integrate what students are learning in the classroom with their experiences in the placement.

_____ 8. Students were adequately prepared to begin the Field Instruction process. (Basic knowledge of social work values and understanding of the social worker’s role)
Comments/Suggestions:

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Field Instructor’s Signature:_____________________________________

Date:_________________________
APPENDIX U

MORGAN STATE UNIVERSITY - SCHOOL OF SOCIAL WORK
STUDENT EVALUATION OF LIAISON EFFECTIVENESS

Name of Liaison______________________________________________________________

Name of Placement Agency__________________________________________________

A. Did your liaison make a site visit to your agency this semester?
   Yes □ No □

B. Have you had personal contact with your liaison this semester?
   Yes □ No □

1. If yes, check the following as appropriate:
   - Liaison seen in group meeting only □
   - Liaison seen at field placement □
   - Liaison seen in personal interview on campus □

2. If no, check the following as appropriate:
   - Student did not attend group meeting □
   - Student did not request contact with liaison □
   - Liaison not sufficiently available for appointments □

Field liaisons are assigned the function of directing and monitoring the students' learning experiences in the field. Within the context of your knowledge and involvement this semester, please indicate an evaluation of how your liaison carried out these functions:

Scale for evaluation of liaison functions:


   □ (A) To monitor and review students' field learning experiences
   □ (B) To assist in integrating theory and practice
   □ (C) To evaluate students' performances (assessing strengths and weaknesses) in the field
   □ (D) To evaluate range and quality of learning experiences and the learning environment
   □ (E) To establish communication link between school and agency
   □ (F) To meet with Field Instructor(s) and student(s), together or separately or both
   □ (G) To discuss student performance
   □ (H) To assist in problem solving in all aspects of the field placement, when necessary
   □ (I) To act as an enabler and facilitator in resolution of concerns related to field work
APPENDIX V

MORGAN STATE UNIVERSITY - SCHOOL OF SOCIAL WORK PROGRAM
STUDENT EVALUATION OF AGENCY

To Students and Field Instructors:

The student evaluation form is being used to bring about improved communication between the student, the agency and the school. It is essential that this evaluation be completed twice a year--at the end of each semester.

In accordance, please be cognizant of the following:

1. Be very honest with each item,
2. Evaluate each item separately.
3. It may not be easy to answer an item, however, each item must have a response.
4. Evaluate performance to the best of your ability.

Note: The student has the opportunity to express any additional comments in narrative form if so desired.

Name of Student: __________________________________________

Name of Agency: __________________________________________

Agency Supervisor: _________________________________________

Date of Evaluation: _________________________________________

I. Student’s Assessment of Agency’s Role and Function

A. Briefly state your understanding of the agency’s purpose and function.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
II. Student's Assessment of Role and Function of Field Instructor

Comment on the following by placing the appropriate number in front of each letter:

A = Great Extent  B = Good Extent  C = Some Extent
D = Little Extent  E = No Extent    F = No Opportunity to Observe

_____ A. Involved self in a relationship with the student.
_____ B. Aided in student's continued growth and learning toward the development of a professional social work identity.
_____ C. Offered guidance and direction.
_____ D. Assigned appropriate quantities of work.
_____ E. Allowed student to critically examine the student's attitudes and performance.
_____ F. Allowed student to critically assess agency programs and policies.
_____ G. Assisted the students in the development of Social Work ethics and values

III. Student's Assessment of the Level of Communication.

_____ A. Regular supervisory and instructional meetings.
_____ B. Teaching the integration of social work knowledge, skills, and techniques.
_____ C. Feedback in reference to assignments and learning processes.

Signed: ____________________________________________
(Student)

__________________________________________
(Field Instruction Supervisor)
APPENDIX W

MORGAN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
END OF SEMESTER EVALUATION OF STUDENT'S PERFORMANCE IN FIELD INSTRUCTION
BACCALEAUREATE OF SOCIAL WORK

Student’s Name: ____________________________________________
Agency: ___________________________________________________
Field Instructor: _____________________________________________

Directions:
This evaluation form is to be used for each marking period during the academic year. The student is to be evaluated on each of the learning objectives. A rating scale of 1-5 (with one representing the low and five the high point on the scale) is to be used to assess each objective. Specific examples of student(s)' performance should be provided when objectives are rated at either extreme. Field Instructors are also encouraged to use the narrative section of the form to highlight student's progress or to identify areas in which improvement is needed.

Answer the following by placing the appropriate number in front of each of the letters listed below--keeping in mind that the highest rating is five and the lowest rating is one.

I. Knowledge of Field Instruction Setting

To what extent has the student:

____ A. Demonstrated the ability to articulate the mission and function of the agency

____ B. Demonstrated the ability to accurately articulate the agency’s services to persons internal and external to the agency

____ C. Utilized agency and organizational structures as a mechanism to affect social change and advocate for clients

____ D. Demonstrated an understanding of his/her role within the agency

____ E. Attended and participated in meetings and activities related to the operation of the agency
II. Professionalism

A. Values

___ A. Understood and utilized generalist practice methods with diverse urban population, organizations and communities

___ B. Demonstrated awareness of his/her own values and the effects of these values on practice situations

___ C. Understood the dynamics of oppression and demonstrated sensitivity to the impact of discrimination on vulnerable population and the delivery of services

___ D. Operationalized and abided by the values and ethics of the social work profession with clients, colleagues, and other agency personnel

B. Socialization to the Profession

___ A. Consistently prepared for field instruction conferences and other educational sessions

___ B. Demonstrated punctuality and accountability

___ C. Utilized supervision and consultation in practice setting to expand knowledge base

___ D. Demonstrated behaviors that are consistent with the Professional Code of Ethics

III. Recordings

To what extent has the student’s recording:

___ A. Demonstrated competence in oral, written, and technological communication skills

___ B. Demonstrated knowledge of and the appropriate use of forms and documentation required for service delivery to the agency’s clients

___ C. Were written in a consistent, timely and articulate manner within the agency’s guidelines
IV. Client/Worker Relationship

To what extent has the student:

___ A. Demonstrated knowledge and understanding of theories in service delivery to diverse urban populations

___ B. Demonstrated the ability to utilize the problem-solving model at multiple systems levels

___ C. Demonstrated self-awareness of one’s own values, attitudes, beliefs, and feelings as they impact the helping process

___ D. Demonstrated the ability to utilize the strengths of the client to accomplish change objectives

___ E. Identified with the client and the agency in a balanced manner

Evaluation of Student’s Performance in Field Instruction Form

V. Communication

To what extent has the student:

___ A. Provided the proper climate for communication such as privacy, orienting the client to the new or uncertain situation, allowing sufficient time for the interview, etc.

___ B. Used language which is direct, clear, and understandable

___ C. Demonstrated the ability to listen, communicate and engage in purposeful interactions with others

___ D. Described and interpreted verbal and non-verbal behaviors of the client
VI. Assessment:
To what extent has the student:

___ A. Articulated to the client the purpose of their interaction
___ B. Demonstrated the use of human behavior theory in collecting information about the client’s situation
___ C. Understood the client’s definition of the problem or situation
___ D. Determined client needs (along with the client) and established priorities
___ E. Facilitated client decision making through exploration and identification of alternatives
___ F. Accepted the client’s right to withdraw from the helping process; enabled the client to make this choice
___ G. Showed beginning skills to establish service contracts with clients

VII. Intervention
To what extent has the student:

___ A. Demonstrated the ability to develop and implement a plan of intervention from a generalist perspective
___ B. Obtained relevant information from resource providers
___ C. Educated clients in the use of resources (programs/services etc.)
___ D. Utilized the process of referral on behalf of clients in an effective and sensitive manner
___ E. Applied research and relevant research findings to practice
___ F. Demonstrated the ability to plan with the client system, where appropriate, those areas of work each will assume toward implementing a change strategy
Narrative:  (Please provide a narrative with this form which highlights aspects of this evaluation.)

Number of hours spent in Field Instruction setting during the marking period.
Number of hours absent: _________  Illness _________  Other ______
Suggested Letter Grade ______

Field Instructor:______________________________  Date:____________
Agency: ______________________________________________________
I have read this evaluation: ___________________________ Date:_______  
(Student’s Signature)

Note:  The student’s signature does not indicate acceptance of report. The student has the right to redress.
Students who request placement at an agency where they are currently working must fill out the top portion of this form, then present the form to their current supervisor for completion.

STUDENT NAME: __________________________ PHONE: __________________

STUDENT’S TITLE AT THE AGENCY: ________________________________

AGENCY NAME: _____________________________________________________

AGENCY ADDRESS: ______________________ PHONE: _______________

SUPERVISOR’S NAME: ______________________ PHONE: _______________

The following portion of this form is to be completed by the supervisor and/or administrator of the agency.

INSTRUCTIONS FOR FILLING OUT FORM: Students may request Field Work at the agency where they currently work, but only with careful consideration and under certain restrictions. Additionally, the Director of Field and the student’s Supervisor or Administrator of the agency must mutually agree that the plan for Field Work at the agency is feasible and beneficial to the student and to the agency. This plan can only be implemented for one academic year.

A plan for the student to do Field Work at the agency where they currently work must insure three things: One: The student will work all of the required field work hours in an area of the agency separate and different from the one which they currently work. Two: The work done in this area must be sufficiently different from their current work. Example: The student may be working in an agency where their current job description is ‘child protection.’ The agency may suggest that the student can work in a separate area, such as ‘adoptions,’ or ‘family preservation.’ Three: The Field Instructor must be a different person than the Supervisor of the student’s current full-time work location. If there is any difficulty or question about completing this form, please call Professor Thelma Rich at 443-885-1963.

BRIEF DESCRIPTION OF THE STUDENT’S CURRENT TITLE AND WORK DUTIES:
____________________________________________________________________________________________
______________________________________________________________________________________________

BRIEF DESCRIPTION OF THE PROPOSED NEW, SEPARATE FIELD WORK DUTIES, INCLUDING THE NEW TITLE ASSOCIATED WITH THESE DUTIES:
____________________________________________________________________________________________
______________________________________________________________________________________________
NAME OF NEW UNIT IN WHICH STUDENT WILL COMPLETE FIELD WORK:

LOCATION OF THE NEW UNIT (Show that the new unit is located in area different from the location in which full-time work is done.)

NAME OF FIELD WORK INSTRUCTOR IN AREA OF NEW DUTIES:

WHAT SOCIAL WORK PRACTICE SKILLS WILL THE STUDENT ACQUIRE IN THE INTERNSHIP? (To be filled out by the Supervisor):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

TO BE ANSWERED BY STUDENT: IN THE ROLE OF A DYNAMIC INTERN, HOW WILL THIS EMPLOYMENT BASED INTERNSHIP EXPAND YOUR SOCIAL WORK SKILLS?

______________________________________________________________________________

SIGNATURES:

SIGNING FOR THE AGENCY (This should be the Agency Director or Designate):

(Print Name) ________________________________

SIGNATURE: ________________________________ DATE: ________________________________

NAME OF FIELD PLACEMENT SUPERVISOR: ________________________________

SUPERVISOR’S SIGNATURE: ________________________________ DATE: ________________________________

SIGNING FOR THE SOCIAL WORK SCHOOL: PROF. THELMA RICH

SIGNATURE: ________________________________ DATE: ________________________________

STUDENT SIGNATURE: ________________________________ DATE: ________________________________

Form Devised: 08-30-10
Appendix Y

School of Social Work

Field Setting Identification Sheet

Name of Agency:________________________________________________________

Address:________________________________________________________________

Executive Director:_________________________________Telephone:_________________

Field Instructor:_________________________________Telephone:_________________

Email Address:_________________________________________________________

Briefly Describe:

1. Agency Function(s):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Services Offered:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Specify the unique potential and opportunities for field instruction provided from your agency:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Division of Program to which the student will be assigned:
______________________________________________________________________________
______________________________________________________________________________

5. What provisions have been made for the student to receive orientation?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Describe any special projects or tasks the student will be assigned.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. Hours of Operation:__________a.m. to ____________p.m.
   Evening Hours:_____________________________________________________
   Days of operation: ________________________________

8. Describe the accessibility of public transportation.
______________________________________________________________________________
______________________________________________________________________________

9. Give Directions to student’s agency site (From MSU). Describe parking situation.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature:_____________________________    Date:____________________