

**WHITNEY M. YOUNG, JR.,
CLARK ATLANTA UNIVERSITY
SCHOOL OF SOCIAL WORK**



**BACCALAUREATE
PROGRAM
FIELD PRACTICUM
HANDBOOK
AY 2015-2016**

Dr. Vimala Pillari, PhD
Dean

Dr. Darrin E. Wright, LMSW
Assistant Professor
Director of Field Education and Practicum Activities
Thayer Hall, Rm. 227
223 James P. Brawley Drive, SW
Atlanta, Georgia 30314-4391
404-880-8553

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By: Dr. Darrin E. Wright, LMSW

PREFACE

Field education provides the practical experience for professional social work practice. It is field practicum that provides students with an educationally supervised arena for learning, growing, and doing. Field education is a partnership between the educational community and the practice community in training future social work practitioners. It provides students the opportunity to apply classroom knowledge and skills in an agency-based work environment. As such, students are introduced to the everyday struggles, issues and challenges faced by individuals, groups, families, organizations and communities.

The student in field is guided and professionally nurtured by the agency field supervisor, who ensures that the learning experiences, opportunities and work environment offer the foundation for professional social work practice. The agency field supervisor assists the student in preparing a well-organized educational plan that is specific to social work education and details the learning objectives of the Whitney M. Young, Jr. School of Social Work. The agency field supervisor further assists the student's evaluation of self as an emerging professional social worker. The school does not grant social work course credit for life experience or previous work experience.

Communication between the agency field supervisors, faculty field liaisons, students and the Director of Field Education and Practicum Activities, as well as, the BSW Program Director is necessary in meeting learning objectives, ensuring student learning and maintaining sound social work practice and outcomes. Each student is assigned an agency field supervisor and faculty field liaison who conjointly monitor the student's performance. Both the faculty field liaison and agency field supervisor are critical to the student's overall learning and professional development.

The field instruction program at Whitney M. Young, Jr. School of Social Work provides students with the opportunity to apply theories and skills they are learning in the classroom to actual practice. The major objective of field education is to prepare undergraduate students for competence in generalist social work practice by helping them develop the knowledge and skills they will need to assume a range of professional roles.

- The foundation placement is designed to teach students basic social work knowledge and skills, and to expose them to assignments in direct practice. Ideally, the foundation placement gives students the opportunity to work in settings and with populations or social problems that differ from previous work or volunteer experiences.
- The advanced placement offers students in-depth experiences in direct practice, within one of the schools two foci areas: Child and Family and Health/Mental Health.

This manual has been prepared as a guide for students, faculty field liaisons agency field supervisors. It is designed to facilitate field instruction for social work students enrolled in the Whitney M. Young, Jr. School of Social Work BSW Program. Should you have feedback as you

use this manual, we welcome your input and recommendations. We at the Whitney M. Young, Jr., School of Social Work School are committed to providing students with a well-rounded educational foundation for professional social work practice. We encourage your comments throughout the academic year.

I wish you a rewarding and fulfilling field education experience as you grow personally and professionally

Dr. Darrin E. Wright, LMSW
Assistant Professor
Director of Field Education and Practicum Activities
Whitney M. Young, Jr. School of Social Work
Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, Georgia 30314
dwright@cau.edu
404-880-8553



Dear BSW Social Work Student:

Social work is a profession that applies a working body of professional knowledge to the resolution of social problems and the enhancement of social functioning. Field education is an integral part of both the Foundation and Advanced Curricula here at Whitney M. Young, Jr., School of Social Work. While classroom learning focuses on knowledge and theoretical principles for practice, the field curriculum exposes you to a wide range of problems and possibilities. It will teach you to assess these situations and to develop, implement, and evaluate social interventions for actual persons, families, groups, organizations, and communities.

In field, you will practice social work techniques within a variety of human service settings. There are opportunities for 1) building on and applying principles, concepts, and theories taught in classes and 2) developing discipline and insight into the use of self as a professional person.

Your specific assignments are elaborated in the Student Educational Plan. Students practice in a wide array of agencies, including community development organizations, family and children's services, legislative and administrative posts, medical and rehabilitative services, mental health services, programs for the aged, and other specialized settings. You are likely to work with clients from a variety of backgrounds and learn to consider the impact of age, ethnicity, gender, national origin, race, religion, and other issues of difference when working with your clients.

You are about to embark on one of the most significant experiences in your development as a professional social worker – the practicum experience. Your field practicum will give you the opportunity to begin applying what you have learned in the classroom to real life social work practice situations.

This manual is designed to provide you with essential information for making your practicum a successful experience. Please familiarize yourself with its contents.

If you have any questions or concerns at any time, please do not hesitate to contact me, or to speak with the Director of Field Instruction/Practicum Placement Activities. Best wishes for an exciting and rewarding field instruction experience.

Sincerely,

Dr. Vimala Pillari
Dean and Professor

Whitney M. Young, Jr., School of Social Work at Clark Atlanta University • 233 James P. Brawley Drive S.W. • Atlanta Georgia 30314

1.1 RESERVATION OF RIGHTS CLAUSE

THIS MANUAL REPRESENTS THE MOST UP-TO-DATE INFORMATION WITH REGARD TO THE PROGRAM DESCRIBED. WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK RESERVES THE RIGHT TO CHANGE THIS MANUAL WITHOUT ADVANCE NOTICE.

FIELD PRACTICUM MANUAL
WHITNEY M. YOUNG JR., SCHOOL OF SOCIAL WORK
BSW PROGRAM

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WHITNEY M. YOUNG, Jr., SOCIAL WORK FIELD MANUAL/CODE OF ETHICS ACKNOWLEDGEMENT FORM

I acknowledge that I have been given the opportunity to review the Social Work Student Field Education Manual in its entirety at the following address located on the School of Social Work website:

http://www.cau.edu/Academics_School_of_Social_Work.aspx

I acknowledge that Clark Atlanta University, Whitney M. Young, Jr., School of Social Work Field Manual is no longer distributed in printed form, but acknowledge I can print a version of the document from the website.

I further acknowledge that I have read the Code of Ethics of the National Association of Social Workers and agree to abide by the Code while in field placement and in the classroom. The Code was found on the following website:

a) <http://www.socialworkers.org>
(click on “about NASW” & “Code of Ethics”)

b) and beginning on **page# 90** in the WMYJSSW BSW Field Practicum Manual

As a BSW Social Work Student, I certify I have read, understand, and agree to abide by the policies and procedures specified in the Field Education Manual and the NASW Code of Ethics. I acknowledge that I may be dismissed from Clark Atlanta University, Whitney M. Young, Jr., School of Social Work’s Program if in the professional judgment of the social work faculty, a violation of these documents occurs.

Signature/Date

Please print full legal name

*Students must have a Field Manual/Code of Ethics Acknowledgement Form on file in the Office of Field Education and Practicum Activities as a condition for continuation in the social work program.

History

Whitney M. Young, Jr., School of Social Work 2.0

The first school of social work for African-Americans was established in 1920 as the Atlanta School of Social Work. This was an independent institution whose mission was to provide professional education for African-Americans. In 1924 the School was incorporated under the laws of the State of Georgia. The institution's overall objective was to assist all individuals in their quest to obtain knowledge and skills necessary to serve the African-American community.

The early curriculum of the Atlanta School of Social Work reflected the belief that those serving African-American people needed not only basic social work education but also additional learning directed specifically towards the needs of the African-American community. Forrester Blanchard Washington, Director of the Atlanta School of Social Work from 1927 to 1947, and the Atlanta University School of Social Work from 1947 to 1954 noted in his writings, "The existence of black people in a predominantly unsympathetic hostile world is sufficient for specialized training for social work in the black community; for this position the writer makes no apologies."¹

Membership in the American Association of Schools of Social Work was granted to the Atlanta School of Social Work in 1928, which made it the first African-American School of Social Work to be accredited in the world. On September 1, 1947, the Atlanta School of Social Work gave up its independent charter and became a part of Atlanta University. When the American Association of Schools of Social Work was renamed the Council on Social Work Education in 1952, the Atlanta University School of Social Work became a chartered member.

During 1954, the School was re-accredited, by the then now, Council on Social Work Education, and has maintained its accreditation since then. In fact, at its June 2007 meeting of the Commission on Accreditation (COA), the COA voted to reaffirm the School's accreditation for another eight (8) year cycle, ending June 2014.

Up to 1964, the Atlanta University School of Social Work was the only School of Social Work in Georgia, until the University of Georgia, School of Social Work was established, thus, changing the status of Atlanta University School of Social Work to the oldest school of social work in the state, and the world.

In 1988, Atlanta University School of Social Work, formerly known as Atlanta School of Social Work, became Clark Atlanta University School of Social Work. Twelve years later (2000) Clark Atlanta University named the School of Social Work after its first dean, Whitney M. Young, Jr.

¹ Washington, Forrester B. (1935). "The need and education of Negro social workers." *Journal for Negro Education*. Vol. IV. P. 84.

The Social Work Ph.D. Program at Clark Atlanta University was established in 1983 under the auspices of Atlanta University, to develop social work leaders as macro practitioners. The Baccalaureate Social Work Program was established at Clark College in 1979 and accredited in 1981, by the Council on Social Work. Both programs have maintained continuous existence to this day. Fundamental to the Whitney M. Young, Jr. School of Social Work mission, goals, and objectives is the fostering in students of a commitment to serve oppressed populations and to promote social and economic justice. Hence, the Mission of the School is shaped by its rich history and its particular focus on educating African-American social workers. Its doors, however, have always been open to students from other racial, ethnic, cultural, and socioeconomic backgrounds.

In order to prepare culturally competent social work professionals that are guided by an Afrocentric Perspective and capable of addressing the global challenges of the 21st Century, the Whitney M. Young, Jr., School of Social Work recognizes the need to reposition itself as a regional and national educational resource center, with international acclaim. As such, the School's curriculum and program initiatives address the ongoing complexities of social and economic justice at the regional, national and international levels. The School of Social Work currently serves as a model for collaboration with systems of all sizes. Its educational program and model initiatives address the need to explore the impact of social, economic and racial disparity issues, and to develop alternative strategies to reduce such disparities, especially those affecting the health and well-being of African American children and families. More specific, the Whitney M. Young, Jr. School of Social Work adopted during Academic Year 2004-2005, a Research and Practice commitment to study in-depth the plight and needs of African American Males, within the context of family

Mission Statements 2.1

Whitney M. Young, Jr., School of Social Work Mission Statement

The mission of the Whitney M. Young, Jr., School of Social Work, congruent with the University's mission, which is to prepare social work professionals, practitioners and leaders with the knowledge, skills and abilities to address culturally diverse human and social issues locally, nationally and globally

Program Overview

BSW Program Mission 2.2

The mission of the Baccalaureate Social Work (BSW) Program is to prepare a diverse community of undergraduate social work learners to become culturally competent, innovative entry-level generalist social work practitioners and leaders capable of addressing social issues and problems that affect diverse populations in a variety of settings. This is achieved by focusing on the intellectual and creative development of every student within the BSW Program through teaching, research and service engagements with the Schools' faculty and staff .

BSW Program Goals, Objectives and Outcomes 2.3

BSW Program Goals

The Baccalaureate Social Work Program has four goals, which reflect the stated mission of the Whitney M. Young, Jr. School of Social Work and Clark Atlanta University, and are consistent with the purposes, values and ethics of the social work profession. The BSW program goals build on and integrate a liberal arts foundation. The goals also embrace each other by the depth, breath and specific knowledge and skills that students are expected to synthesize and apply in practice. The goals listed below reflect content from the Educational Policy and Accreditation Standards for baccalaureate degree programs.

- Goal 1: Prepare students for beginning entry-level generalist practice with diverse groups without discrimination and with respect, knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, sex, religious, sexual orientation and the relationships between human behavior and the social environment across the lifespan which incorporates the Afrocentric Perspective and the values and ethics of the social work profession.
- Goal 2: Prepare students as beginning entry-level social work generalists who link social research and social service practice by applying research findings to practice, and by evaluating their own practice.
- Goal 3: Prepare students for beginning entry-level generalist social work practice with systems of all sizes.
- Goal 4: Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work education and prepares them for graduate education in social work.

BSW Program Objectives

The four BSW Program goals are carried out through the following eleven program objectives. The Whitney M. Young, Jr. School of Social Work Bachelor of Social Work Program is designed to graduate students who:

- 1) Understand the core values, ethical standards and principals of a generalist social work professional and practice accordingly;
- 2) Utilize and embrace the professional core values in the application of values and ethics to engage in ethical decision-making;
- 3) Apply and communicate critical thinking skills within the context of professional social work practice when working with various systems, populations and groups;
- 4) Recognize the influence of client culture and diversity when practicing with diverse populations and groups;
- 5) Advocate for the advancement of basic human rights, the worth and dignity of all human beings and social and economic justice by incorporating the seven principles of Humanistic Values to practice equitably with all client systems;
- 6) Apply evidence-based research to generalist social work practice, evaluate research studies, apply research findings to practice and evaluate their own practice interventions;
- 7) Apply evidenced-based theories to understand individual developments across the life span and the interactions among individuals and their environment;
- 8) Incorporate the history of the profession and the contemporary structures to develop effective methods to analyze, collaborate, advocate and formulize policies for equitable service delivery;
- 9) Understand the impact of social, cultural, and demographic trends and issues on service delivery to promote sustainable change;
- 10) Utilize the problem-solving method in generalist social work practice with individuals, families, groups, organizations and communities;
- 11) Apply the Afrocentric Perspective as a problem-solving lens that allows generalist practitioners to examine the relational view of oppressed and at-risk populations and groups within all social systems and the general society;
- 12) Apply technological knowledge to enhance professional development and generalist practice skills.

BSW Program Outcomes

Associated with the above mission, goals and objectives, the student must acquire the knowledge and skills necessary for entry into the profession of social work at the baccalaureate level.

Methods of evaluating the successful achievement of the above goals include:

- 1) completion of all BSW curriculum requirements for graduation;
- 2) being competitive in the social work job market;
- 3) admission to and completion of a graduate social work education; and
- 4) contributions and advancement to the field of social work through the application of evidence based practice research and/or scholarly publications.

The student must be able to integrate values, ethics, knowledge, and skills in order to be a competent beginning social work practitioner. The program will challenge each student to examine his/her values, beliefs, and behaviors as part of a growth process essential for helping others. Social work values and ethics as they may be applied in professional settings will be advocated. The faculty of the Social Work Program supports the values and the Code of Ethics of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW).

A liberal arts education is emphasized as an essential method of enriching the life of the student and helping him/her to understand the relationship between the person and the environment. Knowledge of the arts, sociology, psychology, economics, the sciences, literature, religion, math, history, and other areas are essential to effective social work practice. Every effort will be made to move students toward graduation and to prepare them to successfully advance in the profession.

The Social Work Program will strive to serve in a professional capacity the needs of society through community service projects, research, educational forums, and cooperative links with agencies. The program will support and promote involvement in the social work profession. Faculty and students will be encouraged to be active contributors through participation and leadership in professional organizations, conferences, and other activities, i.e. NASW, NABSW, IFSW and OSC.

Philosophy

An interdisciplinary philosophy has been adopted by the Program, which promotes the value that quality service to the client is paramount. Vital to this philosophy is the belief that all social work professionals must share knowledge and mutual respect in reaching a common goal of improving the quality of life for all. The BSW Program has implemented a consistent course of instruction, which exposes the student to those areas of knowledge and experience necessary for identifying with the profession of social work. Standards proposed by the Council on Social Work Education (CSWE) are fully endorsed. The curriculum offers opportunities to learn about other human service disciplines through coursework and shared classes. The student is taught effective methods of working with a variety of systems including individuals, families, groups, and

communities. Social work majors complete their major requirements during the last two years of matriculation at Clark Atlanta University which emphasizes the need for a broadly based liberal arts education, the Social Work foundation curriculum, and the Professional Curriculum of the BSW Social Work Program.

The BSW social work content areas begin upon the completion of the general studies (liberal arts) courses after the first two years of matriculating at the University. Upon successful completion of the two professional introductory courses, and acceptance into the BSW Professional Social Work Program, students majoring in social work enroll in professional courses to include social welfare policy, practice methods, human behavior and the social environment, research and courses that address social and economic justice, oppression, populations-at-risk and field practicum. The field practicum is an exciting opportunity for students to work in an agency setting and apply theories learned in the classroom to client systems prior to graduation.

Accreditation 2.4

Each student who successfully completes program requirements receives a Bachelor of Social Work (BSW) degree. The BSW social work program at Whitney M. Young, Jr., School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). The Council on Social Work Education is the only body sanctioned to monitor social work educational programs to ensure that they meet minimal standards for the profession. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits all degrees granted by Clark Atlanta University.

Generalist Model 2.5

The BSW Program at Whitney M. Young, Jr., School of Social Work trains students as generalist social work practitioners. Generalist social work practice is defined as an *eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. These processes include: client empowerment; working effectively within an organizational structure under supervision; utilizing a range of professional roles; and involves the application of critical thinking skills to the planned change process.*²

As a generalist practitioner, the graduate of the Baccalaureate Program in Social Work is one whose primary desire is for a diverse clientele. This model attempts to overcome the stereotypes of the narrowly specialized worker who might function exclusively as counselor, community organizer, caseworker, or group facilitator. A broad range of helping functions is available to the generalist, enabling effective responses to the immediate problem or need which is being experienced, as well as to conditions in the community and/or society, which cause the problem or present barriers to its resolution.

² Kirst-Ashman, K. and Hull, G. (2006). *Understanding Generalist Practice* (4th ed.). Belmont, CA: Thomson.

The Whitney M. Young, Jr., School of Social Work undergraduate generalist model encompasses tasks, procedures, and processes common to social work practice.

GOALS AND OBJECTIVES OF THE BSW PRACTICUM 2.6

Practicum Goals

The field practicum is a teaching laboratory in which students are provided opportunities to integrate classroom learning with practicum experiences. The practicum experience provides opportunities for the baccalaureate student to understand the nature of the practice profession of social work and the relationship of the requisite knowledge and value bases from other foundation areas of the curriculum. The primary goal of practicum is to allow students to systematically put into practice the knowledge and techniques appropriate to generalist social work practice in concrete problem-solving situations under instructional supervision.

Students are normally assigned a practicum placement at the beginning of the academic year. The Council on Social Work Education (CSWE) recommends that baccalaureate programs provide a minimum of four hundred (400) clock hours over the course of two semesters to accomplish the educational purposes of a practicum program. The Whitney M. Young, Jr. School of Social Work requires 192 hours during the Fall semester of practicum and 208 hours during the Spring semester of practicum. The start and end date for field practicum is adjusted each year to comply with the Clark Atlanta University calendar.

Practicum Objectives

The objectives of practicum, although specific, are broad enough to ensure the exposure of students to a variety of experiences with individuals, groups, families, organizations and communities. Special emphasis is given to the helping process with poor and oppressed people. The practicum objectives that are expected to be accomplished by BSW students are as follows:

1. Develop professional skills for generalist social work practice.
2. Apply and test social work theories in practice situations.
3. Develop ability to analyze problems and implement strategies for change.
4. Become professionally reflective, self-evaluating, and knowledgeable in the process of intervention.
5. Incorporate social work knowledge and values into practice.
6. Apply skills and knowledge of generalist social work practice with systems of all sizes.
7. Apply knowledge and understanding of working with groups that include,

but are not limited to groups distinguished by race, ethnicity, culture, class, gender, political and sexual orientation, religion, physical or mental ability, age and national origin.

8. Use of oral and written communication that are consistent with the language of the practicum setting and the profession.
9. Demonstrate the ability to advocate for the well-being of clients, accept responsibility to initiate action when needed, and work toward the amelioration of environmental conditions that adversely affect people.
10. Develop the ability to assess one's own practice, identify gaps in knowledge and seek opportunities for further professional development.
11. Use professional supervision and consultation to enhance learning.
12. Demonstrate ability to critically assess, implement and evaluate agency policy within ethical guidelines

WMYJSSW Integrative Themes 2.7

The BSW curriculum is shaped by the School's mission, goals, and objectives. In addition, four integrative themes chosen by the Whitney M. Young, Jr., School of Social Work that is deeply embedded in the School's history are: Autonomous Social Work Practice; humanistic values; and the Afrocentric Perspective and the Strengths Perspective. Students are introduced to these themes and organizing framework in the first semester of their junior year of study and they are incorporated throughout the curriculum.

Autonomous Social Work Practice Model 2.8

Autonomous social work practice is an ecological perspective which addresses the Person-in-situation and environment. The *person* is seen as a part of a bio-psycho-social system within his/her socio-cultural reality. Emphasis is placed on client strengths and the differential patterns of Adapting to perceived social reality. The *situation* is viewed as the location of the problem that affects the micro system's efforts to achieve developmental tasks, develop and utilize coping skills, gain access to opportunities, and influence the alleviation of social problems. The *environment* is viewed as interacting societal systems. The goal of autonomous social work practice is planned change and the development of change agents who are: 1) resourceful problem solvers; 2) Knowledgeable of systems and theories; 3) sensitive to effects of planned change, and 4) effective social work practitioners with individuals, groups and communities.

Humanistic Values 2.9

Humanistic values reflect the second theme embedded within the MSW curriculum and conceptual framework. Humanistic values reflect the MSW Program's beliefs about the worth and dignity of all human beings and the ultimate hope that each individual will be able to develop to his/her maximum potential. It is the belief of the Whitney M. Young, Jr., School of Social Work that humanistic values lead to more humane practice in professional social work.

The humanistic values perspective incorporates the following principles:

1. Love (agape) is essential to collective human development;
2. All people are created with equal ability and potential (barring pre and post- natal stress);
3. All human beings have the inherent right to dignity, respect, and personal confidentiality;
4. The satisfaction of basic human needs is a primary responsibility of society and must be the basis upon which society distributes its resources;
5. Perceptions and life experiences of all human beings have value for them;
6. All human beings must have the right to significantly influence the decisions that affect their lives, and
7. Cooperation as opposed to competition is a requisite for developing human communities.

The Afrocentric Perspective 2.10

The Afrocentric Perspective focuses on ways in which the African culture and African heritage affect the worldview, values and behavior of people, and takes into account the African origins of African Americans in America and America's response to their quest for freedom, justice and equality. The Afrocentric Perspective points out the survival patterns of African Americans, Africans in the Diaspora in order to increase understanding of the human condition. In teaching and learning, emphasis is given to the ability to understand the importance of the role of culture in determining how African Americans view their ability to address power, position, and resources in relation to the larger society.

The Afrocentric Perspective asserts that differences in culture, worldview, and historical experiences exist between African Americans and European Americans just as there are differences between other people of color and Europeans. Thus, the Afrocentric Perspective defines and portrays some of these differences and their implications for social work education, human behavior, research, policy, and practice.

Strengths Perspective 2.11

Although the strengths perspective has not yet developed into a theory, it does influence how professionals think and what they do in practice (Saleebey, 2003). Practice methods

stemming from the principles of the strengths-based perspective are described in the literature with mention of such models as family narratives, solution-focused therapy, assets-based community development, and resiliency (Nichols & Schwartz, 2001; Saleebey, 2002). From its inception, the WMYJSSW consistently utilized a strengths perspective as the overarching framework that forms the foundation for understanding an individual's extraordinary capacity for resilience in the face of overwhelming oppression. Several of the African American social work pioneers who taught at Atlanta University insisted on the inclusion of content about African Americans and their strengths that would equip students to understand and handle the complex problems of social work in the African American community. These teachings represented the thrust of the social work curriculum of the School in the 1920s and 1930s. During the 1940s and 1950s, African American schools of social work were pressured to conform to European accreditation standards and were forced to eliminate much of their knowledge of the African American experience from their curricula. In the 1960s, when the Civil Rights Movement was at its peak, Atlanta University and other African American and some majority schools re-visited content on racism and its impact on the minority and underserved populations. Once majority schools embraced the notion that issues of race, and social and economic justice should be included in the curriculum, African American schools, including Atlanta University, embraced this content forthright. In fact, early in the School's history, Forrester B. Washington, the third Director of the Atlanta University School of Social Work (1927-1954) was adamant about the fact that African American social workers should know not only the fundamental assessment and intervention strategies that are common for social work among all groups, but should, in addition, have knowledge about assessment and intervention strategies that were of critical importance for working with African American families. Yabura (1970) reiterated this point and included in a speech given at the 50th Anniversary of Atlanta School of Social Work, that utilizing a strengths perspective was not new for the School, but was a part of its historic mandate and commitment and was embodied in the Afrocentric perspective.

BSW SOCIAL WORK CURRICULUM 2.12 DEGREE REQUIREMENTS

The Bachelor of Social Work requires the following courses in addition to the College General Education requirements. These twenty-one courses total sixty-nine (69) credit hours. When combined with the University's required general education core of fifty-four (54) credit hours the number of hours to earn a degree in social work is one-hundred-twenty-three (123) credit hours. .

Pre-requisite and Required BSW Social Work Courses

CUSW 200 Introduction to Social Work
CUSW 202 Introduction to Professional Helping
CUSW 300 Social Welfare Policy
CUSW 301 Social Research Methods for Social Work Practice I
CUSW 302 Statistics for Social Work Practice II
CUSW 350 Issues of Health Disparities Among Minority Populations
CUSW 360 Interpersonal Skills Laboratory
CUSW 401 Human Behavior I
CUSW 402 Human Behavior II
CUSW 403 Practice Competencies I
CUSW 404 Practice Competencies II
CUSW 405 Field Instruction I
CUSW 406 Field Instruction II
CUSW 411 Social Work Theory and Practice
CUSW 412 Mental Health of Diverse Groups
CUSW 413 Child Welfare Program and Services
CUSW 415 Child Welfare: Abuse, Neglect & Investigations
CUSW 416 Social Work Practice with the Aged

Clark Atlanta University
Whitney M. Young, Jr. School of Social Work
Baccalaureate Social Work Program (123 Credit Hours)

Name _____
 ID# _____

Date Entered Program _____

FRESHMEN YEAR

FIRST SEMESTER (16 hours)			SECOND SEMESTER (16 hours)		
	Grade	Date		Grade	Date
CENG-C105 English Composition I	(3) _____	_____	CENG-C106 English Composition II	(3) _____	_____
CMAT-C103 College Algebra	OR		CMAT-C104 College Algebra	OR	
CMAT-C105 Pre-Calculus I	(3) _____	_____	CMAT-C106 Pre-Calculus II	(3) _____	_____
CBIO-C101 Biological Science	OR		CPHY-C104/L Earth Science	OR	
CBIO-111 General Biology (4)	(3) _____	_____	CBIO-112 General Biology (4)	(3) _____	_____
CPSC-C105 Politics & Global Is.	(3) _____	_____	CPSY-C211 General Psychology	(3) _____	_____
CSTA-C101 Fund. of Speech	(3) _____	_____	CCIS-100 Inform Tech & Computer		
CGED-C100 First Year Seminar	(1) _____	_____	Application	(3) _____	_____
			CGED-C101 First Year Seminar	(1) _____	_____

SOPHOMORE YEAR

FIRST SEMESTER (15 hours)			SECOND SEMESTER (16 hours)		
	Grade	Date		Grade	Date
_____ Foreign Language	(3) _____	_____	_____ Foreign Language	(3) _____	_____
CHIS-C201 U.S., Africa & World I	(3) _____	_____	CHIS-C202 U.S., Africa & World II	(3) _____	_____
CUSW-200 Intro. to Social Work	(3) _____	_____	ENG-C201 World Literature	(3) _____	_____
C CSJ 215 Intro to Sociology	(3) _____	_____	CUSW 202 Intro. to Prof. Helping	(3) _____	_____
CECO 250 Principles of Economics	(3) _____	_____	C_____ Humanities Elective	(3) _____	_____
			CPED-101 Physical Education	(1) _____	_____

JUNIOR YEAR

FIRST SEMESTER (15 hours)			SECOND SEMESTER (15 hours)		
	Grade	Date		Grade	Date
CUSW 301 Social Research Methods for SW Practice I	(3) _____	_____	CUSW 300 Social Welfare Policy	(3) _____	_____
CUSW350 Issues of Health Disparities Among Minority Populations	(3) _____	_____	CUSW 302 Statistics for SW Practice II	(3) _____	_____
CUSW360 Interpersonal Skills	(3) _____	_____	CUSW 412 Mental Health with Diverse Groups	(3) _____	_____
CUSW 411 Social Work Theory and Practice	(3) _____	_____	CUSW413 Child Welfare Programs And Services	(3) _____	_____
CPHI105 Critical Thinking/Religion	(3) _____	_____			

SENIOR YEAR

FIRST SEMESTER (15 hours)			SECOND SEMESTER (15 hours)		
	Grade	Date		Grade	Date
CUSW-402 Human Behavior I	(3) _____	_____	CUSW-402 Human Behavior II	(3) _____	_____
CUSW-404 Practice Competency I	(3) _____	_____	CUSW-404 Practice Competency II	(3) _____	_____
CUSW-405/S Field Instruction/ Seminar I	(6) _____	_____	CUSW-405/S Field Instruction/ Seminar II	(6) _____	_____
CUSW-415 Issues of Child Welfare Abuse, Neglect & Investigations	(3) _____	_____	CUSW-416 Social Work w/Aged	(3) _____	_____

FIELD EDUCATION AND PRACTICUM ACTIVITIES OFFICE 4.0

This office is responsible for the overall administration of the field instruction component for the School of Social Work. This involves working with agency field supervisors, faculty field liaisons, faculty members, and students. Tasks include placing social work students in field sites; establishing student orientation to field; setting field policies, procedures, and standards; developing all forms from the student application process to the student evaluation process; creating field seminar materials; evaluating and maintaining field placement sites; coordinating and consulting with faculty field liaisons; providing orientation and training to agency field supervisors; and maintaining accreditation standards for field education. Our goal is to create partnerships with community agencies/organizations that provide outstanding experiential opportunities for our students.

AGENCY AND SCHOOL PARTNERSHIPS 4.1

The Whitney M. Young, Jr., School of Social Work seeks to develop ongoing partnerships with agencies and organizations. Although it is impossible to utilize every agency each year, the School maintains a professional relationship with each agency that has accepted student interns. The maintenance of a high quality practicum program requires that the School have options through which practicum assignments can be made. The criteria for selecting agencies for practicum are both specific, based on the service and population of the agency, and general, based on the educational standards of the School and CSWE. Listed below are the general criteria:

1. The agency's philosophy of service shall be compatible with the educational program of Whitney M. Young, Jr., School of Social Work;
2. The agency shall accept student training as an integral part of its operation;
3. The agency staff shall maintain the basic program of the agency without reliance on students;
4. The agency shall make available to students suitable office space, access to telephones, supplies and clerical service as needed;
5. The agency field supervisor shall provide supervision as specified by the School one hour per week to the student;
6. The agency field supervisor must have a BSW degree with a minimum of three years postgraduate practice or an MSW degree with a minimum of two years postgraduate practice experience.
7. The agency shall be willing to lend its program to experimental and innovative experiences, within agency policy, which are designed to enlarge and enrich students' learning opportunities; and
8. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, sexual orientation, disability or handicap in either the selection of students for participation in the agency, or any aspect of the

professional training provided; however, with respect to disability or handicap, the disability or handicap must not be such as would, even with reasonable accommodation in and of itself, preclude the students' effective participation in the agency.

The Whitney M. Young, Jr., School of Social Work provides assistance in the development of student learning experiences that are compatible with the services rendered by an agency and the School's educational philosophy and program. Through its practicum coordination and faculty field liaisons, the School will maintain ongoing contacts with and provide assistance to the agency field supervisor.

A Memorandum of Understanding (see Appendix) must be signed by the Agency Director, School Dean, and the University Provost. The Memorandum of Understanding is binding only if a suitable student is identified by the School for assignment to a specific agency.

AGENCY FIELD SUPERVISOR BENEFITS 5.0

Certified Field Supervisor Continuing Education Program 5a

Whitney M. Young, Jr., School of Social Work offers Continuing Education Seminars, for CEU credit, as part of the Georgia Schools of Social Work Field Education Collaborative, consisting of Clark Atlanta University, Kennesaw State University, Georgia State University and University of Georgia Schools of Social Work. Five seminar/workshops are offered over the course of each academic year. These workshops are open to agency field supervisors who supervise students from the collaborative. Supervisors should contact the Director of Continuing Education to determine the availability of these free seminars.

Organization of Practicum

ORGANIZATION OF PRACTICUM 6.0

The field practicum is an integral part of the social work program. It is administered under the supervision of the Director of Field Education and Practicum Activities and the Social Work faculty field liaisons.

General goals of the practicum are as follows:

1. To enable students to experience first hand some of the challenges encountered by human beings as they attempt to negotiate their environment with specific emphasis on populations who are vulnerable or oppressed because of their race/ethnicity, gender, sexual orientation, physical or mental ability, class or age.
2. To provide students an opportunity to test their own interests and abilities for working as a professional social worker with or on behalf of people.
3. To help students gain some familiarity with the administrative complexities involved in addressing human problems and to develop beginning experience in using the network of public and private social welfare services.
4. To familiarize students with the kinds of responsibilities and assignments that are common in social work settings.
5. To help students understand how social work methods, techniques and strategies may be used, as well as the theoretical base that governs the application of these methods and their limits.
6. To help students develop appropriate techniques and practice skills of their own.
7. To provide students the opportunity to observe professionals in action---how they interact with each other and their clients.
8. To acquaint students with the application of social work values and ethics to practice situations.

Students perform 400 hours of practicum (192 hours Fall semester and 208 hours Spring semester) in agency sites that provide the opportunity for them to engage in generalist social work practice activities with populations of interest to them. Specific assignments are based on a learning agreement developed between a student and an agency and include learning objectives, tasks to fulfill those objectives and methods used for evaluation. Although all students are given the same basic learning objectives, tasks may vary considerably depending on the placement site. Students receive six credit hours per

semester for the agency practicum experience, which includes attending the companion seminar courses held twice per month (**CUSW 405 and CUSW 406**).

Topics for the first semester of the practicum seminar focus on generalist practice issues. Students are required to keep a journal of their learning in which they are asked to link class work with the practicum experience and engage in self-reflective reporting so that they are learning about themselves in the process of working as professional helpers. Administrative issues such as agency structure, agency management, advocacy, and program evaluation are topics for the second semester. This allows students to integrate both micro, mezzo and macro-system level practice approaches to their field placement. The syllabus for CUSW 405 and CUSW 406 is located in the Appendix.

ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE WILL NOT BE GRANTED IN WHOLE OR IN PART IN LIEU OF THE FIELD PRACTICUM COURSES.

Practicum Planning Process

PRACTICUM PLANNING PROCESS 7.0

Before students contact social service agencies to interview for field placements, they participate in a planning process designed to help clarify their goals and interests during their junior year. Each student completes an application for the practicum, which is located in the Director of Field Education and Practicum Activity Office. Students meet with their academic faculty field advisor to ensure that all academic requirements have been completed and to discuss any issues or problematic concerns that may impact their performance in practicum. First time entrants, who have been admitted officially to the School, will receive notification from the Office of Field Education. They will also receive an application for field which they will complete and return by a specified date. Based upon student application and résumés, placement matches are made by the Director of Field Education and Practicum Activity. First time students are not permitted to select their own agency site, or make arrangements for placement at any agency site.

During the spring semester, agencies are surveyed to determine their availability for receiving field students. Requests for continuing agency affiliations are considered along with the Faculty Field Liaisons' annual assessments of the performance of their assigned agencies. The Office of Field Education and Practicum Activities maintain a list of affiliated agencies that have been approved by the School of Social Work as placement sites.

If a student is interested in an agency that has not been included on the list, he or she must meet with the Director of Field Instruction/Practicum Activities about it. Under no circumstances should students negotiate placements with agencies without the approval of the Director of Field Education and Practicum Activities. The Director of Field Education and Practicum Activities approves all agencies used as sites. While students identifying agency sites should be commended for their efforts, finding a site does not mean the site will be approved, or that the site will be deemed appropriate for student placements. Site selections are based solely on the educational objectives of the School, not personal preferences or availability or time constraints.

Practicum Eligibility Criteria

In order to be eligible for the field practicum, the student must have completed the University's core curriculum, be accepted into the major without condition, successfully complete the 1st semester of the social work junior major core courses (at least a minimum of 77 credit hours), and currently enrolled in the second semester social work major junior core at the time of field practicum application. In addition, students must have at least a 2.5 in the major.

BSW STUDENTS MAY NOT BEGIN EARNING PRACTICUM CREDIT UNTIL THE DIRECTOR OF FIELD INSTRUCTION AND PRACTICE PLACEMENT ACTIVITIES APPROVES THE PRACTICUM SITE

The Office of Field Education and Practicum Activity have the ultimate responsibility for approving all field internships. Once the completed and signed “Field Placement Confirmation” form is signed by both the assigned Agency Field Supervisor and the student; the form is submitted to the Director of Field Education and Practicum Activities by the student. The student may then register for field education credit hours. The student must then notify any other agency with which he or she has interviewed that he or she will be completing an internship elsewhere. A field agency must be approved by the Field Education and Practicum Activities Office prior to the student’s acceptance of the placement site.

Under no circumstances may a student begin a new field internship until the first day of the first academic semester in which he or she is enrolled in that internship and until the “Field Placement Confirmation” form is received in the Field Office.

Within the first month of the academic semester, the Office of Field Education and Practicum Activity holds a field orientation for new students to inform them of the goals for field instruction, the roles of the Agency Field Supervisor(s) and WMYJSSW Faculty Field Liaison, and the procedures to be followed in developing the Field Educational Plan and completing the field evaluations.

FIELD PLANNING 7.1

- Field Planning begins the semester prior to BSW students entering the field.
- An Application for Practicum and a Practicum Acceptance Form must be completed by each BSW student entering practicum

Note: Every effort will be made to honor specific BSW students placement selections; However BSW student are expected to complete placements in a generalist practicum setting.

EDUCATIONAL RESUME FOR FIELD PLANNING 7.2

- The resume used for Field Education planning is unique.
- ***The length of the resume is not important.*** The longer resume provides potential field instructors with knowledge of the experience the student will bring to the field placement.

- All relevant undergraduate courses are included in this resume.

Resume Outline

Below is one way a resume can be organized. While you do not need to organize yours in this way, it is necessary that you *include all of the information listed below*.

Name: _____

Permanent Address & Phone #: _____

Campus Address & Phone #: _____

Education Experience

Universities attended and degrees obtained. In this section, list courses *by name in column form* (Social Work and related courses), which helped prepare you for Field Instruction. Workshops and seminars attended or presented may be included in this section.

Indicate how examples of writing skills or analytical ability may be obtained (e.g., on request). Written work might include reports or papers, projects completed or worked on, etc.

Employment/Volunteer Experience

List factual information: When, where, for whom you worked/volunteered and responsibilities. Identify skill areas obtained as result of work/volunteer responsibilities.

Special Skills

Speak a foreign language; know sign language, etc.

References: Include three professional references

FIELD DEFINITIONS 7.3

Office of Field Education and Practicum Activities

The office coordinates all aspects of Field Education including planning, coordination of agency/student placement, evaluation of the field agency, and recruiting and training agency field supervisors.

Faculty Field Liaison

CAU Faculty Field Liaisons serve in the role of liaison between the agency, student and social work program.

Agency Field Supervisor

The agency-based field supervisor is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance in accordance with the Field Educational Plan.

Field Seminar Instructor

A faculty member teaches the field practice seminars concurrent with the practicum. The faculty member assist students to integrate theoretical knowledge into practice. The following page provides a step-by-step process for practicum planning.

Step-by-Step Process for Practicum Planning: Flowchart for Practicum Placement

<p>1. Prior to applying for practicum the student will meet with the Director of Field Education and Practicum Activity or his/ her faculty advisor to determine eligibility for practicum; will discuss any potential issues or concerns with faculty advisor that may impact practicum performance; will complete the Request for Practicum Form and will obtain faculty advisor's signature on said form to approve readiness for practicum..</p>	<p>During the first week of the semester for those with no practicum sites and prior to their beginning the first practicum, each student must complete and submit the Request for Practicum Form to the Director of Field Education and Practicum Activities Office. The student will be assigned two practicum placement sites to interview. Student receives a Practicum Packet, which contains information for the student and the field instructor. Both the student and the field instructor will receive a Practicum Manual</p>	<p>3. Student contacts the Practicum Settings and completes the interviews. Student and Agency must agree on practicum placement.</p>
<p>4. Placement Acceptance Form is completed by the student and signed by the qualifying MSW who will provide agency field supervision for the student. The student submits this form to the Director of Field Education and Practicum Activities Office.</p>	<p>5. Student meets jointly with the Agency Field Supervisor to complete the Educational Plan and will submit this Plan to his or her seminar instructor by designated due date for review and approval. If necessary, suggestions for improvement will be made and must be approved by the Faculty Field Liaison.</p>	<p>6. Once the Educational Plan has been approved and signed by the field seminar instructor, the student will submit copies of this Plan to the seminar instructor and their field supervisor on its specified due date.</p>
<p>7. Student will begin practicum on the assigned date during the first week of classes and will be responsible for all practicum assignments, activities, attendance at practicum seminars, and required practicum hours, as specified in the field manual.</p>	<p>8. Attendance at Practicum Seminars is a requirement. Absence from these seminars may jeopardize both the student's course grade as well as continuing to the next practicum.</p>	

Practicum Policies

ADMINISTRATION OF PRACTICUM 8.1

Responsibilities of the Field Education Office

The Director of Field Education and Practicum Activities is responsible for the administration of the field practicum for BSW and MSW students.

These duties include:

- Managing field placement experiences and carrying out the procedures and mandated by the School of Social Work, including; recruiting and selecting field agencies and agency field supervisors
- Arranging student placement
- Planning and providing orientation for agency field supervisors and students
- Planning and providing ongoing training for agency field supervisors
- Monitoring and evaluating student field experiences in relation to program standards
- Monitoring and evaluating student field experiences in relation to CSWE
- Responding to all field related correspondence and request
- Preparing and updating field manuals that contain all field policies and procedures

SITE SELECTION CRITERIA 8.2

Field agencies are selected based on educational needs of the student and on agency interest and commitment to participation in the field education process. To be considered for approval as a practicum site, the Director of Field Education and Practicum Activities visits the agency to determine its appropriateness and capacity to provide learning experiences for our students. If the agency can provide meaningful learning experiences for students and if there is appropriate supervision, the agency is selected as a practicum site. When agencies are approved for student placements, the Dean of the Whitney M. Young, Jr., School of Social Work, the Provost and Vice President for Academic Affairs, the practicum site director sign a Memorandum of Understanding. Information about agencies is provided to students to assist them in making informed choices about their placements. The quality of the learning experience of students in placement, the continued presence of an approved agency field supervisor, and the geographic proximity to the Whitney M. Young, Jr., School of Social Work service area are important considerations. A practicum agency must meet the following criteria:

1. A clearly enunciated agency mission and purpose that is compatible with the philosophy and purpose of social work.
2. Agency functioning that is consistent with the NASW Code of Ethics.
3. Identification of agency staff that can meet the requirements for practicum supervision of BSW students and who are willing to serve in this capacity.
4. Provision of learning opportunities that will allow the student to engage in direct practice.

5. Provision of staff time for planning student learning experiences, instruction and evaluation of students.
6. Support for research activities by students designed to evaluate professional practice.
7. Administrative staffing and stability that assures continuity of instruction for students.
8. Physical facilities that permit students adequate space for activities related to practicum objectives.

Agencies that wish to be considered as a practicum site must complete an application packet consisting of an agency profile, a supervisor profile(s) and a practicum placement agreement. The application is reviewed by the Director of Field Education and Practicum Activities and a decision is made regarding approval of the site.

AGENCY FIELD SUPERVISOR QUALIFICATIONS 8.3

Practicum instructors must meet the following qualifications to supervise BSW students in field placement.

1. Possession of a BSW or MSW degree **from an accredited social work program.**
2. The BSW must have minimally three years of practice experience. The MSW must have a minimum of two years of practice experience.
3. The agency field supervisor must have demonstrated competency in the field of practice used for the practicum.
4. The agency field supervisor must have a desire to mentor and supervise BSW students and a willingness to make reasonable adjustments in his/her schedule to meet the learning needs of the student.
5. Agency Field Supervisors must agree to provide one hour of weekly one-on-one supervision for the student.

Note:

Field Supervisors' who do not hold an BSW or MSW degree but hold a Master's level degree in Counseling will be considered on a case by case basis, depending on the number of years of clinical practice experience and if the practicum experience is deemed congruent with the mission of Social Work profession; in such instances if the agency is approved, the school will make the necessary arrangements to ensure that Social work's values and core competencies as defined by CSWE are reinforced and met by the field supervisor and student(s) placed at the practicum site. **Non-BSW or MSW supervisors**

are assigned a field liaison with an MSW degree from the School of Social Work. The Liaison's responsibility is to meet with the field supervisor(s) to discuss how the field supervisor(s) assist the students with integrating the core competencies and practice behaviors while in the field. In addition, the field liaisons also provide all field supervisors and students with an outline of suggested task and activities students must have an opportunity to experience while at the practicum site for that placement cycle.

EVALUATING OF STUDENTS IN PRACTICUM 8.4

The Educational Plan is the mechanism by which the students, their supervisors and the faculty monitor and assess students' progress in the field. It clearly specifies learning objectives, tasks to be performed to meet those objective and methods for evaluation. Agency Field Supervisors are encouraged to review the Educational Plan with their students during their regularly scheduled supervisory sessions. In addition, the faculty field liaison meets with the student and the agency field supervisor face to face at least once during the semester. The faculty field liaison reviews the educational plan during these visits to assess progress towards completion of outlined tasks.

The faculty field liaison has the opportunity to review the student's field placement assignments. These assignments can provide the faculty field liaison with valuable information related to how the student is performing in his/her field placement.

The agency field supervisor completes a written mid-term and final evaluation form that is reviewed with the student. The mid-semester evaluation is submitted to the students' assigned field seminar instructor. Likewise, the final evaluation form is submitted by the student to the field seminar instructor as a part of the students' portfolio of assignments on or before the last day of field; As part of the final evaluation, the agency field supervisor is asked to comment on the progress the student has achieved on each of the competencies based on the educational plan and then recommends a final grade. The field seminar instructor and/or assigned faculty field liaisons together, upon receipt of the final evaluation from the agency field supervisor then determine and jointly grant students a final grade using the field practicum grading rubric which factors in cumulative points for students' attendance to field seminars, assignments, and the agency field supervisor's recommended grade on the final evaluation. However, the Director of Field Education and Practicum Activities has the final authority to review, determine and recommend changes to all final grades if needed. Evaluation forms are included in the manual.

Students are awarded a letter grade for each of the practicum seminar courses, and factored into the final grade per semester. These grades are assigned based on students' required assignments, class presentations, concept papers, and class participation. The evaluation criteria for these courses are clearly spelled out in the course syllabi.

STUDENTS WITH DISABILITIES 8.5

Students requiring an accommodation related to a disability should first register with the Clark Atlanta University's Office of Disability Services during the first week of the semester.

Students must provide verification to the Office of Field Education and Practicum Activities, followed by a meeting with their agency field supervisor to ensure that they are appropriately accommodated. If there are problems in negotiating arrangements with the practicum agency, please contact the Director of Field Education and Practicum Activities for further guidance in resolving this issue.

PROFESSIONAL LIABILITY 8.6

The administration of the Whitney M. Young, Jr., School of Social Work maintains a professional liability policy for its various faculty field liaisons. This policy covers duly registered social work students for events that may occur while performing duties in their field practicum. The policy provides a minimum amount of not less than \$1,000,000 per occurrence and no more than an annual aggregate of \$3,000,000. Students and faculty wishing to obtain **additional coverage at their own expense** may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext 387. The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

SAFETY AND SECURITY OF STUDENTS IN FIELD 8.7

Safety of students in field is a priority for the Office of Field Instruction and Practicum Placement Activities and the university. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering services to clients. This topic is addressed in more detail in the field practicum seminar courses. Students also are encouraged to take advantage of university or agency sponsored workshops focused on personal safety. Students have the right and are encouraged to raise issues of potential risk and safety with agency field supervisors during placement interviews and at any time thereafter.

PAID PRACTICA 8.8

The Whitney M. Young, Jr. School of Social Work acknowledges the need for paid practicum experiences for many of our social work students. However, all procedures and policies for site approval are the same.

STUDENT TRANSPORTATION COST INCURRED IN CONDUCT OF AGENCY BUSINESS 8.9

Student transportation cost incurred while conducting agency business should be paid by the agency. This does not include student transportation cost incurred while reporting to the practicum or leaving the practicum to return to students' home of record or classes at the school of social work.

WEEKEND AND EVENING FIELD PLACEMENTS 8.10

The school encourages students to enroll in traditional placements because evening and weekend placements are limited and **not guaranteed**. Several factors will be considered before the Office of Field Education and Practicum Activities considers approving a weekend or evening placement:

- The Field Supervisor's level of involvement and oversight of student(s) while at practicum during evening hours or on weekends;
- Student(s) opportunities to participate in staff meetings and other work related activities which enhance student learning and are usually conducted during traditional work hours and work week;
- Availability and access to clients and Field Supervisor during evening hours or on weekends.

POLICY FOR PRACTICUM PLACEMENT AT AGENCY AT WHICH STUDENT WORKS AS AN EMPLOYEE 8.11

Students who wish to complete a practicum experience at their place of employment must submit a request form to the Director of Field Education and Practicum Activities. Request forms are distributed at the practicum planning meetings. The request is carefully reviewed using the following six standards:

1. The student must be employed with the agency for a **minimum of three months**.
2. The agency must be approved as a field placement site using the criteria outlined in Section 8.2 of this manual.
3. The student must list all the positions he/she has held at the agency, including a description of employment responsibilities, schedule of work hours and names of supervisor(s).
4. The student must be assigned-as his/her practicum- to a department, unit, or program that differs from all prior or current employment units. This is to insure that the
5. The agency must provide a qualified agency field supervisor who has not supervised the student in employment responsibilities. The agency field supervisor must be approved by the Director of Field Education and Practicum Activities using the same criteria that it would to apply to any other new agency field supervisor.
6. Students who are approved to complete their practicum at their place of employment must meet the same educationally focused learning objectives as all other students in the program.

CRIMINAL RECORDS HISTORY 8.12

Students should inform the Director of Field Education and Practicum Activities and the Director of the BSW Program of any information regarding previous felony convictions and/or other information that may impact the student's ability to secure a practicum. The student will be asked to sign a release of information authorizing the Whitney M. Young Jr., School of Social Work Social Work Program to discuss this information (as necessary) with approved practicum sites.

Should an agency conduct a criminal records check and information is revealed that requires legal action, the agency will act accordingly within the legal purview of the law. There also may be consequences imposed upon the student by Whitney M. Young, Jr., School of Social Work. For example, the student may be subject to expulsion, withdrawal from the university, probation or other actions in accordance with dictates of policy within the University.

SHARING SENSITIVE INFORMATION 8.13

The Director of Field Education and Practicum Activities will share all relevant information with appropriate persons including the faculty field liaison, the agency field supervisor and the BSW Social Work Program Director. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may impact clients, agency field supervisors, agency staff, or the learning experience. Such information will be shared to enable informed choice by agency field supervisors, protect clients, protect students, and facilitate the learning process. Agency Field Supervisors also are expected to share relevant information with the Director of Field Instruction/Practicum Placement Activities.

WITHDRAWING FROM PRACTICUM 8.14

The practicum is distinct from most other social work courses in that a field placement in the community entails not only the educational objectives of the student and faculty, but also professional responsibilities to clients, social service agencies and the community. When students engage clients and assume service responsibilities, they have ongoing professional, educational and ethical responsibilities to consider. Considerable effort is spent on the part of the faculty field liaison and agency field supervisor planning and orienting the student to the placement site. For this reason students should only consider withdrawing prematurely from a field placement site under extenuating circumstances. Should a student desire or be requested to terminate a placement prior to the completion of the total hours required the student's faculty field liaison should be contacted immediately to discuss the situation. Such a situation may occur as a result of: insufficient resources and/or experiences to provide for an adequate learning experience; agency restructuring; a personality or ideological conflict between the student and agency field supervisor; personal crises; a serious illness; or other educational considerations. Only after consultation with the faculty field liaison and the agency field supervisor may the students terminate the practicum with the approval of the Director of Field Education and Practicum Activities. The faculty field liaison, in consultation with the Director of Field Education and Practicum Activities and the student will discuss whether or not the student will be permitted to resume a practicum at a new site. The process for changing the field sites includes students writing a reflection statement concerning their rationale for leaving this internship and what events led to this request. The Director of Field Education and Practicum Activities and the Faculty Field Liaison will determine whether or not credit will be awarded to the student for hours completed at the first practicum site. If the decision is made to change the internship site, a formal termination plan will be completed with the student and agency field instructor. A final evaluation of the student will be completed by the agency along with a verification of internship hours.

For a student who does not maintain professional standards or whose personal problems/issues present obstacles in maintaining professional standards, that student may be removed from placement and receive a failing grade for field instruction. **In such situations, the student may be denied another field placement and dismissed from the social work program. If the recommendation is to remove a student from field instruction, this recommendation must be presented to the Director of Field Education and Practicum Activities, the Director of the BSW Program, and to the student's faculty advisor.**

TERMINATION FROM THE FIELD PRACTICUM/AND OR BSW PROGRAM FOR UN-PROFESSIONAL BEHAVIOR 8.15

A student enrolling in Whitney M. Young Jr., School of Social Work and at Clark Atlanta University assumes an obligation to behave in a manner that is compatible with the institution and school's educational enterprises. This applies not only to the student's behavior on campus, but to the field practicum as well. The student Code of Conduct and the BSW Student Handbook clearly delineate conduct for which a student can be sanctioned and/or disciplined. In addition, sanctions (including but not limited to termination from the field placement and/or the program) may be imposed upon any BSW student who has been found to have violated the professional expectations and standards as described in the NASW Code of Ethics (in Appendix). The school and university process for addressing violation of the standards outlined in the documents sited above are outlined in the Undergraduate Student Handbook

STUDENT PROFESSIONAL BEHAVIOR 8.16

The field placement site is equivalent in many ways to a workplace. The student is expected to maintain regular working hours, be punctual, complete assignments in a responsible and timely manner, follow agency policies and procedures, dress appropriately, and generally conduct oneself in a professional manner. Professional, collegial relationships must be maintained at all times with all individuals in the workplace. In addition, the student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the agency, and the community. It is expected that the student will inform clients of his/her intern status and maintain full disclosure of his/her intern role while conducting business on behalf of the field placement site. To understand and abide by the NASW Code of Ethics, which provides guidelines for professional conduct, is critical for the student in the field setting.

GRIEVANCE PROCEDURE 8.17

Students must follow the process outlined below to grieve any concerns regarding their practicum experience.

1. The agency supervisor and **faculty liaison** will make themselves available for consultation regarding field work issues. The student, the agency supervisor, **and** the faculty liaison will meet with each other prior to filing a formal appeal to address

concerns by the student or concerns regarding a student's performance in the field when it is felt that the student's performance is unsatisfactory, unprofessional or unethical. The **Program** Director and Dean must be notified.

2. If the issue is not satisfactorily resolved between the student, field supervisor, faculty liaison, the complainant should submit in writing within **five (5) working days**, a **request to review the concerns to the Chair of the Academic and Practicum Grievance Committee and the Office of the Dean**. The other party or parties involved should also write a statement detailing his/her perspective of the situation. **A written copy of the concern will be placed in the student's field placement file.**
3. The Academic and Practicum Grievance Committee will consist of the Chair of the Academic and Practicum Grievance Committee, **the Student Educational Advisor, Faculty (field supervisor) of question, the Student's Advocate (faculty/and or student), Director of Field Education and Practicum Activities, and a member of the student organization (OSC)**. The faculty and student representatives selected by the student can present their views regarding the educational issues involved. The Chair will review and discuss the various documents and hear all parties involved.
4. **The Chair will hear the issue(s) for discussion from the committee and make a decision. The Chair provides a written decision to the student, educational advisor, and the Office of the Dean within seven (7) working days following the meeting.**
5. After receipt of the Chair's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean **within seven (7) working days**. The Dean will **review the minutes and the attachments as it relates to the grievance** and will subsequently inform the student, in writing **within ten (10) working days** of the School's final decision.
6. If a student is dissatisfied with the decision rendered at the School level, the student can file a grievance at the University level through the Dean of Undergraduate Studies (See CAU's Undergraduate Student Handbook online).

Student Learning Objectives

STUDENT LEARNING OBJECTIVES 9.0

All students must have a completed and fully executed educational plan 2 weeks after beginning practicum. The educational plan guides the learning experience and serves as an evaluation tool. The educational plan states the learning objectives, specific activities the student will engage in to meet the learning objectives, and methods for evaluating the student. All students must meet the same generalist practice learning objectives (listed below). However, tasks will vary greatly depending on the practicum setting. Educational Plan forms are available in the Director of Field Education and Practicum Activities office as well as contained in this manual.

Once a practicum site has been agreed upon by the student and the agency representative, the student should complete the educational plan with his/her agency field supervisor. The

educational plan must then be submitted to the student's field seminar instructor for review and suggested revisions prior to final signing, if necessary. Once revised, the final copy of the Educational Plan must be signed by the student, agency field supervisor, and the student's field seminar instructor. Copies will be distributed to the student and agency field supervisor. The original will be kept on file with the field seminar instructor. The student is responsible for getting the education plan to all responsible parties.

The following direct practice learning objectives define the structure for field education learning outcomes, as outlined in the Educational Plan:

1. To define the profession of social work, distinguishing it from other professions and determining if the profession is the right choice for the student, to define and to use social work values and ethics, and to begin to develop a professional identity.
2. To explore social justice as the framing value of social work practice, with respect to the strengths, values, beliefs, and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
3. To critically examine the dimensions, causes, and consequences of poverty and inequality and social welfare policy responses, and to critically analyze the impact of public policy on the delivery of services.
4. To prepare students for direct practice in organizations, communities, tribes, and the policy environment, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
5. To prepare students for direct practice with individuals, families, and groups, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
6. To define the range of methods for developing evidence-based social work practice including the critical appraisal of the literature, development of research questions, an strategies and techniques of conducting practice relevant research.
7. To demonstrate professional behavior and professional growth including communication skills and dependability.

Roles/Responsibilities

RESPONSIBILITIES OF AGENCY FIELD SUPERVISORS 10.1

The agency field supervisor plays a vital role in the education of BSW students. It is important that those who take on this role have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

Agency Field Supervisor responsibilities include:

- Assuming instructional and administrative responsibility for the student in the field setting
- Orientation of the student to field placement.
- Assisting the student with preparation of the educational plan.
- Provision of regularly scheduled individual supervision with each student (at least one hour per week), and where feasible additional group supervision.
- Providing the student with ongoing feedback about his/her performance.
- Meeting with the faculty field liaison from Whitney M. Young Jr., School of Social Work at least once during the semester, or as often as needed, regarding the student's progress.
- Informing the faculty field liaison of all concerns relative to the student's fieldwork progress, activities, and any other issues that might affect the placement.
- Informing the Director of Field Education and Practicum Activities of significant changes at the agency (i.e., agency moves, changes in phone number, resignation of agency field supervisor, etc.).
- Completing and submitting all necessary paperwork within the timeframes outlined.
- Attending an orientation for new agency field supervisors

RESPONSIBILITIES OF FACULTY FIELD LIAISON 10.2

Before beginning the practicum each student will be assigned a faculty field liaison. The faculty field liaison is the faculty member responsible for facilitating the student's field achievement of his/her educational goals. The faculty field liaison is integrally involved in the student's educational process. The faculty field liaison is involved in the monitoring of the overall progress of students in practicum, and their matriculation through the Program. The faculty field liaison has access to all practicum reports and evaluations of students that are contained in the practicum file for purposes of educational advisement.

The responsibilities of the faculty field liaison include:

- A minimum of one site visit per semester and additional contact via telephone and email is required of faculty field liaisons. It is recommended that these visits/contact occur before the mid-semester evaluation. Discussion should also occur around the mid-term

point. Additional visits may be required based upon student performance and agency requests.

- Helping the student plan his/her field experience.
- Assisting and clarifying with students the expectations and purpose of the practicum educational plan.
- Consulting with the agency field supervisor and student to review progress and evaluate performance.
- Assisting students with any concerns they have relating to the agency field supervisor, integration of classroom work with the field placement, or other issues related to field.
- Informing the Director of Field Education and Practicum Activities of any problems relative to students' performance in practicum. Serving as a Mentor to assigned student in practicum

RESPONSIBILITIES AND EXPECTATIONS OF STUDENTS PRIOR TO PLACEMENT 10.3

- Assume responsibility for making appointments with the Director of Field Education and Practicum Activities to discuss field practicum placement plans or participate in the process as delineated by the Director of Field Education and Practicum Activities;
- Assume responsibility for adjusting work schedules and personal schedules to complete practicum days and hours as prescribed by the BSW program.
- Assume responsibility for contacting in a timely manner, the designated agency for a pre-placement interview;
- Confirm placements after pre-placement interviews by submitting a completed signed placement acceptance form to the office of Field Education and Practicum Activities in a timely manner prior to beginning the practicum.

RESPONSIBILITIES OF STUDENTS AT PRACTICUM AGENCY 10.4

Students are to consider themselves as future practicing social workers, visiting members of the social work staff, and are to perform assignments in a manner consistent with accepted social work practices. The best guide to general agency customs and expectations will be the behavior of supervisors and the other professional social workers within the agency.

When in doubt, students should discuss questions such as mode of dress, ways of addressing clients and colleagues, and resources within the agency with the agency field supervisor.

Students are expected to arrive on time, follow the scheduled hours meticulously, and practice good time management skills. All students should maintain a time sheet recording the hours spent at the practicum site. Time sheets are found in the appendix of this manual. They are expected to observe provisions of the Social Work Code of Ethics (see Appendix) and other generally acknowledged guidelines for professional social workers. Students are also expected to comply with the Whitney M. Young Jr., School of Social Work policy on sexual harassment.

Students are expected to participate actively in the assessment of their performance. Students experiencing problems at the practicum site should go first to the agency field supervisor. If the problem is not resolved at that level, the student should next go to the faculty field liaison for further consultation and direction. If the problem is not resolved with the intervention of the

faculty field liaison, the student and liaison should go directly to the Director of Field Education and Practicum Activities.

BSW Student Written Reports & Portfolio Assignments Overview

The student is responsible for demonstrating his/her performance through **3** written reports that occur over the two semester period. These reports are: 1.) A practicum report, 2.) An agency profile, 3.) A statistical report. All reports **must be neatly typed and single-spaced**, unless otherwise noted on the forms. The reports should be submitted to the student's field seminar instructor on or before the end of the semester as directed by the field seminar instructor. Assignments may vary based upon individual instructors; however, course content and performance expectations will remain the same.

Practicum Report

The practicum report must be typed and submitted on one page front and back (unless additional pages are approved by the agency field supervisor and faculty field liaison). The report is used to provide a record of the student's activities in implementing the practicum educational plan. It also serves as documentation of student achievement, guides the teaching-learning process, and provides documentation for the evaluation of the student's work at the agency. The report shall include the following components:

1. Practicum assignments
2. Learning objectives and outcomes
3. Social Work Knowledge
4. Social Work Skills
5. Social Work Values
6. Social Work Roles
7. Social Work Problem-solving process
8. Integration of social work theory with practice
9. Statistical report (does not require approval by agency field supervisor)

Statistical Report

The statistical report is designed to provide a quantitative summary of the student's work with various client systems, attendance at meetings and conferences, agency presentations, supervisory hours, and other activities related to the practicum experience. The statistical report is to be submitted with the practicum report in the **fall and spring semesters**.

Agency Profile Report

The Agency Profile Report is an educational tool designed to orient the student to the practicum setting. The agency profile helps the student understand the agency's purpose and mission, programs, services, funding sources, target population and service area. The agency profile is also submitted with the practicum report and statistical report in the **fall semester only**, unless the student is placed at a new practicum site in the spring semester.

Community/Agency Partnership Project

The purpose of the community/agency partnership project is to provide an opportunity for BSW students to engage in macro practice. Community or macro practice in social work is a strategic process of problem solving aimed at reducing imbalances between human needs and resources by utilizing a variety of interventions and strategies to create planned change. The community/agency partnership project engages diverse groups of people for common effort in the promotion of social and economic justice, diversity, social action, and community development, which are inherent in the following goals:

1. To develop an awareness of the interrelationship between the political, economic, and social forces in a given neighborhood as they shape the delivery of human services;
2. To identify gaps in community resources as they affect client delivery systems and to develop concern for community change;
3. To utilize knowledge of socio-cultural characteristics in problem solving with consumers and providers;
4. To broaden basic skills in problem solving with macro systems and in implementing different approaches for intervention;
5. To demonstrate an ability to analyze neighborhood and/or community problems for planned change;
6. To analyze service delivery and planning systems; and
7. To gain understanding of the organizational structure of the agency, its provisions for social services, and its ability to implement social policy.

Each student should choose a topic area based on one of the following social issues that best corresponds to his/her agency setting. The student will be provided access to governmental and/or organizational reports, which will provide national and local data necessary for understanding the topic and for developing a community/agency project. The student is expected to write a paper about the project that incorporates pertinent social work literature and research, and social work practice, roles and skills. The student should follow the proposed outline for writing the paper noted in the Appendix.

Students should choose from one of these topical areas for developing an idea for the community partnership development project. In choosing a topic, students may want to give special consideration to an area of interest that may lend itself to other interests, including advanced learning.

- | | |
|-----------------------------------|----------------------------------|
| 1. HIV/AIDS | 8. School Social Work |
| 2. Homelessness | 9. Forensic Social Work Practice |
| 3. Poverty | 10. Gerontology |
| 4. Violence | 11. Child and Family Issues |
| 5. Substance Abuse | 12. Mental Health/Health Care |
| 6. Teen Pregnancy | |
| 7. Healthy Marriages and Families | |

BSW Practicum Seminars

BSW students are required to attend practicum seminars as scheduled. The field integrative seminar is a required component of field education. Students must arrange their schedules to accommodate this class. The purpose of the integrative seminar is to provide a forum for field practicum students to focus on the integration of academic learning and field placement experiences. Through facilitated discussions, students, as teachers and learners, share their experiences about social work practice in diverse settings and assist each other in understanding similarities and differences in the application of social work knowledge from one setting to another. Social work issues/challenges encountered in practice are critically examined. Seminar discussions on selected topics are initiated by both the faculty instructor and individual students. In addition, required assignments that enhance experiential learning are part of the seminar.

Note:

BSW Students meet twice per month during the academic year

BSW Program Administrative Forms

**Whitney M. Young, Jr. School of Social Work
BSW PRACTICUM REQUEST FORM**

Reasonable efforts will be made to honor student request regarding Practicum placements. The Director of Field Education and Practicum Activities will make the final approval on placement. Practicum sites that offer the greatest breadth of opportunity and the best-qualified supervisor will take priority.

I. Student Name: _____

Status: BSW Senior Student

Year and semester you are planning to graduate: _____

Please provide the following information and note which should be used if we need to contact you quickly:

Home Phone: _____ Work Phone: _____

Email: _____ Cell Phone: _____

Emergency Contact Number: _____

Please indicate your area of interest: Health/Mental Health Children & family

Please fill in your **2** preferences for a practicum placement:

1. _____ 2. _____

The following is to be completed and signed by the Student's Faculty Advisor:

I have met with this student, reviewed his/her academic standing, and confirm that the student is eligible to begin practicum in the following semester.

Fall Semester Spring Semester

Printed Name of Student

Signature of Academic Advisor

Date

Signature of Student

Please attach a resume that indicates relevant work or volunteer experience. Also if you have a disability that may impact your internship performance, please discuss it with your faculty field liaison and Director of Field Education and Practicum Activities; and register at the Office of Disabilities at the University

**Whitney M. Young, Jr. School of Social Work
Clark Atlanta University
BSW PLACEMENT ACCEPTANCE FORM***

Name of Student (please print)

Name of Student (please print)

Name of Agency: _____

Agency Address: _____
Street

Town State Zip Code

Name of Agency Field Supervisor: _____

Telephone Number: _____ E-mail Address: _____

Fax Number: _____ Mobile, if desired: _____

Agency Field Supervisor Signature

Social Work Student Signature

Date

Date

Student has been informed that a car is is not required for this practicum site.
 Yes No

*This *Placement Acceptance Form* acknowledges the agency's and student's confirmation of a practicum site. Final approval is rendered only by the Office of Field Education and Practicum Activities within 48 hours of this submitted agreement. The agency field supervisor must have an earned BSW/MSW degree from an accredited School of Social Work. Cancellation of this agreement must be in writing, and can be initiated by either the agency or the Whitney M. Young, Jr. School of Social Work.

**Whitney M. Young, Jr. School of Social Work
Clark Atlanta University
BSW PRACTICUM REQUEST FORM FOR BSW FIELD INTERNSHIP AT PLACE OF
EMPLOYMENT**

1. Student Name _____

Foundation Year

Student's CAU 900 ID # _____ CAU E-mail _____

Length of Employment _____

2. Agency Name _____

Agency Division/Unit/School _____

Agency Contact Name _____

Agency Contact Phone _____

Agency Contact E-mail _____

Is the agency currently an approved WMYJSSW Field Agency? Yes No

3. Student's present employment status and job description: _____

4. Type of assignment/work responsibilities student currently has: _____

5. Type of new assignments student will be given for field practice arrangement:

5. What will be the new or changing emphasis in the student's field internship?

Continued on next page

**Whitney M. Young, Jr. School of Social Work
Clark Atlanta University
BSW PRACTICUM REQUEST FORM FOR BSW FIELD INTERNSHIP AT PLACE OF
EMPLOYMENT**

Signature Page

Student signature: _____

Date: _____

Authorizing Agency Internship Coordinator signature: _____

Date: _____

Agency Field Supervisor signature: _____

Date: _____

Faculty Field Liaison signature: _____

Date: _____

By signing this form all parties are in agreement with the terms and conditions stated for facilitating a practicum experience in place of student's employment.

Memorandum of Understanding

Memorandum of Understanding between Whitney M. Young, Jr., School of Social Work at Clark Atlanta University hereinafter referred to as the “University,” and _____ thereinafter referred to as the Facility.”

A. Purpose:

- (1) The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship to provide high quality professional practices to students in the Whitney M. Young Jr., School of Social Work while at the same time enhancing the resources available to the Facility for providing services to its clients.
- (2) Neither party intends for this Memorandum to alter in any way their respective rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. General Understanding:

- (1) The University shall provide adequate written information to the Facility regarding the number of students needed prior to the beginning of each semester and submit written schedules including the name of applicable students. The number of students designated for participation in the program will be mutually determined by written agreement of the parties and, may at any time be altered by mutual written agreement. All student participants must be mutually acceptable to both the University and the Facility’s staff and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student’s failure to comply with rules and policies of the Facility or the University, or for any other reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.
- (2) There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, disability or handicap in either the selection of students for participation in the program, or as to any aspect of the professional training; provided however, that with respect to disability or handicap, the disability or handicap must not be such as would, even with reasonable accommodation, in and or itself, preclude the student’s effective participation in the program.
- (3) The applicable provisions of Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, and the Vietnam Veteran’s Readjustment Assistance Act, and applicable regulations thereunder are hereby incorporated by reference.

THE TERMS OF THIS MEMORANDUM OF UNDERSTANDING ARE AS FOLLOWS:

C. Whitney M. Young Jr., School of Social Work agrees to:

- (1) Provide assistance in the development of a student learning experience that is in keeping with the School's objectives for field instruction and compatible with the services offered by the Facility.
- (2) Assign a faculty representative as liaison between the Facility and the School of Social Work.
- (3) Share with the Facility information about a student's background, education, personal qualities, interest, maturity, and learning tasks.
- (4) Make a minimum of one (1) Facility visit each term a student is in placement and shall make additional visits as needed or on the request of the Facility.
- (5) Be on call in emergency situations involving students.
- (6) Provide instructional development for Supervisors who request additional techniques, or training in field teaching.

C. The Facility Agrees to:

- (1) Assist in the development of learning experiences for the student(s) in accordance with the professional and educational objectives of Whitney M. Young Jr., School of Social Work.
- (2) Accept Student Training as an integral part of the Facility's operations.
- (3) Provide adequate physical space and clerical assistance for the student (s).
- (4) Allow Whitney M. Young Jr., School of Social Work faculty field liaison opportunities to evaluate student reports and records developed at the Facility
- (5) Permit the participation of field instructors in periodic University-Facility meetings and conferences.
- (6) Comply as an equal opportunity Facility.

D. Mutual Responsibilities:

Personnel of the Facility and the University designated to supervise the student program shall meet at such times as shall be agreed upon by such personnel, which shall be no less than once per year, for the purpose of conducting an ongoing evaluation of the program and participants. The University shall request all participants in the student program to evaluate

- (1) their experience in the program and shall provide the Facility with full information concerning such evaluation.
- (2) Unless sooner cancelled as provided below, the term of this affiliation for training shall commence on

_____ and end on _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. It may also be cancelled at any time by either party, with or without cause, upon not less than ninety (90) days written notice. Such notice shall be delivered by hand or certified mail-return receipt requested.

This _____ day of _____.

UNIVERSITY
 Clark Atlanta University
 James P. Brawley @Fair Street
 Atlanta, Georgia 30314

FACILITY NAME & ADDRESS

By: _____
 Dr. Darrin E. Wright, LMSW
 Director Field Education and Practicum Activities
 Whitney M. Young Jr., School of Social Work

By: _____

Date: _____

Date: _____

By: _____
 Dr. Vimala Pillari
 Dean
 Whitney M. Young Jr., School of Social Work

By: _____

Date: _____

Date: _____

By: _____
 Dr. James Heffner
 Vice-President/ Provost for Academic Affairs
 Clark Atlanta University

Date: _____

Date: _____

- Whitney M. Young Jr., School of Social Work ● Practicum Office Clark Atlanta University

BSW Student Recommended Practicum Activities & Written Portfolio Report Assignments

**Whitney M. Young, Jr., School of Social Work
Clark Atlanta University**

Recommended Placement Activities for BSW Students

BSW students focus on generalist practice in the areas of working with individuals, families, groups, communities and organizations. Students are to develop basic social work skills in the areas of engagement, assessment, problem identification, goal setting, contracting, planning and implementing interventions, evaluation and termination based on their education plan. **The education plan guides the required practicum activities for generalist practice listed below:**

- Engage in direct practice (face-to-face or phone contact)
- Conduct intakes
- Case management
- Assist in Developing and/or implement treatment plans
- Conduct assessments and bio-psycho- social histories
- Conduct home visits(if done by agency)
- Provide referrals
- Facilitate and/or co-facilitate educational groups
- Advocate for client needs
- Attend meetings (staff, clinical, team, eligibility, community, etc.)
- Conduct and/or present evidence based research relevant to agency practice
- Participate in agency and/or community trainings
- Coordinate and/or participate in community outreach events
- Participate in/ or provide information on legislative initiatives important to agency and the wider community being served
- Attend court hearings(if done by agency)

Whitney M. Young, Jr., School of Social Work
Clark Atlanta University

BSW AGENCY PROFILE FORM

Instructions: Use the following format when writing your agency profile. Type the headings in bold print before writing the information required. Follow the order as listed. The agency profile should be 2-3 typed pages, single-spaced. On a separate sheet attach a brochure from the agency. This report is completed in the fall semester only, unless student is placed at a new agency in the spring semester.

Name of Agency:
Address:
Phone:
Directions from Campus:
Purpose/Mission of Agency:
List and describe programs:
List and describe services provided: (micro, mezzo, macro)
List and describe funding sources:
List and describe organization's target population:
Where is the geographical service area:
List and describe duties performed as student intern:

**Whitney M. Young Jr., School of Social Work
Clark Atlanta University
BSW COMMUNITY PARTNERSHIP PROJECT OUTLINE**

Description: This is a guide to assist students in completing the community/agency project report. Students are expected to follow the guidelines as written. Students are expected to complete the project by the established due date. Submit the original project to the Field Seminar Instructor as indicated within the course syllabi and a copy the Agency Field Supervisor. Please refer to the community project objectives in Part One of this manual.

Context for project:

I. Selecting a topic:

Students should choose one of the broad topical areas listed in this manual. Approval from the Field Seminar Instructor is required should the student wish to go outside this listing.

II. Selecting a social issue:

Students should formulate the broad topic into a social issue that can be addressed in two semesters. Students should try to choose an issue that can be developed into an ongoing project for the agency. Examples of issues and complimentary projects:

Example of Issue:	Proposed program:
Joblessness among homeless	Develop a job training program that help prepare individuals for entry level job positions and referrals to services linkages
Aging adults targeted by scam artists	Educational program that teaches aging adults how to avoid telephone scams
Teen smoking	Develop program with local organizations to identify stores that sell cigarettes to minors

III. Selecting a target population:

Students should choose a target population based on information and availability of population for completing project. Students can select from any age, race, ethnic, gender, special needs or oppressed group(s).

IV. Selecting project location:

Students should select a project location that is serviced by the practicum agency. This will allow students to work on this project during practicum hours. Students should designate 2-4 hours per week for this purpose.

V. Assignments:

2. Written report: typed, APA style, minimum 7 pages. Attach any handouts, booklets, posters, etc. developed for this project. Use the following headings for written report:

- I. Title of Project
- II. Introduction - give a brief description of the project including:
social issue being addressed (include local and national statistics) target population agency or organization student's role
- III. Literature Review - literature should address the following two areas:
 - A. literature relevant to the chosen social issue (3-5 articles)
 - B. literature (1-3 articles) that provides a theoretical framework for the approach used to address the issue (e.g., needs assessment, community based practice, organizing, etc.).
- IV. Project summary - give an overview of the following:
 - A. describe course of action used to carry out project
 - B. analyze project goals
 - C. describe pros and cons of project
- V. Recommendations - give an overview of the following:
 - A. what do you recommend as the ongoing activities required to continue the project after your practicum ends?
 - B. what have you learned from this project?
- F. How has this project affected your understanding of the role of a social worker at the macro level?

VII. Generalist Practice - Delineate the problem solving process as it relates to the assignment you selected in Section I.

1. Engagement – Identify problems, feelings, and goals used to engage your client system.

2. Data collection – List and describe what methodology was used in order to gather data about your client system. Include information related to the scope, duration, and severity of the problem; capacity for change; cultural implications; formal and informal environmental resources.

3. Assessment – Describe and explain how you assessed, conceptualized and prioritized problems; developed a contracted plan, etc.

4. Intervention – Describe and explain how you implemented strategies for problem solving according to the tasks identified in the contracted plan

5. Evaluation – Describe and explain how you measured the effectiveness of the intervention.

6. Termination – Explain how you determined whether the client system should be transferred, referred, or terminated; discuss follow-up plans, if needed.

VIII. Integration of Theory – What human behavior theory best relates to understanding the case presented in section VII? Why?

Whitney M. Young, Jr., School of Social Work
Clark Atlanta University

BSW STATISTICAL REPORT FORM

Student:	Agency:
Reporting Months:	Address:
Faculty field liaison:	Agency Field Supervisor

Monthly Caseload

CLIENTS	# Cases	# Intakes	# Sessions	# Cancellations	<i>Males/Females</i>
Adults (20+)					/
Adolescents (13-19)					/
Child (0-12)					/
Family					/
Group					/
Community					/
Total					/

of hours received in individual/group supervision for the term: _____

Number of presentations you performed: _____

Race and ethnicity of clients (indicate number for each):

African Americans	_____	Hispanic	_____
Asian Americans	_____	Native American	_____
Caucasian	_____	Other	_____

<i>MEETINGS ATTENDED</i>	<u># HOURS</u>
Staff	
Community	
Administrative	
Rounds	
Case conferences	
Other:	

BSW TIME SHEETS AND EDUCATIONAL LEARNING PLAN

Field Education Collaborative

Clark Atlanta University

Georgia State University

University of Georgia

Learning Contract/Educational Plan/Individualized Partnership Plan

The learning contract provides a framework for the student's time and professional contributions at the field placement site as well as for the student/field supervisor relationship. The student's field placement tasks are outlined in this document. It is completed during the initial weeks of field placement and is subject to approval by the faculty liaison to ensure compliance with educational objectives/outcomes. The learning outcomes are broad enough to encompass learning opportunities in diverse settings.

The individualized partnership plan has multiple purposes. It creates:

- a linkage between social work practice and learning outcomes
- opportunities for observation and retrieval of practice behavior
- a linkage between social work practice and professional knowledge/skills
- a linkage between social work practice and current research
- opportunities for evaluation of practice behavior
- opportunities to identify learning tasks/activities specific to a field site's needs/interests
- opportunities to identify future planning needs for the student and the field site
- structure for the student's time in field placement

INSTRUCTIONS FOR CREATING THE LEARNING CONTRACT

1. The contract should be developed jointly by the field supervisor and the student. It is the student's responsibility to submit the completed document to the faculty liaison by the due date. Once it has been approved by the faculty liaison, the student should maintain a copy of this document and provide a signed copy to the field supervisor.

2. In developing tasks to meet educational objectives/learning outcomes, choose "active" not passive verbs (e.g., create, develop, facilitate, conduct, prepare, assess, plan). The learning outcomes address application and demonstration of knowledge, values, and skills. "Reading" or "reviewing" material may be required by the student in preparation for a task, not as end results.

3. One task may involve multiple steps and, therefore, address more than one learning objective.

4. When considering student tasks, think about the possibilities – not just the realities of a daily routine. For a field supervisor, think about what tasks or projects are on your "wish list" if you just had more time. For example, following-up with clients, facilitating a group, developing a new partnership, expanding a program, recruiting and training volunteers.

5. Use the learning contract as a working document as part of supervision to ensure tasks are being met. Both the student and the field supervisor should use it to address issues and challenges in the process of completing a task.

Whitney M. Young, Jr., School of Social Work

Clark Atlanta University

BSW EDUCATIONAL PLAN

STUDENT: _____ **AGENCY FIELD SUPERVISOR:** _____ **AGENCY:** _____

SEMINAR INSTRUCTOR _____ **DATE** _____ **AGENCY PHONE** _____

The Educational Plan is developed jointly by the student and the agency field supervisor ideally, prior to the first day of field placement. The intent of the plan is to articulate how the student will achieve social work core competencies within the field site context. The assigned tasks/activities should be developed by addressing both student interests and field site needs. A single activity may cover more than one competency outcome. As the student progresses through assigned tasks, his/her work needs to be evaluated. Methods of evaluating the student's performance are developed by both the agency field supervisor and field seminar instructor and should include student self-assessment tools as well. As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified. Any substantive changes need to be documented by the agency field supervisor and discussed with the faculty field liaison.

BSW CORE COMPETENCY	TASK/ACTIVITIES TO REACH COMPETENCY	MONITORING/EVALUATION CRITERIA
<p>1. <i>Identify as a professional social worker and conduct one-self accordingly:</i></p> <p>PB 1. Advocate for clients access to the services of social work.</p> <p>PB 2. Self-reflection.</p> <p>PB 3. Attend to professional roles and boundaries.</p> <p>PB 4. Professional demeanor in behavior, appearance and communication.</p> <p>PB 5. Engage in career-long learning.</p> <p>PB 6. Use supervision and consultation.</p>		

<p>2. Apply social work ethical principles to guide professional practice:</p> <p>PB 7. Recognize and manage personal values.</p> <p>PB 8. Make ethical decisions by applying standards of the NASW Code of ethics and as applicable, the IFSW Statement of Principles.</p> <p>PB 9. Tolerate ambiguity in resolving ethical conflicts.</p> <p>PB 10. Apply strategies of ethical reasoning to arrive at principled decisions.</p>		
BSW CORE COMPETENCY	TASK/ACTIVITIES TO REACH COMPETENCY	MONITORING/EVALUATION CRITERIA
<p style="text-align: center;">1. Apply Critical Thinking:</p> <p>PB 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</p> <p>PB 12. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>PB 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</p>		

<p>4. Engage Diversity and difference in Practice:</p> <p>PB 14. Recognize the extent to which culture's, structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>PB 15. Gain sufficient self-awareness to eliminate personal biases.</p> <p>PB 16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</p> <p>PB 17. View self as learner and engage those with whom they work as informants.</p>		
<p>5. Advance human rights and social and economic justice:</p> <p>PB 18. Understand the forms and mechanisms of oppression and discrimination.</p> <p>PB 19. Advocate for human rights and social and economic justice.</p> <p>PB 20. Engage in practices that advance social and economic justice</p>		
<p>6. Engage in research-informed practice and practice-informed research:</p> <p>PB 21. Use practice experience to inform scientific inquiry.</p> <p>PB 22. Use research evidence to inform practice.</p>		

BSW CORE COMPETENCY	TASK/ACTIVITIES TO REACH COMPETENCY	MONITORING/EVALUATION CRITERIA
<p>7. Apply knowledge of human behavior and the social environment:</p> <p>PB 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p> <p>PB 24. Critique and apply knowledge to understand person and environment.</p>		
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services:</p> <p>PB 25. Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>PB 26. Collaborate with colleagues and clients for effective policy action.</p>		
<p>9 Respond to contexts that shape practice:</p> <p>PB 27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging</p>		

<p>societal trends to provide relevant services.</p> <p>PB 28. Provide leadership in promoting sustainable changes in service-delivery and practice to improve the quality of social services.</p>		
BSW CORE COMPETENCY	TASK/ACTIVITIES TO REACH COMPETENCY	MONITORING/EVALUATION CRITERIA
<p>10. Engage, Assess, Intervene and Evaluate Practice:</p> <p>Engagement</p> <p>BP 29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.</p> <p>PB 30. Use empathy and other interpersonal skills.</p> <p>PB 31. Develop a mutually-agreed upon focus of work.</p> <p>Assessment</p> <p>PB 32. Collect, organize and interpret client data.</p> <p>PB 33. Assess client strengths and limitations.</p> <p>PB 34. Develop mutually agreed on intervention goals and objectives.</p> <p>PB 35. Select appropriate intervention strategies.</p> <p>Intervention</p> <p>PB 36. Initiate actions to achieve organizational goals.</p> <p>PB 37. Implement prevention interventions that enhance client</p>		

<p>capacities. PB 38. Help clients resolve problems. PB 39. Negotiate, mediate, and advocate for clients. PB 40. Facilitate transitions and endings. <u>Evaluation</u> PB 41. Critically analyze, monitor, and evaluate Interventions</p>		
<p>11. Knowledge of the Afrocentric Perspective: PB 42. Describe the concepts of the Afrocentric Perspective. .</p>		
<p>12. Utilization of technology for professional development and practice: PB 43. Integrate technology into research, discussions and presentations</p>		

1. Agency Field Supervisor Signature: _____ Date: _____

2. Student Signature: _____ Date: _____

3. Field Seminar Instructor Signature: _____ Date: _____

BSW PROGRAM EVALUATION FORMS

Instructions for Submitting BSW Evaluation Forms

Submittal of the following evaluation forms are as follows:

- 1). MSW Mid-Semester Evaluation: Hand delivered by student to their assigned field seminar instructor week of mid-semester period.**

- 2). Agency Field Supervisor Final Evaluation of Foundation Year MSW Student(s): submitted by student to their field seminar instructor, along with MSW student portfolio assignments on or before the last day of field.**

Your cooperation is greatly appreciated

BSW Students' Final Grades for Field Practicum are cumulative points earned by student based on their academic and demonstrated competencies throughout each practicum course.

Section I: Performance in field: (Field Supervisor recommended final evaluation grade)

The BSW evaluation consist of **12** core competency areas and **43** practice behaviors associated with each of those competencies to be evaluated by the assigned field supervisor(s). The recommended grade is based upon your assessment of the interns **demonstrated practice behaviors for each competency area;** using a rating scale of 1 through 5 on the final evaluation form.

A= 55 points towards students final grade.

B = 45 points towards students final grade.

C = 35 points towards students final grade.

Section II: Academic Performance:

- Attendance and Participation in seminars: **10 points**

- Attendance in seminar is mandatory, unless otherwise noted.

*There are no make-ups for missed practicum seminars. Permitted absences are approved activities by WMYJSSW or documented court appearances. **10 percentage points will be deducted from the overall 10 allotted points, for each unapproved missed practicum seminar.***

- Participation in field seminar is expected. Students are expected to be active and engaging learners. Sharing of field experiences, feedback and dialogue with peers, integration of theoretical applications to practicum, and use of professional-self are examples of participation in field seminars.

- Assignments: **35 points**

- No late assignments will be accepted unless otherwise noted. All required assignments and due dates are outlined in course syllabuses. Students are responsible for reading and adhering to the established dates. ***All portfolio assignments submitted after the due date will be deducted by 10 percentage points from the overall 35 allotted points, thereafter.***

- Total cumulative points students can earn for a Field Practicum course: **100 points**

Final Grade scale based on cumulative points earned for each field course:

- 90 – 100 = **A**
- 80 – 89 = **B**
- 70- 79 = **C**

Note: BSW students cannot receive a recommended grade lower than “C” in field.

BSW SOCIAL WORK PROGRAM

**Agency Field Supervisor Mid-Semester Evaluation of BSW Student
Practicum Performance**

BSW

Student _____

Agency Field Supervisor: _____

Date _____

Describe the scope of student's work in relation to each of the following (list):
(i.e., beginning, intermediate, advanced, no chance to observe (n/a))

Individuals and Families _____

Groups _____

Agency issues _____

Community issues _____

Policy Issues _____

Outreach Activities _____

QUALITY OF STUDENT PERFORMANCE

Please use the following performance scale to evaluate student's performance at the mid-semester mark.

PC= Pre Competence. Student does not or rarely demonstrate ability to integrate the values, knowledge and skills associated with this competency; and needs constant supervision, reminders and extra time to complete the task or activity.

EC= Emerging Competence. Student is beginning to demonstrate or integrate the values, knowledge and skill associated with the competency with less reminders or prompts.

C= Competence. Student demonstrates or integrates the values, knowledge and skills associated with this competence with consistency and with independence. He/she uses supervision for consultation appropriately.

NOPC= No Opportunities to Practice Competency: The Student has not had an opportunity to practice this competency at our agency.

Competencies	PC	EC	C	NOPC
1). Identify as a professional social worker and conduct oneself accordingly				
2). Apply social work ethical principles to guide professional practice				
3). Apply critical thinking to inform and communicate professional judgments.				
4). Engage diversity and difference in practice.				
5). Advance human rights and social and economic justice.				
6). Engage in research-informed practice and practice-informed research.				
7). Apply knowledge of human behavior and the social environment.				
8). Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
9). Respond to contexts that shape practice.				
10). Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
11). Knowledge of the Afrocentric Perspective.				
12). Utilization of technology for professional development and practice				

If the student received **NOPC** on any of the core competencies above, what plan of action will be taken to ensure the student has an opportunity to develop the competency (ices)?

What support if any would you need from the field liaison or field seminar instructor to ensure the student has this opportunity?

1. **Student use of Supervision:**

a. Incorporates constructive feedback.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Comes to supervision with a prepared agenda.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Works within the required timeframe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Discusses sensitive issues appropriately.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

2. **Student Professional Behavior:**

a. Copes with day-to-day stresses.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Understands the effects of his/her behavior on others.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Identifies, seeks, and appropriately uses help for issues that interfere with academic or professional performance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Does not wait to be assigned tasks. Asks for task assignment:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Demonstrates Cultural Competence in Field of Practice:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

In your professional judgment, is the student's performance: satisfactory, minimally satisfactory, or unsatisfactory? Please make any other comments that would be helpful for the student in guiding their work to be accomplished during the remainder of this field practicum experience.

- Satisfactory:** The Student's skills are applied quite consistently, with some gaps; the student is on task towards developing his/her core competencies as expected for a graduate level Social Work intern.

- Unsatisfactory:** The student has had the opportunity, but has not developed any of the core competencies even at the beginning phase of skill development. The student is in jeopardy of receiving a recommended final grade, **less than a "C"**. I would like to meet with the Field Liaison.

Agency Field Instructor

Date

Student

Date

Thanks for you for your cooperation

WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK

Clark Atlanta University

Agency Field Supervisor FINAL EVALUATION of **BSW** Practicum Student

Student Name: _____ Agency Field Supervisor: _____

Agency: _____ Address and Phone Number : _____

Placement hours completed at time of evaluation: _____

Instructions for Rating Interns on the 12 Competencies of the Final Evaluation:

The standard by which an intern is to be compared is that of a beginning-level social worker. The 10 of the 12 core competencies that are specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). Under each competency statement are 43 practice behaviors (**PB**) that we ask that you rate your student intern according to the following criteria.

Rating Scale for Evaluation of Field Placement Performance

1 = The Student has not met the expectations associated with the practice behavior for this competency as an intern.

2 = The Student has met some of the expectations associated with the practice behavior for this competency at times; but there are some gaps in consistency.

3 = The Student has met the expectations associated with the practice behavior for this competency as an intern.

4 = The Student is functioning above expectations associated with the practice behavior for this competency as an intern

5 = The Student has excelled expectations associated with the practice behavior for this competency as an intern.

Note: Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance

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

PB.1	Advocates for clients access to services of social work	1	2	3	4	5
PB.2	Practice personal Self-reflection.	1	2	3	4	5
PB.3	Attend to professional roles and boundaries	1	2	3	4	5
PB.4	Demonstrates professional demeanor in behavior, appearance and communication with clients and staff.	1	2	3	4	5
PB.5	Engages in career-long learning.	1	2	3	4	5
PB.6	Uses supervision and consultation appropriately	1	2	3	4	5

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

PB.7	Recognizes and manages personal values in practice with client system(s)	1	2	3	4	5
PB.8	Makes ethical decisions by applying standards of the NASW Code of ethics and as applicable, the International Federation of Social Workers (IFSW) Statement of Principles.	1	2	3	4	5
PB.9	Tolerates ambiguity in resolving ethical conflicts in practice.	1	2	3	4	5
PB.10	Is able to apply strategies of ethical reasoning to arrive at principled decisions with client system(s)	1	2	3	4	5

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

PB.11	Is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	1	2	3	4	5
PB.12	Is able to analyze models of assessment, prevention, intervention, and evaluation of practice with client systems(s).	1	2	3	4	5
PB.13	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.	1	2	3	4	5

Comments:

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

PB.14	Recognizes the extent to which a culture's and structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1	2	3	4	5
PB.15	Demonstrates an ability to gain sufficient self-awareness to eliminate personal biases.	1	2	3	4	5
PB.16	Recognizes and communicates their understanding of the importance of differences in shaping life experiences	1	2	3	4	5
PB.17	Views self as learner and engages those with whom they work with as informants.	1	2	3	4	5

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

PB.18	Understands the forms and mechanisms of oppression and discrimination.	1	2	3	4	5
PB.19	Is able to advocate for human rights and social and economic justice of their client system(s).	1	2	3	4	5
PB.20	Engages in practices that advance social and economic justice.	1	2	3	4	5

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

PB.21	Is skilled at using practice experience to inform scientific inquiry.	1	2	3	4	5
PB.22	Is skilled at using research evidence to inform practice	1	2	3	4	5

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

PB.23	Is able to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	1	2	3	4	5
PB.24	Is able to critique and apply knowledge to understand person and environment	1	2	3	4	5

Comments:

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

PB.25	Is able to analyze, formulate, and advocate for policies that advance social well-being.	1	2	3	4	5
PB.26	Is skilled at Collaborating with colleagues and clients for effective policy action.	1	2	3	4	5

Comments:

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

PB.27	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	1	2	3	4	5
PB.28	Demonstrates an ability to provide leadership in promoting sustainable changes in service-delivery and practice to improve the quality of social services.	1	2	3	4	5

Comments:

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

PB.29	Is able to substantively and effectively prepare for action with individuals, families, groups, organizations and communities.	1	2	3	4	5
PB.30	Demonstrates an ability to use empathy and other interpersonal skills with client system(s)	1	2	3	4	5
PB.31	Is skilled at developing a mutually-agreed upon focus of work.	1	2	3	4	5
PB.32	Is skilled at collecting, organizing and interpreting client data.	1	2	3	4	5
PB.33	Is skilled at assessing client strengths and limitations.	1	2	3	4	5
PB.34	Is skilled at developing mutually agreed-on interventions, goals and objectives.	1	2	3	4	5
PB.35	Is skilled at selecting appropriate intervention strategies.	1	2	3	4	5
PB.36	Is skilled at initiating actions to achieve organizational goals.	1	2	3	4	5
PB.37	Is skilled at implementing prevention interventions that enhances clients' capacities.	1	2	3	4	5
PB.38	Is skilled at helping clients' resolve problems.	1	2	3	4	5
PB.39	Is skilled at negotiating, mediating, and advocating for clients.	1	2	3	4	5
PB.40	Is skilled at facilitating transitions and endings	1	2	3	4	5
PB.41	Is skilled at critically analyzing, monitoring, and evaluating interventions with client system(s)	1	2	3	4	5

Competence # 11: Knowledge of the Afrocentric Perspective.

PB.42	Intern is able to describe the concepts of the Afrocentric Perspective.	1	2	3	4	5
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Comments:

Competence # 12: Utilization of technology for professional development and practice

PB.43	Is skilled at integrating technology into research, discussions and presentations	1	2	3	4	5
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Comments:

Grading Instructions:

This evaluation contains 43 items to be evaluated. The recommended grade is based on the following criteria:

- A** = The student has excelled in consistently demonstrating all of the practice behaviors associated with the core competencies for interns at the undergraduate level.
- B**= The student is functioning above expectations in all of the practice behaviors associated with the core competencies for interns at the undergraduate level.
- C** = The student has met some of the practice behaviors associated with the core competencies, but there are serious gaps in demonstrating those practice behaviors without constant one-on-one supervision and verbal prompts from field supervisor.
- I** = Incomplete: The student functioning above expectations in many of the practice behaviors associated with the core competencies for interns at the graduate level. However, the student was not able to complete all of the required hours and other assignments in a timely manner due to unforeseen circumstances. The Student will receive the grade of “I” until all incomplete all incomplete assignments and hours are successfully completed prior to the awarding of a final grade.
- F** = Failing grade: The student failed to demonstrate any of the practice behaviors associated with the core competencies expected for a BSW level intern.

Students who receive an “I” grade will notify their faculty Liaison, field seminar instructor and Director of Field Education to discuss and establish an agreed upon contract to complete all necessary outstanding assignments/hours required to receive a final recommended grade.

Recommended Grade:

____A ____B ____C ____F ____I

Agency Field Supervisor's

Signature: _____ Date: _____

I have read and have had the opportunity to discuss this evaluation with my agency field supervisor.

___ **Yes** ___ **No**

I have attached an addendum to this evaluation: ____ **Yes** ____ **No**

Student's Signature:

_____ Date: _____

Whitney M. Young, Jr., School of Social Work
Clark Atlanta University

AGENCY FIELD SUPERVISOR EVALUATION OF WMYJSSW BSW FACULTY FIELD LIAISON

Agency Field Supervisor _____

Date _____

Agency _____

Faculty field liaison _____ Semester _____

Please answer the following questions as they pertain to the responsibilities of the faculty field liaison:

1. Was a field visit made for this semester? Yes No
2. Was a follow-up phone call made prior to the end of the semester? Yes No
3. Did s/he clarify any questions regarding supervision? Yes No
4. Did s/he review and make recommendations on the student's educational plan and monthly report during the visit? Yes No
5. Did s/he review student's evaluation prior to the end of semester in person or by phone? Yes No
6. Was s/he accessible for consultation regarding problems or other concerns? Yes No
7. Did s/he follow-up or resolve and problems or concerns in a timely manner? Yes No
8. Did s/he follow through with suggested recommendations? Yes No
9. Did s/he clarify his/her expectations to the agency field supervisor(s) and student(s)? Yes No
10. What is your overall assessment of the faculty field liaison? Excellent Good Fair Poor
11. Are you willing to serve as agency field supervisor again? Yes No

Comments: _____

Signature _____

Date _____

WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK
Clark Atlanta university
BSW STUDENT EVALUATION OF AGENCY FORM

Student: _____ Faculty field liaison: _____

Agency: _____ Supervisor: _____

AGENCY SETTING

1. Did you have access to agency office space and supplies to adequately perform intern duties? __ yes __ no
2. Did the agency provide written copies of policy and procedure manual? __ yes __ no
3. Did you receive an orientation prior to starting practicum? __ yes __ no
4. Did you feel well integrated into the agency setting? __ yes __ no
5. Did the agency provide easy access to records for learning? __ yes __ no

Comments:

SUPERVISION

1. Were weekly supervision meetings held? __ yes __ no
2. Was your supervisor available when you needed him/her? __ yes __ no
3. Did your supervisor create an atmosphere that allowed you to freely discuss mistakes as well as successes? __ yes __ no
4. Did your supervisor help you integrate theory into the field experience? __ yes __ no
5. Did you feel your supervisor demonstrated genuine support and interest in your learning experience? __ yes __ no
6. How was supervision administered? monitoring coaching shadowing
 one-on-one in office shared supervision with other social workers (check all that apply)

Comments:

ASSIGNMENTS:

1. Did the cases assigned provide opportunities for working with culturally diverse clients? __ yes __ no

2. Was there adequate time to complete agency paperwork and practicum assignments? __ yes __ no

3. Were appropriate learning objectives and experiences developed for each semester? __ yes __ no

4. Did the cases provide the opportunity to demonstrate role necessary for autonomous social work practice? __ yes __ no

5. Did the assignments give you an opportunity to learn about various community resources? __ yes __ no

6. Did your assignments include in-service training and attending workshops/conferences? __ yes __ no

7. Did assignments give you an opportunity to work with a range of issues pertinent to the agency clientele? __ yes __ no

8. Were you able to choose some of your assignments? __ yes __ no

Comments:

MISCELLANEOUS

1. Would you recommend this agency for future practicum site? __ yes __ no Why?

1. What recommendations would you make regarding this agency?

Student/Date: _____

Whitney M. Young, Jr., School of Social Work
Field Practicum Program Evaluation by Agency Field Supervisor(s)

Please complete this form

Your feedback is valuable to us! Please take a few minutes to answer the questions below. The feedback you provide will help us to maintain the quality of our Field Education Program and plan for improvement.

Name of Practice Agency: _____

Address of Practicum Agency: _____

Agency Field Supervisor Name: _____

E-mail & Telephone Number: _____

To what extent do the following descriptions apply to our Field Instruction Program?

Descriptors	Agree	Somewhat Agree	Needs Improvement	Strongly Disagree	Undecided
Well Organized					
Supportive of Agency Field Supervisors					
Available/Accessible when needed					
Clearly defined Agency Field Supervisor Roles & Responsibilities					
Clearly defined Student Roles & Responsibilities to interns					
School Faculty field liaison makes regularly scheduled visits to the Agency (1 per semester)					
Regularly scheduled training is offered to Agency Field Supervisors					
Information relayed to agency is current and consistent					
Telephone calls to School are returned within 48 hours					
School documents are reader-friendly					
Appropriate Expectations are made of Agency Field Supervisors					

What were your Educational Expectations of this Program?

To what extent did the program achieve those expectations?

Exactly Very Closely Somewhat Not Much Not at all

Do you find the students to be adequately prepared for practicum?

Yes No Somewhat Weak in specific areas: (please identify)

What part of the Field Experience was the most enjoyable for you?

How could the Field Education Program be improved?

What advance preparation would benefit you in the placement of our students?

Would you be interested in Continuing Education Programs offered through the school?

Yes No Unsure at this time

If you responded “yes”, what kind? _____

Please provide any additional comments, reactions or concerns below.

Thank you for your feedback.

**BSW FACULTY FIELD
LIAISON SELF-
REPORTING FORM**

Whitney M. Young, Jr., School Of Social Work

Clark Atlanta University

BSW **FACULTY FIELD LIAISON** REPORTING FORM

Agency _____ Student _____

Faculty field liaison _____ Date _____

Type of Contact: ___ Beginning of term ___ Mid-term visit ___ End of term visit

Purpose of visit: ___ regular visit ___ problem /resolution other (specify) _____

I. Is the student following the Education Plan? Yes _____ No _____

II. Evaluation of supervision (check all appropriate):

- | | |
|--|--|
| <input type="checkbox"/> Supportive | <input type="checkbox"/> Allows student to learn |
| <input type="checkbox"/> Accessible | <input type="checkbox"/> Schedules supervision as required |
| <input type="checkbox"/> Critical | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Overburdened with agency responsibilities | |

Placement hours completed at time of evaluation: _____

III. Please note any changes in the student's educational plan. Such changes may involve

learning outcomes, assigned tasks, and methods of evaluation.

IV. Do you recommend we continue using this agency?

V. The Agency offers learning experiences most suitable for:

- BSW/Foundation yr /Concentration yr Foundation yr/Generalist only
- Concentration yr only

VI. Additional comments or areas of concern:

Signature of Faculty Field Liaison: _____ Date: _____

Code of Ethics

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS CODE OF ETHICS

In America today, no Black person, save the selfish or irrational, can claim to be neutral to the events taking place in our society. Therefore, this is a statement of ideals and guiding principles based on functionalism and not professionalism, given the context of pain in our daily lives as Black Americans practicing in the field of social welfare.

If a sense of community awareness is a precondition to humanitarian acts, then we as social workers must look to our own skills and commitment and translate that into concrete benefits to the Black community. We will serve mankind best by serving our own people first. When we address our expertise to the quality of life of Black people in America, the appropriate roles for us must be guided by Black consciousness and advocacy in addressing the security and needs of the Black community.

As a Black social worker I commit myself to the interests of my Black brethren and subscribe to the following statements:

I regard as my primary obligation to the welfare of the Black individual, Black family and Black community, which includes 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 practice 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 my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions such as schools, hospitals and voluntary agencies.

National Association of Social Workers

CODE OF ETHICS

Effective January 1, 1997

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 professions 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 ranked 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 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 conflict 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 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, 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 Worker 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 aspiration. 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 RESPONSIBILITY 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 audio taping 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 are risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively).

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. 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 worker 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 service 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 (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 or field instructors for students or trainees 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 implication, 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.

3.05 Administration

(a) Social work administrator 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, ethnic, 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 participate 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.

International Federation of Social Workers

Code of Ethics

Statement of Ethical Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;

others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries

the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, and the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.



COMMITTEE FOR THE STUDY AND PREVENTION OF VIOLENCE
AGAINST SOCIAL WORKERS
Safety Guidelines (4/94) Revised March, 1996

Work related violence against social workers is a fact of life. It is pervasive and must be addressed by every school of social work, agency and individual worker. Violence includes physical assault, verbal assault, harassment and the threat of assault. Many occurrences of violence can be anticipated and their impact lessened; some may be prevented entirely. If agencies have well conceived safety policies and procedures in place, client and worker safety will be maximized and the agency's liability will be minimized.

NASW Massachusetts Chapter's Committee for the Study and Prevention of Violence Against Social Workers recommends that every agency and private practitioner develop safety policies and procedures that address prevention, intervention and aftermath strategies. Listed below is an outline of requirements for developing a comprehensive policy and safety plan. This outline is general. Each agency or private practice must develop specific guidelines that address their unique characteristics.

I: Safety Plan of Action

A written safety plan specific to the function and layout of each agency, or branch or division of an organization must be developed. Both staff input and expert consultation are important in the planning. Each safety plan must be detailed and comprehensive so that all staff members, clinical and non-clinical, know exactly what to do in case of emergency. The plan must be reviewed and practiced on a regular basis if it is to be useful. A comprehensive safety plan should include:

- How to recognize signs of agitation.
- What to do at first signs of agitation.
- Code words and phrases to signal for help without increasing the client's agitation.
- Format for ongoing assessment of a client's level of dangerousness.
- Format for intervention including:
 - ❖ When and how to attempt de-escalation.
 - ❖ When and how to use non-violent self-defense, physical evasion, force deflection and disengagement skills
 - ❖ When and how to call security or police.
 - ❖ When and how to evacuate building.

II. Exterior and Physical Layout

- Maintain and furnish the facility so that it presents an organized, calm and respectful appearance to clients. Pay particular attention to the waiting area.
- Ensure adequate lighting inside and out.
- Be aware of traffic patterns with special attention to where clients can go unescorted. If the location of bathrooms and coffee area allows unescorted clients to walk through the building, be aware of the risks.

- *A safety plan related to this room must detail what to do to avoid violence and what to do if violence occurs in it.*
- Establish a risk room where potentially violent or agitated clients can be seen. This room should be furnished in a sparse, neutral manner, and located in a centrally located area with ready access to help.
- Evaluate the need for safety equipment including buzzers and alarms in offices.
- Furnish offices to allow a comfortable distance between client and worker and to permit easy exit for both. Eliminate items that may be thrown or used as weapons.
- Routinely inspect exterior and interior layout and all safety equipment to ensure all is in working order.

III. Rules, Regulations and Procedures

- Establish a format for taking a required history of violence as a part of regular intake procedure.
- Establish a format for communicating violent history to staff when current danger exists.
- Ensure adequate staffing at all times; no one should work in a building alone.
- Communicate safety policies to clients, when indicated
- Orient new staff to safety policy and plan.
- Formulate and post a policy re: providing services to clients who carry or have guns and weapons.
- Formulate and post a policy re: providing services to clients who are under the influence of alcohol or drugs.
- Provide ongoing supervision, consultation and training in:
 - ❖ details of safety policy and plan with regular updates.
 - ❖ assessment of client's potential to become violent
 - ❖ treatment and clinical interventions with violent clients.
 - ❖ de-escalation techniques.
 - ❖ non-violent self-defense, physical evasion, deflection and disengagement skills.
 - ❖ Tarasoff decision - the duty to warn and protect
 - ❖ aftermath of client violence
- Address institutional practices that unintentionally contribute to client violence.
- Develop a policy on home visits which include:
 - ❖ **Leaving an itinerary with office staff so worker location is known at all times.**
 - ❖ phoning office frequently when in the field
 - ❖ providing portable phones and other safety equipment
 - ❖ providing options for escorts: staff or police
 - ❖ giving permission not to go when risk of violence is high.
- Establish relationships with security and police, know what you and what you need from them.
- Design a program to address the aftermath of client violence, address the physical and emotional needs, short and long term, of the assaulted worker, worker's family,

co- workers and affected clients as well as a format for debriefing and communicating with all staff following an occurrence of violence.

- Develop a format to address the consequences of violent behavior with the client. Include the effect of the violence on services
- Develop a format to determine when and how legal action against the violent client will be taken.
 - ❖ **Log and communicate to staff all work-related occurrences of violence including threats.**
 - ❖ Re-evaluate policies, procedures following an occurrence of violence and training needs

Develop a "Risk Assessment" tool and train all staff to use it.

Rules and Regulations of State of Georgia

CHAPTER 135-7 CODE OF ETHICS

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An individual who is licensed as a Professional Counselor, Master's Social Worker, Clinical Social Worker or Marriage and Family Therapist shall abide by the following code of ethics.

135-7-.01 Responsibility to Clients.

- (1) A licensee's primary professional responsibility is to the client. The licensee shall make every reasonable effort to promote the welfare, autonomy and best interests of families and individuals, including respecting the rights of those persons seeking assistance, obtaining informed consent, and making reasonable efforts to ensure that the licensee's services are used appropriately.
- (2) Unprofessional conduct includes, but is not limited to, the following:
 - (a) exploiting relationships with clients for personal or financial advantages;
 - (b) using any confidence of a client to the client's disadvantage;
 - (c) participating in dual relationships with clients that create a conflict of interest which could impair the licensee's professional judgment, harm the client, or compromise the therapy;
 - (d) undertaking a course of treatment when the client, or the client's representative, does not understand and agree with the treatment goals;
 - (e) knowingly withholding information about accepted and prevailing treatment alternatives that differ from those provided by the licensee;
 - (f) failing to inform the client of any contractual obligations, limitations, or requirements resulting from an agreement between the licensee and a third party payer which could influence the course of the client's treatment;
 - (g) when there are clear and established risks to the client, failing to provide the client with a description of any foreseeable negative consequences of the proposed treatment;
 - (h) charging a fee for anything without having informed the client in advance of the fee;
 - (i) taking any action for nonpayment of fees without first advising the client of the intended action and providing the client with an opportunity to settle the debt;
 - (j) when termination or interruption of service to the client is anticipated, failing to notify the client promptly and failing to assist the client in seeking alternative services consistent with the client's needs and preferences;

- (k) failing to terminate a client relationship when it is reasonably clear that the treatment no longer serves the client's needs or interest;
- (l) delegating professional responsibilities to another person when the licensee delegating the responsibilities knows or has reason to know that such person is not qualified by training, by experience, or by licensure to perform them; and
- (m) failing to provide information regarding a client's evaluation or treatment, in a timely fashion and to the extent deemed prudent and clinically appropriate by the licensee, when that information has been requested and released by the client.

Authority O.C.G.A. Secs. 43-7A-5(d). **History.** Original Rule entitled "Responsibility to Clients" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.02 Integrity.

- (1) The licensee shall act in accordance with the highest standards of professional integrity and competence. The licensee is honest in dealing with clients, students, trainees, colleagues, and the public. The licensee seeks to eliminate incompetence or dishonesty from the profession.
- (2) Unprofessional conduct includes, but is not limited to:
 - (a) practicing inhumane or discriminatory treatment toward any person or group of persons;
 - (b) engaging in dishonesty, fraud, deceit, or misrepresentation while performing professional activities;
 - (c) engaging in sexual activities or sexual advances with any client, trainee, or student;
 - (d) practicing while under the influence of alcohol or drugs not prescribed by a licensed physician;
 - (e) practicing in an area in which the licensee has not obtained university level graduate training or substantially equivalent supervised experience;
 - (f) failing either to obtain supervision or consultation, or to refer the client to a qualified practitioner, who faced with treatment, assessment or evaluation issues beyond the licensee's competence;
 - (g) accepting or giving a fee or anything of value for making or receiving a referral;
 - (h) using an institutional affiliation to solicit clients for the licensee's private practice; and
 - (i) allowing an individual or agency that is paying for the professional services to exert undue influence over the licensee's evaluation or treatment of a client.

Authority O.C.G.A. 43-7A-5(d). **History.** Original Rule entitled "Integrity" was filed on October 19, 1987; effective November 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.03 Confidentiality.

- (1) The licensee holds in confidence all information obtained at any time during the course of a professional relationship, beginning with the first professional contact. The licensee safeguards clients' confidences as permitted by law.
- (2) Unprofessional conduct includes but is not limited to the following:
 - (a) revealing a confidence of a client, whether living or deceased, to anyone except:
 - 1. as required by law;
 - 2. after obtaining the consent of the client, when the client is a legally competent adult, or the legal custodian, when the client is a minor or a mentally incapacitated adult. The licensee shall provide a description of the information to be revealed and the persons to whom the information will be revealed prior to obtaining such consent. When more than

- one client has participated in the therapy, the licensee may reveal information regarding only those clients who have consented to the disclosure;
3. where the licensee is a defendant in a civil, criminal, or disciplinary action arising from the therapy, in which case client confidences may be disclosed in the course of that action;
 4. where there is clear and imminent danger to the client or others, in which case the licensee shall take whatever reasonable steps are necessary to protect those at risk including, but not limited to, warning any identified victims and informing the responsible authorities; and
 5. when discussing case material with a professional colleague for the purpose of consultation or supervision;
- (b) failing to obtain written, informed consent from each client before electronically recording sessions with that client or before permitting third party observation of their sessions;
 - (c) failing to store or dispose of client records in a way that maintains confidentiality, and when providing any client with access to that client's records, failing to protect the confidences of other persons contained in that record;
 - (d) failing to protect the confidences of the client from disclosure by employees, associates, and others whose services are utilized by the licensee; and
 - (e) failing to disguise adequately the identity of a client when using material derived from a counseling relationship for purposes of training or research.

Authority O.C.G.A. 43-7A-5(d). **History.** Original Rule entitled "Confidentiality" was filed on October 19, 1987; effective November 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.04 Responsibility to Colleagues.

- (1) The licensee respects the rights and responsibilities of professional colleagues and, as the employee of an organization, remains accountable as an individual to the ethical principles of the profession. The licensee treats colleagues with respect and good faith, and relates to the clients of colleagues with full professional consideration.
- (2) Unprofessional conduct includes, but is not limited to:
 - (a) soliciting the clients of colleagues or assuming professional responsibility for clients of another agency or colleague without appropriate communication with that agency or colleague;
 - (b) failing to maintain the confidences shared by colleagues and supervisees in the course of professional relationships and transactions;
 - (c) when a supervisee is unlicensed, failing to inform the supervisee of the legal limitations on unlicensed practice;
 - (d) when a supervisor is aware that a supervisee is engaging in any unethical, unprofessional or deleterious conduct, failing to provide the supervisee with a forthright evaluation and appropriate recommendations regarding such practice; and
 - (e) taking credit for work not personally performed, whether by giving inaccurate information or failing to give accurate information.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Responsibility to Colleagues" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.05 Assessment Instruments.

- (1) When using assessment instruments or techniques, the licensee shall make every

effort to promote the welfare and best interests of the client. The licensee guards against the misuse of assessment results, and respects the client's right to know the results, the interpretations and the basis for any conclusions or recommendations.

(2) Unprofessional conduct, includes but is not limited to the following:

(a) failing to provide the client with an orientation to the purpose of testing or the proposed use of the test results prior to administration of assessment instruments or techniques;

(b) failing to consider the specific validity, reliability, and appropriateness of test measures for use in a given situation or with a particular client;

(c) using unsupervised or inadequately supervised test-taking techniques with clients, such as testing through the mail, unless the test is specifically self-administered or selfscored;

(d) administering test instruments either beyond the licensee's competence for scoring and interpretation or outside of the licensee's scope of practice, as defined by law; and

(e) failing to make available to the client, upon request, copies of documents in the possession of the licensee which have been prepared for and paid for by the client.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Assessment Instruments" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.06 Research.

(1) The licensee recognizes that research activities must be conducted with full respect for the rights and dignity of participants and with full concern for their welfare. Participation in research must be voluntary unless it can be demonstrated that involuntary participation will have no harmful effects on the subjects and is essential to the investigation.

(2) Unprofessional conduct includes, but is not limited to:

(a) failing to consider carefully the possible consequences for human beings participating in the research;

(b) failing to protect each research participant from unwarranted physical and mental harm;

(c) failing to ascertain that the consent of the research participant is voluntary and informed;

(d) failing to treat information obtained through research as confidential;

(e) knowingly reporting distorted, erroneous, or misleading information.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Research" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.07 Advertising and Professional Representation.

(1) The licensee adheres to professional rather than commercial standards when making known their availability for professional services. The licensee may provide information that accurately informs the public of the professional services, expertise, and techniques available.

(2) Unprofessional conduct includes, but is not limited to:

(a) intentionally misrepresenting the licensee's professional competence, education, training, and experience, or knowingly failing to correct any misrepresentations provided by others;

(b) using as a credential an academic degree in a manner which is intentionally misleading or deceiving to the public;

(c) intentionally providing information that contains false, inaccurate, misleading, partial, out-of-context, or otherwise deceptive statements about the licensee's professional services, or knowingly failing to correct inaccurate information provided by others; and (d) making claims or guarantees which promise more than the licensee can realistically provide.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled “Advertising and Professional Representation” was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.⁷

Introduction

The *Standards for Cultural Competence in Social Work Practice* are based on the policy statement "Cultural Competence in the Social Work Profession" published in *Social Work Speaks: NASW Policy Statements* (2000b) and the *NASW Code of Ethics* (2000a), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly.

NASW "supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations" (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice. The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice, requiring social workers to strive to deliver culturally competent services to an

ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and 8 9 their immediate environments (Norton, 978).

Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them. In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stresses; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; and how to train for culturally competent models of practice. Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Definitions

The NASW Board of Directors, at its June 2001 meeting, accepted the following definitions of *culture*, *competence*, and *cultural competence* in the practice of social work. These definitions are drawn from the *NASW Code of Ethics* and *Social Work Speaks*.

Culture

“The word ‘culture’ is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group” (NASW, 2000b, p. 61). Culture often is referred to as the totality of ways being passed on from generation to generation. The term culture includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.

The Preamble to the *NASW Code of Ethics* begins by stating: “The primary mission of the social work profession is to enhance human well-being and helps 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.” And goes on to say, “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice” (NASW, 2000a, p. 1). Second, culture is

mentioned in two ethical standards: Value: *Social Justice* and the Ethical Principle: *Social workers challenge social injustice*. This means that social workers' social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Value: *Dignity and Worth of the Person* and the Ethical Principle: *Social workers respect the inherent dignity and worth of the person*. This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Competence

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group. In the *Code of Ethics* competence is discussed in several ways. First as a value of the profession: Value: *Competence* and the Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise*. This value encourages social workers to 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. Second, competence is discussed as an ethical standard:

1.04 Competence

_ 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. _ 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.

_ 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.

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each. "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations" (NASW, 2000b, p. 61). Operationally defined, *cultural competence* is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies,

practices, and attitudes 12 13 used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings. Gallegos (1982) provided one of the first conceptualizations of ethnic competence as “a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients.” (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge. There are five essential elements that contribute to a system’s ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services. The specific Ethical Standard for culturally competent social work practice is contained under *Section 1. Social workers’ ethical responsibilities to clients.*

1.05 Cultural Competence and Social Diversity

_ Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.

_ 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.

_ 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.

-Finally, the Code reemphasizes the importance of cultural competence in the last section of the Code, *Section 6. Social Workers Ethical Responsibilities to the Broader Society.*

6.04 Social and Political Action

Social workers should act to expand choice and opportunity for all people, with special regard for

vulnerable, disadvantaged, oppressed, and exploited people and groups. 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. 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.14 15

Goals and Objectives of the Standards

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve. These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice. The specific goals of the standards are:

- _ to maintain and improve the quality of culturally competent services provided by social workers and programs delivered by social service agencies
- _ to establish professional expectations so that social workers can monitor and evaluate their culturally competent practice
- _ to provide a framework for social workers to assess culturally competent practice
- _ to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession's standards for culturally competent practice
- _ to establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings
- _ to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Interpretation

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). Social work has developed a comprehensive set of ethical standards embodied in the NASW *Code of Ethics* that “address a wide range of issues, including, for example, social workers’ handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action” (Reamer, 1998, p. 2). The Code includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers’ commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and *sensitivity to cultural and ethnic diversity*. Social workers clearly have an ethical responsibility to be culturally competent practitioners. The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be

familiar with varying cultural traditions and norms. Clients' cultural backgrounds may affect their help-seeking behaviors as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence builds on the profession's valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms. It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients such as helping clients enroll in mandated training or mental health services that are culturally insensitive. Cultural competence requires social workers to recognize the strengths that exist in all cultures. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cultures subjugate women, oppress persons based on sexual orientation, and value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's *Code of Ethics* and the United Nations Declaration of Human Rights.

Standard 2. Self-Awareness

Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

Interpretation

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients' cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (racism, sexism, ethnocentrism, heterosexism, ageism, and classism) have influenced their attitudes, beliefs, and feelings. Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients' needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one's own group, one can be more open to the diversity within other groups. Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence and to evaluate growth and development throughout these different levels of cultural competence in practice.^{18 19} Self-awareness becomes the basis for professional development and should be supported by supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.

Interpretation

Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural knowledge and expertise by expanding their understanding of the following areas: “the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups” (Gallegos, pp. 7–8). Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services. Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which have specific applicability and relevance to the service needs of culturally diverse client groups.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Interpretation

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people; a willingness to learn to work with clients of different backgrounds; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism,

homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator. More specifically, social workers should have the skills to:

- _ work with a wide range of people who are culturally different or similar to themselves, and establish avenues for learning about the cultures of these clients
- _ assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues
- _ master interviewing techniques that reflect an understanding of the role of language in the client's culture
- _ conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors
- _ integrate the information gained from a culturally competent assessment into culturally appropriate intervention plans and involve clients and respect their choices in developing goals for service
- _ select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- _ generate a wide variety of verbal and nonverbal communication skills in response to direct and indirect communication styles of diverse clients
- _ understand the interaction of the cultural systems of the social worker, the client, the particular agency setting, and the broader immediate community
- _ effectively use the clients' natural support system in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of creation, and other community resources
- _ demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the “isms”, stereotypes, and myths held by individuals and institutions
- _ identify service delivery systems or models that are appropriate to the targeted client population and make appropriate referrals when indicated
- _ consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional style that impede or enhance their culturally competent practice
- _ evaluate the validity and applicability of new techniques, research, and knowledge for work with diverse client groups.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Interpretation

Agencies and professional social work organizations need to promote cultural competence by supporting the evaluation of culturally competent service²² ²³delivery models and setting standards for cultural competence within these settings. Culturally competent social workers need to be aware of and vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients). Social workers need to detect and prevent exclusion of diverse

clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally competent service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care that accommodates varying cultural beliefs. For direct practitioners, policymakers, or administrators, this specifically involves:

- _ actively recruiting multiethnic staff and including cultural competence requirements in job descriptions and performance and promotion measures
- _ reviewing the current and emergent demographic trends for the geographic area served by the agency to determine service needs for the provision of interpretation and translation services
- _ creating service delivery systems or models that are more appropriate to the targeted client populations or advocating for the creation of such services
- _ including participation by clients as major stakeholders in the development of service delivery systems
- _ ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service
- _ attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
- _ not accepting staff remarks that insult or demean clients and their culture
- _ supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
- _ developing staffing plans that reflect the organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
- _ developing performance measures to assess culturally competent practice
- _ including participation of client groups in the development of research and treatment protocols.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Interpretation

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients' lives and the need for social advocacy and social action to better empower diverse clients and communities. As first defined by Solomon (1976), *empowerment* involves facilitating the clients' connection with their own power and, in turn, being empowered 24 25 by the very act of reaching across cultural barriers. Empowerment refers to the person's ability to do for themselves while advocacy implies doing for the client. Even in the act of advocacy, social workers must be careful not to impose their values on clients and must seek to understand

What clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change. Social workers need a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences

related to difference and oppression and power and privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising and developing a sense of personal power and skills while working toward social change.

Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice. This means that workers consider client situations as they describe needs in terms of transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective and a set of skills and techniques. The expectation is that culturally competent social workers reflect these values in their practice.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Interpretation

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse cadre of social workers, many of whom would bring some “indigenous” cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Diversity should be represented at all levels of the organization, and not just among direct practitioners. The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997). Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status. Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that “the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds. Clearly increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves” (Jackson & López, 1999, p. 4). In addition, culturally competent social workers who bring a special skill or knowledge to the

profession, like bicultural and bilingual skills, or American Sign Language (ASL) skills, are entitled to professional equity and should not be exploited for their expertise but should be appropriately compensated for skills that enhance the delivery of services to clients.

Standard 8. Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Interpretation

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas. The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. This includes undergraduate, master's and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice. In addition, the *NASW Code of Ethics* clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries"(p. 14). This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

Standard 9. Language Diversity

Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.

Interpretation

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life. Language diversity is a resource for society, and linguistic diversity should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities. Title VI of the Civil Rights Act clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination. Agencies and

providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs. It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client's language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in English and the other language, as well as orientation and training. Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency's programs or activities.

Standard 10. Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

Interpretation

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession. Guided by the *NASW Code of Ethics*, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities. Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients' concerns at interpersonal and institutional levels, locally, nationally, and internationally. 30 31 With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards. Note: These standards build on and adhere to other standards of social work practice established by NASW, including, but not limited to, NASW Standards for the Classification of Social Work Practice, Standards for the Practice of Clinical Social Work, Standards for Social Work Case Management, Standards for Social Work Practice in Child Protection, Standards for School Social Work Services, Standards for Social Work in Health Care Settings, Standards for Social Work Personnel Practices, and Standards for Social Work Services in Long-Term Care Facilities.

Free information on the Standards is located on the NASW Web site:
www.socialworkers.org. Purchase full document from NASW Press at 1.800.227.3590.

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Student Tutorials

Case Presentation

The student will present a case that s/he is currently working on or recently completed in the field. The presentation may not exceed 30 minutes.

The presentation will offer the following segments of information:

1. Background information
2. Assessment and presenting issue
3. Intervention strategy
4. Evaluation design and methodology
5. Forms of oppression and its implications for the case
6. Analysis and discussion of process and outcome
7. Conclusions and implications for practice
8. Conclusions and implications for policy
9. Questions or problems for which the student seeks consultation

Guidelines for the case presentation:

Please disguise any and all identifying information that might actually result in violation of the client's right to confidentiality and privacy. It is also expected that students will safeguard confidentiality by confining all discussion of a case to the classroom.

The following guidelines will assist you in preparing for your presentation. Your presentation will also be evaluated by other students and the instructor using these guidelines as criteria.

- 1) **Background Information**: Include identifying information (properly disguised), nature of the presenting complaint, and/or events that led to the referral. What prior attempts have been made to cope with the problem and how was the decision reached to request assistance? What has been the client's response to the referral? How long have you worked with the case and are other helping professionals involved?
- 2) **Assessment and Presenting Issue**: What is the presenting issue(s)? When did it begin and what was the severity? What resources are needed to alleviate the situation? What must be changed? List all the systems that are involved e.g., family, school, etc.
- 3) **Intervention Strategy**: Provide a clear description of the intervention used. Operationalize the intervention goals and explain your intervention planning. Clarify how your goals and intervention are related to your assessment. Is there any research that supports the use of your intervention in this particular context or situation? Describe the case management and monitoring process.

4) Evaluation: Briefly discuss a single system design or some other evaluation method you could use or did use with this case. What measurement tools did you use? Provide a brief rationale for why you choose the type of evaluation you did or are proposing to do.

CASE PRESENTATION FORMAT

When presenting a case for group discussion, you will need to prepare two items:

CASE SUMMARY

The following format is to be followed when writing the case summary (the case summary is not to exceed one typewritten page):

- 1-2 questions you would like the group to address during the discussion
- A brief statement of the client's:
 - age, sex, sexual orientation, culture, and HIV status
 - presenting problem(s)
 - relevant events leading up to the presenting problem(s)
 - previous therapy (if any) and his experience of the treatment
- A brief summary of the client's:
 - Social and family history
 - Psychiatric history
 - Substance use history
 - Medical history
- A brief narrative describing your interpersonal interactions with the client

SAMPLE CASE SUMMARY

Franco is a 40-year-old, HIV-positive, Latino gay man who was advised by his hospital social worker to seek mental health services to address his depression.

Franco reports since his T cell count dropped in 1997, he has been feeling increasingly depressed. He states over the last two years, he has "pushed all my friends away" and as a result is "now really alone." Franco also describes interpersonal difficulties with his HIV-partner, stating he is not able to talk about his emotional concerns with him. In January 1999, he filed for disability because of work-related stress but readily admits "I just couldn't take one more stress in my life." He rarely leaves the house these days except for his appointments and notes "I just stay in my room and watch TV all day. It's safe there." He hopes a course of psychotherapy will help him "return to normal and not be sick any more."

Franco describes his childhood years in bleak terms and expresses much shame about "coming from poor, white trash." He attended college for two years, studying Accounting and Fine Arts. Prior to filing for disability, Franco worked as a credit and finance analyst for 13 years. He described his family relationships in non-supportive terms and rarely has contact with his three siblings these days.

Franco reports no HIV-related symptoms and his T cell count is 861 with a viral load of 417. He has been hospitalized twice for anal cancer surgery (1995 and 1997). Franco is currently taking antiviral medications and tolerating them well. His psychiatric history is notable for three suicide attempts over the past 15 years and he is currently prescribed an antidepressant which he describes as unhelpful. Franco also reports a significant history of alcohol use, and has not used alcohol since 1996 with the exception of a one-day relapse in March 1999. He currently smokes a small amount of marijuana every evening before retiring to bed.

To date, I have seen Franco for 12/20 therapy sessions and we have established a good working relationship. Therapy has focused on his desire to avoid dealing with his HIV status, his tendency to "hide out" as a way to manage his distress, and his "feeling like I have arrested development." Franco has alluded to not presenting himself honestly to people out of fear that they will reject him. In fact, during therapy I sometimes wonder if Franco is showing all of what he feels to me out of concern that I will see him as "coming from poor, white trash." I find myself getting increasingly frustrated with him because I sense he wants to get better without taking the necessary interpersonal risks to resolve his problems. In my darker moments, I wonder "What can I do to help this person in just 20 sessions. This is hopeless."

QUESTIONS

- How might my countertransference be effecting my work with Franco?
- What intervention(s) might be helpful in getting Franco to take more responsibility for himself?

GUIDELINES FOR GROUP DISCUSSION

Discussing generalist social work in a group setting, while essential to the learning process of becoming a skilled social worker, is at times uncomfortable and anxiety provoking. It is important that all participants feel they can give and receive meaningful feedback in an atmosphere of mutual support. Consider that any case presentation only provides you with a slice of the therapy, i.e. you always have incomplete information. Feedback should be given as a suggestion for the treating clinician to consider and respond to, not as a factual statement of "what's really going on here." With this in mind, please consider the following guidelines during group discussions:

- NOTE WHAT THE CLIENT DID.
 - a) What do you think of this client's concerns?
 - b) What feelings did this client elicit in you?
 - c) What themes were evident?
 - d) Were you confused by any inconsistencies?
 - e) Did the client's input seem to make things clearer?
 - f) How did the client respond to the therapist's statements and behaviors?

- NOTE WHAT THE THERAPIST DID.
 - a) What were things you liked about the therapist's approach?
 - b) How did you see the therapist express her intentions?
 - c) Would you have expressed these intentions in other ways as well?
 - d) Do you think the interpersonal exchange was affected by an enactment? If so, how?
 - e) Were there any things in the session done by the therapist that you think were unhelpful? If so, what were they? What do you believe should have been done instead?

- NOTE WHAT WAS ACCOMPLISHED IN THE WORK SO FAR.
 - a) Given what you know about the client, were appropriate process or outcome goals accomplished during the work so far?
 - b) What would you say was an accomplishment of the work so far?
 - c) What would you say was an obstacle to the future work?

How will you analyze the outcome data? If you have completed the evaluation process, what were the outcomes?

5) Dealing with Oppression: What forms of oppression were present in this case? How did you deal with these issues? How do you insure that you are competent to deal with the challenges associated with gender, disabilities, sexual orientation, social class, race/ethnicity, and age?

6) Analysis and Discussion: Use your critical thinking skills to analyze and discuss the overall effectiveness of your intervention plan with the client. Describe the termination process with the client.

7) Implications for Policy: Discuss your experience and findings in terms of their implications for agency and social policy.

8) Conclusions: What are the implications of your experience in terms of practice with similar cases? What would you do differently with a similar case in the future, and why?

9) Questions or Problems for which Student Seeks Consultation: Do you have any questions or problems related to any phase of practice with this case? Does this case point you to any areas for which additional professional education would improve the quality of your practice?

Sample Process Recording #1 "Verbatim" with Columns

Intern: Jane Williams

Setting /brief narrative:

Krystal is a 10 year old Caucasian female who was referred to the school's social work department to address several behavioral issues that appear to be the result of relational difficulties between Krystal and some of her class peers. The purpose of this meeting was to follow up on Krystal's progress since our last meeting a week ago on August 10, 2011.

Narrative	Gut Level Feelings	Analysis	Supervisor's Comments
Krystal and I are seated on my office floor, making a journal. In this journal, Krystal can record her feelings about her frequent temper tantrums, what triggers them, and how she feels after.			
J: So, Krystal how was school today?			
K: OK. I learned why the kids tease me.	I feel bad for Krystal—no child should have to be teased.		
J: Why?	How stupid! I learned in class "how" is better than "why."	I keep using close-ended questions.	
K: Because they are jealous of me. I heard them talking during lunch about me.			
J: What did they say about you?			
K: They said that they didn't like me because I was the teacher's pet.	Krystal is very mature to have realized that children often tease		

	others because of jealousy and their own insecurities.		
J: What kind of things do you do that would make them feel that way?			
K: I help the teacher clean up the classroom and wash the board sometimes. J: But that is a very good thing to do. Do you think you might stop helping the teacher because of what the kids say?			
K: No-I feel better about going to school now that I know why I get teased.			
J: I am glad you are more comfortable with going to school. I am very proud of you for realizing that sometimes kids tease out of jealousy.			
K: They also tease me about my clothes.			
J: How does that make you feel?			
K: Sad. I can't help it if I have bad clothes. I don't have money to spend on clothes.			
J: Do you wish you had more money for clothes and other things you want?			
K: Sometimes. I really wish I had enough			

money for a kitten. I really love cats!			
J: So do I. What do you like best about them—they are friendly, soft, what is it?			
K: They are cuddly and cute.			
J: Have you ever had a kitten before?			
K: Yes, but we had to give her away because the landlord said we couldn't keep her. But, my dad said when we lived on 47_____ Avenue in _____ that I could get another one if I behaved.	Oh my God! Hasn't this girl had enough disappointment in her life?		
J: You said you don't have a kitten now, does that mean your dad thinks you aren't behaving?			
He is a liar. He almost never does what he says.			
J: When your dad lies to you, it must make you so angry. Is that true?	I hope I am not putting ideas into this child's head about how she should be feeling		
K: Sometimes it makes me more sad. I mean I am trying to behave but he still won't let me get a kitten. It just makes me feel like not behaving. He doesn't notice anyway.	Dad and K's relationship is not very good.	Dad needs to be talked to. He is a very important figure in K's life and needs to support her.	
J: Krystal, don't you feel	Good-I am trying to get K to look at		

proud of yourself when your mom comments on how you're behaving?	the positives in her life.		
K: Yes-mommy has been talking to me a lot more but a lot of times she ignores me for Stephanie.		Mom possibly favors Stephanie which leads K to have temper tantrums to get some attention <i>*attention seeking behavior</i>	
J: Well Stephanie is a lot younger so she needs to be watched a lot more than you, K. I know you must feel like your mom favors your little sister but that's not true. When you were little, you probably needed a lot of attention, too.	Here I go again putting ideas into the child's head! Stupid. And I used the word MUST-- that's a strong word.		
K: I guess you're right, but sometimes it doesn't feel that way.	Jeez--does anyone pay attention to this child?	K feels neglected sometimes by mom, too.	
J: What way?			
K: Like she doesn't love me. It is my fault my parents fight you know.			
J: Why do you feel that way?			
K: Because usually when they fight it's because I did something bad. My temper tantrums make everyone mad.	Wow! It's good this child realizes that her emotions can affect others in her family	K is mature beyond her years and is observant	
J: K, what ever is			

between your mom and dad is between them. It has nothing to do with you. It's not your fault.			
K: What do you mean?		I'm glad Krystal is not afraid to ask questions when things are unclear	
J: Like, when you fight with Stephanie. That's not your mom and dad's fault, right?	I think using an example the child could relate to is a good way to get the idea across.		
K: No.			
J: Well, when you fight sometimes with Stephanie your parents sometimes get upset, right?			
K: Yes. See its just like that with your mom and dad except when they fight, they may take it our on you.			
J: I see. It makes sense now.			
K: Can I stay a little longer. I like being here.			
J: Sure. I do have to stop in 10 minutes because I have another client.	Making it sound as if she's not as important as other clients!	K is feeling engaged in therapy and is enjoying it.	
K: OK. Do you like my journal?	I can't wait to analyze it in my art therapist "way."		
J: Its beautiful!		Very creative girl.	

K: Will you talk to my dad about getting a kitten?			
J: I can't promise you I can get you a kitten but I can talk to him about his lying and how it makes you feel. Is that what you want?	I hope not getting a kitten doesn't ruin our established relationship		
K: Yes. Thank you.			

SAMPLE PROCESS RECORDING #2

Narrative Model

INTERVIEW WITH CLIENT

Relevant Background Data

Mr. and Mrs. B., both 79, were in a car accident, in which Mr. B was driving. Mr. B. suffered a fractured left leg and Mrs. B had two fractured legs. Mrs. B. also lost her right eye and suffered partial hearing loss in one ear.

They are located in the same room in a rehabilitation center. The student met each client briefly alone once, prior to this first joint interview. Each was reported by the nurse to be anxious about recovery, each fearing for himself/herself and for each other.

Worker's Purpose

Clarify services worker (or other hospital personnel) might provide; evaluate areas of strength and difficulty; help clients with adjustment to rehabilitation center, any interpersonal needs or tensions, discharge plan.

Interview with Mr. & Mrs. B

As I entered the room, Mrs. B. was half-lying, half-sitting in bed, working on a small pile of correspondence. Mr. B. was sitting in his wheelchair, beside her bed. As I said hello, Mrs. B. looked up, grinned, and said hello, Ms. Jones (pleased at showing that she remembered my name, I think) and Mr. B. turned his wheelchair so that he could face me. I sat down in the available chair, telling them I had wanted to talk with them to find out how they were doing and if they were worried about anything that perhaps they'd like to talk about.

Mr. B. immediately began a fairly long complaint about the boredom of his diet, the low sodium diet he was on, his "wasting away". I asked if he had spoken to the dietitian about this matter, and he said yes, many times. She was being very helpful and doing all she could, but he hated this food, and the restrictions on the diet imposed upon him. I asked if he had spoken with his M.D. re: the need for these dietary restrictions. He answered rather vaguely that he hadn't seen the doctor since shortly after they arrived at the center. How could he ask him if he never saw him? And his daughter, Carol, was too busy to take time out to help her own family. Carol had said that they should come here because they would have the finest doctors available. And they had been here seven days and seen a doctor only once.

I commented that Mr. B. sounded very upset with his daughter. He said no, he wasn't upset, that Carol was too busy even to help "this poor girl" (referring to his wife) get a hearing aid. At this point Mrs. B., who had been working on her letter at times, listening to her husband at other times, sometimes understanding what was being said, sometimes not from the look

on her face, entered the conversation. (It seems the pattern is for Mr. B. to do most of the talking, and to translate as necessary for his wife. If she cannot understand or hear what he is saying, he tells her he will tell her about it later, and she nods and seems content. Whether or not this is so I do not know, but during Mr. B's outpouring of feelings, it did not seem advisable to attempt to draw Mrs. B. into the conversation.) In any event, Mrs. B. burst in at this point with a comment addressed to me that their daughter Carol worked very hard and was very busy. Mr. B. interrupted her saying, "You're defending her again, sticking up for her!" Mrs. B. looked at me, asking me what her husband was saying. I said that it seemed as though Mr. B. was quite angry with their daughter Carol and seemed upset that she was speaking positively about the daughter when he was feeling so angry with her.

Mr. B. said he was not angry with her. I said that perhaps "disappointed" more accurately described his feeling. At this, he broke down into tears, saying yes, he was disappointed; it was very hard. Then he began to make excuses for his daughter; she really did work hard and didn't have much time.

I said I thought it must be very difficult for them being so far away from their home, their neighbors and friends. Mr. B. said yes, it was very hard. He went on to describe the visits and general helpfulness of his fellow church members, his neighbors, etc., when he and his wife were in the hospital. He spoke of many cards and letters they had received in the hospital. Then he looked at his wife, nodded and told me proudly how she had written a letter to all their friends. Indeed, he said, every Christmas his wife would write a long letter on all their Christmas cards--150 of them. I said that was quite a job. He nodded, smiling at her.

Mrs. B. caught the look and asked me what was going on. I told her that her husband was bragging about her and her letter-writing ability. She said "Is he," smiling and seeming pleased. Mr. B. returned to talk about New Jersey, their friends, how nice it was. I said that it must be lonely for them out here in Long Island, away from all of those friends. At this, Mr. B. again started to cry, then began to speak of the accident that had hurt them so. He described how carefully he had driven, how careful he always was, how he'd never gotten a ticket until just a few months ago. He was still tearful and clearly very upset. I said that it must be very hard and rather scary to be so very careful and still not be able to avoid such an accident. After a quiet minute or so, he stopped crying, looked at me and said we're alive, we're going to get better, we're going to get out of here and go home. Then he returned to his daughter, muttering that she wanted to send them to a nursing home. She didn't even have room for her own parents. I told Mr. B. that it was too soon yet to make plans for their discharge, we had to wait to see how quickly they healed. I said I didn't know if they would be able to return to their own home – I hoped so, because I knew they both wanted to do so very much. If that was not possible, then we'd deal with that too. In either event, I was going to be available to help them sort out their plans and help them deal with any problems they encountered with discharge.

Mr. B. seemed somewhat reassured--at least he didn't look angry. At that point, an aide came in to take Mr. B. to his p.t. session. I told him I would see him after the session to say good-bye and I remained in the room with Mrs. B. I moved over to stand by her bedside,

and we talked for the next 10 minutes or so. Some of the conversation was about trivialities, some about her background as an Englishwoman, some about her daughter's education and career. (During this conversation, we were interrupted by the nurses who had to put drops in Mrs. B's eyes. I did not feel so flustered by a nursing interruption as in earlier meetings, and we continued our conversation after they left.) I wanted to touch base with Mrs. B., feeling uncomfortable that the conversation among the three of us was difficult with the shouting, repetitions, hard stares, etc. She was important too, and despite the physical impairments, perhaps the more dynamic of the two of them, and I wanted her to know that I regarded her as capable and intelligent. She asked me whether or not I was a social worker, and I said yes, and she asked what school I went to, and I told her. She said she had heard of Columbia. She said, you know, I don't know if it does any good to talk about your problems and how you feel, but I think maybe it does. I answered what sounded to me like a hope, a question, and a challenge all in one, that I thought it did help me to talk about what was troubling me and that I thought that was true for a number of people. Also, I said, that sometimes talking about difficulties leads to new ways of looking at them and maybe even ways of solving them or at least dealing with them. She nodded and smiled at me. I told her that I would leave my card with my name and phone number with her, and if she or Mr. B. should want to talk about difficulties, if they were upset or feeling worried about their future plans, they could call me and I would also come talk to them a couple of times a week.

At this point Mr. B. returned from p.t. He turned to me and said, I need a straight answer to a question. How long are we going to be here? I told them that I did not have the medical knowledge to make an expert judgment about that, but that I knew from discussion with medical staff that he and Mrs. B. were expected to be at the center for 2-3 months. I said I could not guarantee that time period; to some extent it depended on their rate of recovery. But that was our best guess at this point.

Mr. B. sighed, with relief, apparently, and said "That's not so bad. I was afraid it would be much longer." It's always harder he said, not knowing. I agreed that that was very difficult. I added that I understood how important it was for them to have an idea about their length of stay here.

I told Mr. B. about the card I had left with Mrs. B., my availability to discuss their feelings and concerns, and said good-bye.

I returned to my office where 5 minutes later the phone rang. It was Mr. B. and it had occurred to his wife as they were talking things over that they might be separated at some future point. She was very upset, he said; he himself sounded shaky. I told them I would come back to their room to talk to them, which I immediately did. Their concern was that Mr. B. would be ready for discharge before Mrs. B., since the severity of her injuries was so much greater. Then, she might be in Long Island, and he might be in New Jersey. I told them I could understand how upsetting that thought would be to them. Then I said that, again, I couldn't predict rates of recovery, but that what I could do was work with them to try to arrange things in the best way possible. If Mr. B. was ready to go home and Mrs. B. was not, then we would explore the possibilities of Mr. B. remaining temporarily in town-- or of Mrs. B. at that juncture moving to a facility in New Jersey. I didn't know what the

possibilities were, but if there were such a need I would work with them to see what we could do. They seemed reassured. Again good-byes were said, we scheduled another appointment, and I left the room.

Impressions

The couple seems comfortable with my presence, and I attempted to make somewhat clearer today the kinds of concerns with which I can deal. Today Mrs. B. seemed quite sharp, witty, less frightened and Mr. B. was somewhat depressed. Tears were very near the surface today for him and any touching upon the areas of loneliness or disappointment with his only child triggered those tears. The two seem very close to each other and very supportive of each other. I think the B's would benefit from continued opportunities to discuss their present and future situations. Also, the information gathered from these meetings could be very useful in assessing how realistic are the plans that the B's propose for their discharge.

Generally, I felt this interview went well. Hopefully, I will become more skilled at dealing with the difficulties posed by Mrs. B's hearing incapacity and more confident in focusing the conversation in helpful ways. I am still suffering from uncertainty regarding my role and uncertainty regarding the aging- i.e., degree of frailty, etc., my own fears--(to be infirm, to be unable to hear, to have to rely on my child to do for me.)

I wonder if Mrs. B. is angry with her husband for his role in the accident.

I don't know how to respond and help when they complain about their daughter or the doctor, especially since they may be neglected and I feel upset about that. I would also like to discuss future plans. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX **End of summary.**

Darrin E. Wright
Student intern
8/22/2015

SOAP Progress Note Format

S UBSTANCE/SUBJECTIVE INFORMATION	Describe the purpose of the session or meeting, and the content of what was discussed; also describe the setting.
O BSERVATION/OBJECTIVE DATA	Describe the appearance and actions of the client(s) or observable factual data you may have observed or analyzed from case records.
A ssessment	Briefly summarize your impressions of how the session went or conclusions drawn based on the objective data and observations.
P LAN	Describe what the next steps are. Include any goals and tasks you are responsible for as well as the client(s). Include time lines and; define a measurable criterion for success.

EXAMPLE

Date: August 20, 2015

Student Name: Darrin Wright

Subjective: Today I met with Ms. L a 35 year-old Hispanic single mother. Ms. L has a 3-year-old daughter, N who lives in foster care due to a history of being neglected by Ms L. The purpose of our meeting was to establish a contract with Ms. L to pick up her preschool daughter from the home of the foster parents and take Baby N to her home for weekend visits. Ms. L insists on a worker at our center arrange for pick-up and delivery of Baby N.

Observation/Objective data: Ms. L has no car, but the city bus will bring her within three blocks from the foster home and her income is enough to cover her bus fare. Records also indicate that Ms L receives a transportation stipend of \$ 3.50 from our agency to pick up Baby N. In the past the foster parents have been willing to provide transportation for the child but have since stopped because they felt Ms. L was taking advantage of their kindness.

Assessment: Ms. L continues to depend unnecessarily on others. Giving in to her demands now may perpetuate the problem to do for the client what the client can do for self. Doing so would encourage continued dependency. Also, rewarding Ms. L's demanding behavior reinforces the behavior and inhibits her ability to become a responsible parent.

Plan: In an effort to address this problem I will negotiate through the signing of a contract with Ms. L to take the bus on her own to pick up Baby N, beginning August 20, 2013 with the foster parents agreeing to drive baby N only in conditions of heavy rains or agency approved emergencies to Ms L's home. *Darrin E. Wright.* End of entry.

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**School of Social Work
Thayer Hall
(404) 880-8311**

BSW Faculty

- **Vimala Pillari**, Ph.D., Dean and Professor
Telephone: (404) 880-8549
E-mail: vpillari@cau.edu
M.S.W. Madras University
D.S.W. Columbia University, NYU
Research Interests: Families and Children, Elderly
- **Mary Curtis Ashong**, LCSW, Assistant Professor
Telephone: (404) 880-8861
E-mail: mashong@cau.edu
M.S.W. New York University
Research Interests: Child Welfare, Foster Care, Adoption, Abuse, and Neglect, and Adolescent Sex Offenders
- **Mustapha Alhassan**, MSW, Ph.D., Assistant Professor
Telephone: (404) 404-880-6834
E-mail: malhassan@cau.edu
M.S.W. Washington University-Missouri
Research Interests: Child Welfare, Foster Care, Adoption, Abuse, and Neglect, and Adolescent Sex Offenders
-
- **Margaret S. E. Counts-Spriggs**, Ph.D., Associate Professor and Chair of BSW Program
Telephone: (404) 880-8863
E-mail: mspriggs@cau.edu
M.S.W. Atlanta University
Ph.D. Clark-Atlanta University
Research Interests: Aging, Women and Health Care.
- **Roslyn A. Harper**, Ph.D., Assistant Professor
Telephone: (404) 880-8088
E-mail: rharp@cau.edu
M.S.W. Atlanta University
Ph.D. Clark Atlanta University
Research Interests: Juvenile Forensics and Child Welfare Policy
- **Darrin E. Wright**, Ph.D., LMSW, Assistant Professor & Dir. of Field Education
Telephone: (404) 880-8553
E-mail: dwright@cau.edu
M.S.W. Columbia University

Ph.D. Clark Atlanta University
Research Interests: Integrated Behavioral Health Practice, Program Planning & Administration, Best Practices in Field Education, International Social Work and Social Development for Sustainable Communities

- **Robert W. Waymer**, Ph.D., Assistant Professor
Telephone: (404) 880-8561
E-mail: rwaymer@cau.edu
M.S.W. Atlanta University
Ph.D. Clark Atlanta University
Research Interests: Work Autonomy and Job Satisfaction

School of Social Work
Thayer Hall
(404) 880-8311

Professional Staff

- **Cynthia Winzer**, Administrative Support Staff
Telephone: (404) 880-8399
E-mail: cwinzer@cau.edu
- **Claudette Rivers-King**, Program Administrative Support
Telephone: (404) 880-8578
E-mail: crking@cau.edu