The
Field Education Manual
This manual has been prepared for the purpose of assisting students, faculty, and Field Instructors to understand the objectives, policies, and procedures governing field education instruction for a social work degree program at the East Carolina University School of Social Work.
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Section I: Overview of the School of Social Work

Mission of School of Social Work

In keeping with the University’s commitment to service and the College of Human Ecology’s focus on enriching lives and enhancing communities, the School of Social Work (SOSW) seeks a world in which the social, economic, and political conditions that marginalize and oppress people are eliminated, and all people are free to fulfill their potential. Our vision is grounded in a commitment to the principles of justice, the value and dignity of every person, progress through dialogue, and community transformation through collaboration.

To achieve the society we envision, the mission of the School of Social Work is to serve by educating students to become effective social worker practitioners; by contributing to the development and dissemination of knowledge; and by partnering with social work practitioners, other community members, and organizations to improve services and to reduce marginalization and oppression.

Goals of the School of Social Work

1) Prepare competent practitioners who possess the social work knowledge, values, and skills necessary for beginning generalist (BSW) and advanced clinical-community (MSW) practice; as identified by the program the Council on Social Work Education (CSWE) Core Competencies (Appendix B).

2) Develop and disseminate professional knowledge; and

3) Provide leadership in initiating and maintaining partnerships between the School of Social Work and service recipients and community organizations to improve social services and to reduce the effects of injustice.

History

At ECU, social work traces its roots back to 1968 when it was established as the first department in the School of Allied Health and Social Professions. In 1969, the new department of Social Work at East Carolina University began offering a curriculum leading to a Bachelor of Science degree in Social Work. This program was accredited by the Council on Social Work Education (CSWE) in 1974, the first year that undergraduate social work programs were eligible for accreditation. In 1978, authorization to plan a new Master of Social Work degree was approved by the UNC Board of Governors. This planning process was acknowledged by CSWE in 1979. The Board of Governors approved the MSW program in 1982 and the Department of Social Work became the School of Social Work and Criminal Justice Studies. The first group of MSW students was admitted in 1984. In July 2003, the School of Social Work was merged with the School of Human and Environmental Sciences to become a new school within the College of Human Ecology.
Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education from baccalaureate to doctoral levels employs educational, practice, scholarly, interprofessional, and service delivery models. Doing so orients and shapes the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational setting and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

Professional social workers and social work students follow the NASW Code of Ethics (see Appendix A).
Social Workers engage in:
- Social Planning
- Community Organization
- Research
- Supervision
- Consultation
- Administration
- Group Work
- Family Therapy
- Individual Casework
- Case Management
- Counseling & Psychotherapy

The Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work field education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

The purpose of the classroom education is to equip the student with the values, knowledge, and skills necessary for the development of practice expertise. The field education curriculum provides the student opportunity to apply and integrate content from the classroom to the delivery of social services in an agency under the supervision of a qualified Field Instructor. Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for beginning generalist professional practice. Master level social work prepares students for advanced professional clinical-community practice from a relational perspective based on a solid work foundation. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.
Section 2: The Field Education Program

Introduction

The Council on Social Work Education (CSWE) identifies Field Education as the “signature pedagogy”, of social work education. As such, Field Education is the central form of instruction and learning for social work, in which social work students are socialized into the norms and values of the profession. The intent of Field Education is to connect the theories and concepts of the classroom with the practical world of the practice setting. These two interrelated components of social work education, classroom and field, are equally important and each contributes to the development of competent social workers. To achieve this, Field Education is systematically designed, supervised, coordinate and evaluated. (CSWE- Educational Policy 2.3)

Field Education at the ECU School of Social Work is anchored in the mission, goals, and educational level of the programs. Placement settings are screened and evaluated to insure that Field Educations occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

East Carolina University’s School of Social Work offers field placement opportunities throughout the eastern region of North Carolina and in neighboring regions. Internships may include direct interventions with individuals, families and non-related groups; indirect practice interventions enabling social, organizational or institutional change; diversity of modalities, populations, treatment issues; and a range of theoretical and teaching methodologies and models. While the Director of Field Education has responsibility for the overall operation of the program, Field Education is a collaborative educational venture between the faculty of the School, host agencies, personnel in the field placement sites, and the students. Cooperation, individualization and flexibility are prominent features of this relationship.

The ECU School of Social Work Field Education Program

Objectives

CSWE defines the learning objectives for social work education in the form of ten Core Competencies which are operationalized in 41 Practice Behaviors (Appendix B). In addition, each school of social work identifies advanced MSW Practice Behaviors for the MSW concentration. Students work with their field supervisors to develop an individualized Learning Agreement, which identifies specific activities the student may complete in the placement to fulfill the learning objectives of the program and the student’s individual learning needs.

The BSW degree prepares students to be competent and effective generalist social work practitioners. Areas of learning for the BSW field placement include: social work values and ethics, professional development, preparation for interventions, communication skills,
assessment, contracting and intervention skills, evaluation, termination, problem solving and working with individuals, groups, organizations and communities.

The MSW degree prepares graduate students for advanced social work practice. Learning goals include developing the ability to utilize a broad range of knowledge and skills to analyze, intervene and evaluate practice with a high degree of autonomy and proficiency. Specific objectives include self-directed learning, professional development, developing self-awareness, communication skills, evaluating practice, organizational and community context, policy, and direct practice skills including interviewing, assessment, and executing appropriate interventions.

Structure of Field Courses

There are three social work internships, the BSW internship, the Foundational MSW internship, and the Advanced MSW internship. Semesters are 14 weeks long, running August to December and January to May.

The internships are structured as follows:

BSW Internships – SOSW 4990
   One semester – Final semester of senior year
   Four days a week (Tuesday through Friday)
   32 hours a week, total of 448 hours

MSW Internships
   Full time program - three days a week (Wednesday through Friday)
   Part time program – hours may vary
   24 hours a week, total of 336 hours

   Foundation MSW Internship – SOSW 6940
      One semester

   Advanced MSW Internship – SOSW 6950 and 6960
      Two semester placement in the same agency

Supervision

Supervision that provides adequate oversight, support and guidance is essential to a productive internship experience. For social work interns this is achieved through a combination of daily supervision relating to the activities of the intern, and weekly supervision which focuses on the student’s learning process. This focused supervision supplements day to day supervision, and promotes the students growth in utilizing skills, applying theory, and developing the self-awareness necessary for professional social work practice.
Supervision for social work interns is provided by a designated social work Field Instructor in the placement agency. The Field Instructor must have a degree from a CSWE accredited school of social work at and at least two years of post-degree practice experience. A BSW Field Instructor may supervise BSW students, and an MSW Field Instructor may supervise BSW or MSW students. An LCSW is not required to supervise social work student interns.

At times an agency, unit or division that can offer a good learning experience may not have a degreed social worker available to supervise the intern. In these cases, an exception may be considered in which the student will have two supervisors. A Task Supervisor will provide the student with day to day supervision in the internship setting. Working with the placement agency, the Field Office will identify a degreed social worker from outside the agency or unit who will serve as the External Field Instructor. These two supervisors will collaborate to provide supervision for the intern. More detailed information on the supervisory roles follows.

**Field Seminars**

All students are required to participate in a weekly Field Seminar while they are in an internship. The seminar promotes the integration of knowledge and practice, development of the professional role and application of social work values and ethics. It provides an opportunity for students to learn from each other and provides for peer support. This field seminar is led by an ECU School of Social Work faculty person, and meets during the days students are not in their field placements. The seminar instructor is the primary liaison between the ECU School of Social Work and the placement agency. Seminars may include assignments such as readings, process recordings or case studies.

**Field Office Responsibilities**

The Office of Field Education is charged with planning, implementing, and evaluating field education within the School of Social Work. The responsibilities of this office include:

**Community Component:**

- Ensuring that Field Instructors and agencies meet the standards set by the Council on Social Work Education;
- Identifying and providing orientations and training for Field Instructors and Task Supervisors;
- Convening and coordinating the Field Education Community Advisory Committee;
- Recruiting, assessing, and approving agencies as field placements by evaluating new and returning agencies and instructors for the next year of placement;
- Establishing and preserving working relationships between the School of Social Work and field education agencies and supervisors;
Sharing up to date information with students, agencies, Field Instructors, and Field Liaisons about the School’s field education philosophy, curriculum, expectations and standards, policy and procedures through formal and informal means including maintenance of the field education website;

Communicating with Faculty Field Liaisons (a.k.a. Seminar Instructors) concerning visits to agencies, developments in field agencies and the community, class subject matter, integration of class and field content, concerns about students, classes, and providing guidance as needed in these related areas.

**Student Component:**

- Selecting and assigning field placements through student interviews focusing on field placement opportunities that appropriately meet individual learning needs;
- Dispensing information regarding students to Field Instructors as appropriate;
- Monitoring student progress in field through ongoing communication with field liaisons, agency, and Field Instructors;
- Resolving concerns and problems related to field instruction and all changes in field placement;
- Negotiating changes in field placement assignments of students after thorough evaluation and discussions with all involved when the need arises;
- Participating in the resolution of problems and concerns which cannot be reconciled by Faculty Field Liaison and/or Field Instructors and students;
- Consulting with the Field Instructor in the placement process in an effort to provide an appropriate match of student and agency.

**Administrative Component:**

1. **National/State**
   - Participating in the North Carolina Field Directors Consortium and pertinent state and national conferences

2. **University**
   - Maintenance of legal documents necessary for agency university affiliations including professional student liability insurance policies and agency Affiliation Agreements

3. **School of Social Work**
   - Participating in the ongoing development and evaluation of the Social Work Program in order to maintain high standards of education in the field;
   - Participating in ongoing developments and evaluation of the social work program;
   - Recommending field related policy changes to social work director and to relevant field education committees and to school faculty;
   - Continually assessing the field education program to assure that it meets program needs and the criteria for CSWE accreditation standards;
• Collaborating with field education committees on reaffirmation or accreditation self study preparation to ensure that field education program achieves and maintains optimal accreditation standards

4. Field Office
• Maintaining current information on agencies, Field Instructors and students utilizing up-to-date technology such as databases;
• Consulting with MSW and BSW Program Coordinators, Faculty Field Liaisons, Field Instructors, and students regarding field education concerns;
• Convening and coordinating meetings of the Faculty Field Committee;
• Maintaining and revising all field education documents including evaluation tools and criteria for field placements, field liaisons, and Field Instructors;
• Maintaining records necessary to document and evaluate the field education program through development of reports on findings from the field education evaluation tools;
• Participating and serving on various SOSW committees including, but not limited to, the Administrative Team, BSW and MSW Program Committees, and the Admission and Retention Committees;
• Consulting with the SOSW Director on the funding required for the operation of the Office of Field Education including budget management;
• Distributing the final field placement seminar lists each semester including agency placement, Field Instructor and Faculty Field Liaison assignments and contact information

5. Faculty Field Liaisons (a.k.a. Seminar Instructors)
• Participating in the documented evaluation of the Faculty Field Liaison’s performance;
• Monitoring course content to maintain consistency for seminar courses with Faculty Field Liaisons;
• Planning, implementing and evaluating orientation and training for Field Instructors and liaisons;
• Assuring that all Faculty Field Liaisons are knowledgeable about the field education curriculum and expectations;
• Participating in the documented evaluation of the Faculty Field Liaison’s performance;
• Coordinating with SOSW Director/Administrative Team regarding number of seminar classes, sections, and selection of Faculty Field Liaisons;
• Consulting with SOSW Director/Administrative Team concerning Faculty Field Liaison duties and performance

6. Students
• Assignment of students to Field Seminars;
• Storing all pertinent field placement records
Field Education Community Advisory Committee

The Field Education Community Advisory Committee is comprised of community members that serve in an advisory capacity to the Office of Field Education in decision making, problem solving, and policy setting. They also provide a valuable community link and a direct mechanism for the school to receive feedback from the practice community. The committee meets four times per year and is chaired by the Director of Field Education. Members serve two year terms that are renewable to up to six years. Composition includes 9-12 field agency representatives, faculty of the Office of Field Education, and representatives from the Faculty Field Committee. Student representation is on an as-needed/adjunct basis. Representatives will be identified from appropriate school organizations. Members of the committee, faculty, or administration may suggest potential members and the Director recommends members to the Dean.

Faculty Field Committee

The Faculty Field Committee is comprised of faculty who are responsible for teaching field seminars and members of the Office of Field Education. Other interested faculty members are invited to attend committee meetings. The purpose of this committee is to bring together Faculty Field Liaisons to explore common field issues. This is also an opportunity for the field office faculty to get direct feedback related to field seminars. This committee meets at least twice a semester and representatives from this committee sit on the Field Education Community Advisory Committee.
Agencies and Field Instructors

Selection of Field Education Agencies

The Agency

Field Instruction takes place in a wide variety of agencies and settings. The School of Social Work seeks to identify field agencies whose missions and goals are consistent with the educational mission of the practice of social work. The agency is selected because of a recognized interest in professional standards of practice, an interest in cooperating with the School of Social Work, and a commitment to making resources available for educational purposes.

The agency is a social system in which the students become members both as students and as practitioners. Students must relate to the clients, practitioners, agency employees, administrative personnel, educational personnel, and support staff. The setting for field instruction supplies the resources for students to engage in social work practice. These include office space, support staff, recording instruments, supplies, etc. Importantly, it makes staff resources available for student learning. Students then serve the clients of the field agency.

The Office of Field Education is always open to the development of opportunities for internship sites both locally and regionally. The development of new internship sites can be initiated by the agency, the School, or the students. This process often includes, but is not limited to, an agency visit, biographical and educational information of the potential field supervisors, and a demonstrated willingness of the agency to work with the field office in determining the appropriateness as a field internship site. New field instruction agencies are approved by the Office of Field Education.

Selected agencies exhibit or provide:

1. An agency commitment to serve clients demonstrated by adequate and stable resources including professional personnel.
2. Willingness to provide adequate numbers of qualified personnel, time for instruction of students, and continuity of Field Instructors.
3. Willingness to make cases, groups, and agency or community projects available to Field Instructors for selection and assignment to students.
4. Interest in participation in student’s research.
5. Interest in working with the School of Social Work and commitment to social work education.

The responsibilities of the agencies include:

1. Assuring the opportunity to provide direct and macro services from a generalist perspective for the BSW student or MSW foundation student or the opportunity to provide advanced direct and macro services for advanced MSW students.
2. Allowing the student to take part in staff meetings, in-service training, and interagency conferences as appropriate.
3. Adhering to social work values and ethics concerning professional service delivery.
4. Insuring that the student has sufficient learning opportunities in the placement experience using the attendance policy.
5. Providing Field Instructors with release time to plan the student’s learning experiences, supervise the student’s progress, participate in the student’s evaluation, and to take part in the School’s orientation and training.
6. Assuming the responsibilities of a teaching agency, including the provision of Field Instructors, authorized activities for students, provision of adequate work space and equipment, orientation to the agency and basic safety precautions.
7. Participating in a mutual evaluation process involving agency, student and school to monitor the quality and effectiveness of the field experience.
8. Agreeing to affiliate with East Carolina University School of Social Work through the signing of the Affiliation Agreement.

Agency/School of Social Work Affiliation Agreement

It is in the interest of both the School of Social Work and community social agencies to affiliate as partners in the process of social work education. The School receives the advantage of on-site practice education for students in agency settings as part of the total curriculum. Agencies gain access to new and developing knowledge, research, and practice wisdom from contact with students and faculty.

In this two-way process, each has responsibilities to the other as:

The School of Social Work’s responsibility to the agency:
- Consult with the agency about student assignments to ensure appropriate learning opportunities for students that are congruent with the agency’s service functions.
- Designate a member of the faculty to serve as liaison to the agency.
- Provide the agency personnel with information about the student, the curriculum, and school policies through consultation and conferences as needed.
- Plan periodic meetings of appropriate agency personnel, Field Instructors and faculty to integrate field instruction with the total curriculum.

The Agency’s Responsibility to the School of Social Work:
- Agrees to provide an environment free of discrimination for students in field practice with regard to sex, race, age, religion, color, handicap, sexual orientation or national/ethnic origin.
- Recognizes students as developing professionals who should be assigned to appropriate tasks which are meaningful and consistent with student’s learning needs.
- Designate a qualified Field Instructor and/ or Task supervisor, who has sufficient time and resources to develop student learning experiences; prepare and conduct individual student conferences; attend school-sponsored meetings; and prepare evaluations.
- Provides adequate facilities and equipment appropriate to the student’s needs.
Selection of Field Instructors

Instruction is delivered by a Field Instructor (see Supervisory Guidelines) who is employed by the agency, a degreed social worker from another agency, or a faculty member. Arrangements may be made with other agencies or with the school to provide the required educational component. It is essential that a social worker with a social work degree from an accredited School of Social Work oversees and monitors the field placement. The School of Social Work accepts the candidate as a Field Instructor, with support of the Field Instructor’s agency, based on the qualifications of the Field Instructor as outlined below.

Criteria for selection of Field Instructors:

1. Possession of a degree in social work – BSW degree to supervise BSW interns or MSW degree to supervise either BSW or MSW interns.
2. A sufficient background of social work experience to assure security in social work practice with a minimum of two years post-social work degree experience and preferably at least six months at the agency.
3. Demonstrated skill in practice.
4. Belief in and identification with social work as a profession.
5. Independence, creativity, and flexibility in the use of professional self.
6. Knowledge and capacity to deal with the following elements:
   - Students with diverse backgrounds, philosophies, interests, and cultures.
   - Institutional structures of a society.
   - The structure and functions of a particular social agency.
   - Organization of resources for educational purposes.
   - Authority inherent in role of educator.
   - Values as they apply to social work practice
7. Potential for teaching, which includes the following:
   - Ability to conceptualize theory and practice.
   - Commitment to increasing knowledge of learning theory and skill in teaching.
   - Willingness to provide feedback to faculty members in the revision of Field Instruction curriculum.
   - Attendance in the various meetings which may be held to enhance field instruction

All new Field Instructors are required to attend a group or individual orientation and training session with the Office of Field Education. The purpose of this meeting is to discuss the schools and the agency’s needs as well as potential problems and difficulties they may encounter.
Field Education Supervisory Guidelines

DEFINITIONS:

Faculty Field Liaison (AKA Seminar Leader):
Faculty Field Liaisons are members of the East Carolina University Social Work Program faculty who serve as the link between the Office of Field Education, the Field Instructor, the Task Supervisor, and the student during a given semester. The Faculty Field Liaison is selected to work with particular social agencies because of his/her interest, knowledge, and background in that particular field. The Faculty Field Liaison is the School’s representative in the field instruction agency and is expected to serve both as consultant to the Field Instructor and the Task Supervisor and as an advisor to the student.

Field Instructor (BSW or MSW):
Field Instructors are professional practitioners who hold a social work degree from an accredited school of social work. Field Instructors serve in the capacity of social work supervisors. BSW students may be supervised by a Field Instructor with a BSW or an MSW. MSW students must be supervised by an MSW Field Instructor.

  Internal Field Instructor:
  Example: For a BSW student, the internal Field Instructor has a BSW or MSW degree, is an employee of the agency where the student is placed, and provides instruction and supervision for the student within the agency using the roles listed for “Field Instructor – Internal”.

  External Field Instructor:
  This Field Instructor is external from the field placement when an agency lacks a qualified social work professional. In that case, field instruction must be supplied by a degreed social worker within the community or by the ECU School of Social Work.
  Example: For an MSW student, the external Field Instructor has an MSW but is not a member of the agency where the student is placed. This instructor will work with the Task Supervisor who is in the agency. The roles listed for “Field Instructor – External” will be followed by this Field Instructor.

Task Supervisor: The Task Supervisor provides day-to-day supervision for students who do not work directly under the direction of an internal Field Instructor at their placement. These administrative supervisors work closely with the external Field Instructor to make certain that the student is provided the proper types of educational experiences.
ROLE FUNCTIONS:

Faculty Field Liaison (AKA Seminar Leader)

Specific Responsibilities:

- Conducting weekly seminar to help students integrate classroom knowledge with the field experience through the written and reading assignments within the seminar. Monitoring and facilitating the teaching/learning process through weekly seminar.
- Reading and reviewing the Field Manual and being familiar with field instruction policies.
- Assigning the development of student learning agreement. Reviewing and recommending revisions when needed for each student and ensuring that the relevant, specific outcomes are defined. Identifying appropriate learning experiences as needed.
- When requested, assisting the Field Instructor, Task Supervisor and agency and/or student in the initiation and development of the learning agreement.
- Establishing and maintaining contact with the Field Instructor and Task Supervisor via a telephone contact during the first month of placement, at least one in-person visit at the field instruction site per semester (evaluation conference), regular e-mail and telephone contacts as needed.

Monitoring Student Fieldwork:

- Initiating and/or responding to requests of student, Field Instructor, Office of Field Education, or agency representatives for meetings to monitor student work toward educational goals.
- Conferring with the student, the Field Instructor and Task Supervisor about the student's experience and performance in accordance with the School's educational expectations including content and structure of field placement.
- Providing support and consultation to the student and the Field Instructor to resolve problems. Serving as a mediator in the event of conflict between students, the Field Instructor, the agency and the school.
- Informing the Office of Field Education of significant changes, problems or positive developments in the placement setting.
- Assuring that conduct of the student is in keeping with the school's standards. Reporting unsatisfactory or marginal performance to the Field Education Faculty who is available as a resource in the evaluation of the student and in the resolution of problems.

Evaluation and Grading:

- Conducting evaluation conference with the Field Instructor, Task Supervisor and the student to evaluate the student's progress through review of the learning contract (MSW “Field Education Learning Agreement” or BSW “Learning Agreement and Evaluation”) and input from Field Instructor and Task Supervisor at the end of each term.
- Assigning the student's final grade, using the Field Instructor's recommendation, upon completion of the course. Ensuring receipt by the Office of Field Education of the MSW “Field Education Learning Agreement” or the BSW “Learning Agreement and Evaluation” showing the student's performance at the end of the term.
(Role Functions of Faculty Field Liaison - continued)

Improvement and Development of Field Education:
- Apprising the Office of Field Education of the suitability of each placement and conferring with the Office of Field Education if difficulties arise.
- Assessing Field Instructor performance and providing support and assistance when needed. Reviewing, signing, and submitting the “Field Liaison’s Evaluation of Agency and Field Instructor” form to the Office of Field Education before beginning of new term.
- Informing the Office of Field Education about significant trends in agencies, field experiences, or field supervision.
- Assisting the Office of Field Education in identification and recruitment of new field instruction sites and of potential Field Instructors.
- Contributing to development of Field Instructors through such activities as interpreting school policies, distributing relevant literature, and serving as a resource.
- Upon request by the Office of Field Education, meeting with the Field Advisory Committee to address relevant field education issues.

Field Instructor (BSW or MSW) - Internal

Administrative
- Assigning tasks that best meet the educational needs of the individual student and which allow the student to contribute to the function of the agency.
- Conferring with Faculty Field Liaison, attending meetings for Field Instructors, and writing evaluations on student performance.
- Informing the Faculty Field Liaison about the student's progress and sharing questions and concerns as they arise.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
- Reading and reviewing the Field Manual and being familiar with field instruction policies.

Educational
- Assuming responsibility for the student's educational experience.
- Assessing the educational needs of the student and establishing, along with the student, goals to meet those needs.
- Making available to the student appropriate learning experiences based on the educational assessment (learning contract).
- Helping the student to integrate into his or her placement both theoretical knowledge and knowledge from previous experience.
- Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.
(Role Functions of the Field Instructor- continued)

Supportive

- Orienting the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the strengths and weaknesses of the agency and the community's service delivery system.
- Working closely with students in the actual delivery of services.
- Integrating the student's work with that of agency personnel.
- Scheduling the student's work week and assisting students in meeting professional responsibilities and using time appropriately.
- Providing weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision. A minimum of one hour per week committed to student supervision is required.
- Participating in evaluation and grading procedures, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about his/her performance in the field.

Field Instructor (BSW or MSW) - External

Administrative

- Conferring with Faculty Field Liaison and the Task Supervisor, attending meetings for Field Instructors, and writing evaluations on student performance.
- Informing the Faculty Field Liaison about the student's progress and sharing questions and concerns as they arise.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
- Reading and reviewing the Field Manual and being familiar with field instruction policies.

Educational

- Assuming responsibility for the student's educational experience.
- Assessing the educational needs of the student and establishing, along with the student, goals to meet identified educational needs.
- Helping the student to integrate into his or her placement both theoretical knowledge and knowledge from previous experience.
- Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.
(Role Functions of the Field Instructor – continued)

Supportive
- Providing weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision. A minimum of one hour per week committed to student supervision is required.
- Participating in evaluation and grading procedures in consultation with the Task Supervisor, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about his/her performance in the field.

Additional guidelines
- Meeting early in the semester with the student’s Task Supervisor.
- Working with the Task Supervisor and the student to create appropriate learning objectives.
- Consulting with Task Supervisor on regular basis, at least monthly, as to student progress and performance. Such consultation can be through e-mail, telephone, US mail, or face-to-face.
- Maintaining close communication with Task Supervisor.

Task Supervisor

Administrative
- Assigning tasks that will best meet the educational needs of the individual student and that can be developed in terms of the student's capacity to carry out the function of the agency.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
- Reading and reviewing the Field Manual and being familiar with field instruction policies.

Educational
- Establishing, along with the student, goals to meet identified educational needs.
- Making available to the student appropriate learning experiences based on the educational assessment (learning contract).
- Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.

Supportive
- Orienting the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the strengths and weaknesses of the agency and the community’s service delivery system.
- Working closely with students in the actual delivery of services.
(Role Functions of the Task Supervisor – continued)

- Integrating the student's work with that of agency personnel.
- Scheduling the student's work week and assisting students in meeting professional responsibilities and using time appropriately.
- Providing weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision.
- Participating in evaluation and grading procedures in consultation with the external Field Instructor, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about his/her performance in the field.

Additional guidelines

- Meeting early in the semester with the student’s external Field Instructor.
- Working with the external Field Instructor and the student to create appropriate learning objectives.
- Consulting with external Field Instructor on regular basis, at least monthly, as to student progress and performance. Such consultation can be through e-mail, telephone, US mail, or face-to-face.
- Maintaining close communication with Faculty Field Liaison.
ECU School of Social Work
The Field Placement Process

The Office of Field Education plans placements taking into consideration several factors, including learning goals, student interests, previous experience, location and available agency settings. To help ensure that all student have sufficient, appropriate learning opportunities, all internships must meet the criteria of the ECU School of Social Work and the Counsel on Social Work Education. For these reasons, students the Field Education Office coordinates the placement process, students are NOT to contact agencies or social workers, or otherwise arrange their own internships. Students may research agencies and services using the Internet and other media resources. The School of Social Work maintains ongoing relationships with numerous and diverse agencies within the eastern region of North Carolina. Agencies that have been approved by the Office of Field Education meet CSWE standards for an educationally directed field experience, and provide superior practice opportunities for beginning professionals. Students can expect to be assigned to these agencies.

The process for placement begins in the semester prior to beginning field and includes submitting a field application, an interview with field staff, and an agency interview. In the semester before the Field internship, the Field Education faculty will visit classes to present an “Introduction to Field”. They will explain the Field application and placement process.

To be eligible for an internship placement, the student must:
1. Have been admitted to the BSW or MSW program;
2. Have a minimum of a 2.5 GPA overall for BSW program;
3. Complete all required social work courses;
4. Submit a completed application including a current resume and photograph;
5. Complete the placement interview process;

After the Field faculty presents the “Introduction to Field”, students will receive an email that includes the Field Application forms and instructions. Field applications can also be downloaded from the Field Education website at http://www.ecu.edu/cs-hhp/socw/field-education.cfm. Students are responsible for returning the completed application to the Field Office by the announced deadline. Students missing the stated deadlines may be delayed in entering field or may have to postpone their field placement for a later semester. A complete application for field includes: the Field application form, a current picture and a copy of your current resume.

Once the student submits the completed Field Application form, including current resume and picture, the student will sign up for an individual interview with their designated Field Placement Coordinator. The Placement Coordinator is a member of the Field faculty who has been assigned to coordinate the student’s internship placement. During this interview, students will have the opportunity to discuss their, learning goals, interests and career objectives. Students should also be prepared to discuss any issues that could affect the appropriateness of a placement, or that has the potential to affect their performance in field. Every effort is made to match the student to a field placement that meets their interests. However, please be aware that there is no guarantee that students will be able to be placed in specific agency or service area. This is due to the voluntary nature of Field Instructors, limits of
community resources and educational standards. It is important for students to be open to a variety placement options and service areas.

No student may be placed in an agency wherein he/she or an immediate family member was or is a client. Since the School does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) placement based on conflict of interest. The Field Office cannot guarantee field placements for students with a criminal history. Ability to secure a placement may vary depending on the number and type of convictions. In an instance where an appropriate field placement cannot be secured due to criminal history, completion of the degree requirements is not possible and the student will not receive a social work degree.

Once the Field faculty completes student interviews they will begin the process of selecting appropriate internships for each student. When an internship opportunity has been assigned to a student, the student will receive an email referral from “SWField”. This referral will include agency contact information and interview instructions. **Students are responsible for contacting the agency within 5 business days to set up an agency interview.** See “Agency Interview Process” and “Interview Tips” on the Field Education webpage for more information.

The agency interview is a professional interview and students should prepare accordingly. It is important to be on time and dress appropriately. Prior to the interview, students should research the agency and be prepared with appropriate questions and their own learning goals. Students are required to take a copy of their resume and of the “Field Assignment Form” to the interview. If the agency agrees to the placement during the interview, complete the Field Assignment Form and return it to the Field Office within 5 days. If the agency does not decide at the time of the interview, or there will be a delay of any kind, the student should notify their Field Placement Coordinator immediately.

In the event that a student’s interview with the agency is unsuccessful, the student should contact the Office of Field Education immediately to explore remaining alternatives. If a student has 2 unsuccessful or refused referrals, they will be referred to the Program Coordinator and/or the Admissions and Retention Committee to determine whether they will continue with a field placement at that time.

A change in field placement will not be permitted after it is initially approved and the student has started placement. The only exception is if there are issues in the field placement which cannot be resolved. Requests for changes of placement must involve active participation of the Faculty Field Liaison, but the final decision about termination and re-placement is made by the Director of Field Education. It is very difficult to develop an adequate learning experience for a student in a new placement mid-semester. To ensure adequate learning, any changes in a student’s field placement may require the student to begin their field hours over. As a result, a change in placement may result in the need to make up hours, or a delay in the completion of the degree.
Employment-Based Internships

The School of Social Work allows employment-based internships on a limited basis for MSW students who are already working in the field of social work. To ensure the role of student as learner, student internship assignments and field education supervision are not the same as those of the student’s employment. Students who request an internships with their employer must complete an Employment Based plan that clearly demonstrates how the internship will allow the student to achieve the learning goals of the program. This plan must be approved by the agency director and the Director of Field Education before the student may be admitted to field.

90 day Employment Requirement

To help ensure the success of the student intern, a student must be employed and actively working at the agency for a minimum of 90 days before the employment based internship begins. This limitation is necessary to conduct the placement development and screening and to establish a contractual agreement with the agency. This time period also establishes that the employment is stable and will continue for the term of the internship. Therefore, students should be aware that any change of employment within 90 days of the internship, or during an internship, may result in a need to extend, delay or repeat the internship. Also, once a student has been approved for an Employment Based internship, the student is expected to complete the internship as planned and approved.

Internship Activities and Supervision

Field assignments and responsibilities must be educationally focused and clearly described in the student’s Learning Agreement. Activities must be congruent with the student’s level of practice in their program, i.e. BSW, Foundation level MSW, or Advanced level MSW. The internship activities must be new learning and separate from current job responsibilities.

Supervision will follow the “Field Education Supervisory Guidelines” in the Field Education Manual. Each student intern must have a qualified field instructor. To qualify, field instructors must hold a social work degree and from a CWE accredited school and have at least two years of practice experience after graduation. BSW social workers may supervise BSW students; MSW social workers may supervise BSW or MSW students. An LCSW is not required.
Student Responsibilities

The School of Social Work regards the student as an adult learner, capable of identifying his/her learning needs and shaping the educational process. This philosophy is exemplified by the student’s responsibilities within a field assignment. It is expected that any student entering field will have completed all prerequisites for entering field and will have met the deadline for submitting a completed field application one semester prior to the projected entry into field. Each student will have pre-placement interviews with the Office of Field Education and with the Field Instructor prior to entering field. Any student who, because of a disability, may need special arrangements or accommodations to complete field education should consult with the Field Education faculty. Students must pay the Field Course Fee before they are considered eligible to begin their fieldwork.

The student’s responsibilities include the following:
1. Using the field placement as an opportunity to enrich and extend the whole curriculum.
2. Prior to beginning the internship, reading the Field Manual and understanding the guidelines, policies and procedures of the Field program.
3. Acting professionally and ethically. This includes, but is not limited to: adhering to the Code of Ethics of the National Association of Social Workers; maintaining confidentiality regarding clients, colleagues and other students; giving priority to the rights and needs of clients over my own. This includes obtaining agency approval for the use of any case material or records outside of the agency.
4. Adhering to the ECU Student Code of Conduct. This includes refraining from use of alcohol or drugs and other behaviors restricted by the Code. I understand that a positive drug screening will make me ineligible for field. The Student Code of Conduct is found at: http://www.ecu.edu/osrr/.
5. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities. This includes making the Office of Field Education aware of personal issues or situations which would pose a conflict of interest or be in violation of the practice of social work.
6. Taking initiative for his/her own learning including preparing a Field Placement Learning Agreement which meets with the approval of the agency Field Instructor and the Faculty Field Liaison.
7. Performing in a responsible, professional and timely manner by abiding by agency policies and procedures. This includes keeping commitments to the agency, Field Instructor, clients and the Faculty Field Liaison, engaging in an appropriate student role with the Field Instructor and complying with policies and requirements of the agency.
8. Actively participating in weekly supervisory conferences with the Field Instructor; preparing an agenda, selecting, recording, or presenting material representative of work; sharing reactions to and questions about the field experience and accepting feedback and supervision from the Field Instructor.
9. Communicating regularly and openly with the Field Instructor and the Faculty Field Liaison about learning experiences and any problems and/or concerns related to the field assignment. Taking responsibility for seeking advice and consultation from the Field Instructor and Faculty Field Liaison.
10. Completing and submitting an evaluation of the placement site and the Field Instructor at the end of the placement.
Sharing Sensitive Student Information

To help ensure a good learning experience for the student, while allowing field agencies to provide safe and competent services to their clients, open communication between all parties is essential. The placement process is an open, collaborative process involving the student, the school and the field agency. All relevant personal student information, written and oral, will be shared with all relevant parties—Office of Field Education, Faculty Field Liaison, and Field Instructor. This information will be shared to enable appropriate field placement, enable informed choice by Field Instructors, protect clients, protect students and facilitate the learning process. Students who choose not to share relevant personal information with their Field Instructor may be dismissed from field placement. The information may be shared by the School or they may not be able to obtain a field placement. Faculty Field Liaisons may share relevant student information from field seminars with Field Instructors. It is expected that Field Instructors will share relevant information from field placement with Faculty Field Liaisons. Students, Faculty Field Liaisons, and Field Instructors will have knowledge of the policy before the placement process begins.

Definition: Relevance is defined as having the potential to effect the field placement. Information is relevant if it may affect clients, Field Instructors, agency staff or the learning process.

Examples of relevant student information to be shared:

1. If you want to be placed in a sexual assault program and you or a member of your family has been raped you should share this information.
2. If you or a member of your family has been hospitalized for a psychiatric illness and you want to be placed in a psychiatric hospital you should probably share this information.
3. If you have an illness or disability that will affect the performance of your field placement responsibilities, you should share what you will do to carry out the tasks in the placement and what accommodations the agency will need to make. For example, if you have chronic fatigue syndrome you may need to spend shorter periods of time in the agency and spread the placement out over a longer time period.
4. If you have a felony conviction.
Attendance in Field Education Placement

The Field Education attendance requirements in field placements per semester are:

- BSW placement - 32 hours per week at the agency
- MSW placement - 24 hours per week at the agency

These hours include 8 field hours that are credited due to your attendance of the mandatory Field Orientation. Students are expected to complete the clock hours for the number of credits for which they have registered, spread equally across the semester. Any exceptions must be approved by the Office of Field Education. Field begins the first day of classes and ends on the last day of classes as stated in the University Calendar.

The field placement is designed for:

- BSW placement - Tuesday through Friday placement schedule;
- MSW placement - Wednesday through Friday placement schedule.

Students are expected to observe agency hours and schedules. A few agencies may have some opportunities for limited evenings or extended hours. However, this must be worked out among the student, the field instructor, the task supervisor, and the field liaison. Agency hours exclude travel to and from the agency. Students are expected to observe the agency’s policy regarding lunch breaks.

Holidays

The field placement schedule follows the university calendar. Students may observe all University holidays. Students should notify their agencies of any University holiday ahead of time.

Students are expected to respect agency schedules and needs. It may be necessary to adjust your schedule to fit agency holidays. For example, students placed in public schools and similar settings may take the Spring Break observed by the school or agency, rather than ECU’s Spring Break.

If an agency is closed for a holiday which is not observed by the college, the student must make up those hours. Students are also expected to make up any hours they miss due to illness or personal circumstances. Absences must be reported promptly to the Field Instructor and the Faculty Field Liaison. The student must create a written plan approved by the Field Instructor and Field Liaison to address any extended absences.
Closings/Inclement Weather
ECU social work internships cover a wide geographic area in which the weather can vary greatly. Poor weather or emergencies are often localized and do not affect all internships. Therefore, it is not possible to declare all internships open or closed. Generally, students are expected to be in their internships when the agency is open and other social workers are working. However, students should use good judgment about traveling in poor weather or other conditions, and should never risk their health or safety. If the student feels that it would not be safe to travel, they should contact their Field Instructor and Task Supervisor immediately.

If the agency is closed due to weather, public disasters or similar reasons, the student will receive credit for regularly scheduled hours and does not have to make up the time. If the agency is not closed, but the student is unable or unwilling to go, they will be required to make up any hours missed. However there are times when the diversity of geographic areas, types of agencies, and other variables, may make it necessary to consider absences on a case by case basis.

Exception: If inclement weather or another public disaster results in a curfew, road closings or closings of the majority of agencies/services/public offices in the area of the student’s residence, but not where the placement is located, this will be treated as if the agency was closed for the same reasons. The student will receive credit for the hours missed under this circumstance. Students are still responsible for notifying their Field Instructor and Task Supervisor(s).

Liability Insurance
The university provides malpractice and general liability for social work students who are enrolled in social work Field courses. This insurance does NOT cover auto, property, health or other types of liability. Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student’s professional interactions with client systems. General liability insurance covers one for personal negligence or misconduct which results in injury to another. Examples are auto insurance, homeowner’s insurance and business (agency) insurance, which cover an individual or worksite for injuries occurring as a result of the failure to meet reasonable standards of care and conduct. Interns are advised to carry automobile liability insurance, health insurance and other coverage as they desire. The University is not responsible for property damage to the intern’s vehicle, or personal injury to the intern arising out of an incident in which the intern is acting within the scope of his/her internship and/or as an agent of the field placement agency. Also note that because interns are not employees of East Carolina University while participating in the internship, worker’s compensation laws do not apply to them.
Transportation in Field Education Placement

To and from the Agency:  Students are responsible for their own transportation to and from the agency. Interns are advised to carry automobile liability insurance coverage (see Insurance above).

At the Agency:  Unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all agency delegated activities that include travel. The School of Social Work does not reimburse for field travel expenses. Furthermore, East Carolina University will not be responsible for property damage to the intern’s vehicle or personal injury to the intern arising out of an incident in which the intern is acting within the scope of his or her internship and/or as an agent of the internship agency.

Transporting clients:  Student interns are sometimes asked to use their vehicles for field work business; e.g. transporting clients, making home visits, attending court or meetings. Students who use their own vehicles for transporting agency clients are advised to check agency policies pertaining to this practice, as well as to determine the extent of their own automobile liability insurance. Multiple points on a license may eliminate the possibility of driving an agency car when normally permitted by an agency. Students should ask whether or not the field site has a vehicle or vehicle insurance to cover these activities. We encourage field agencies to reimburse for travel expenses incurred in a personally owned vehicle used for field site related activities.

Dress in Field Education Placement

For Interviews:  Field Office and placement interviews should be handled like job interviews, which require appropriate professional attire. You will be presenting yourself as a professional from East Carolina University. How you dress will represent ECU and how you might represent the agency where you have your placement. Consider wearing a coordinated outfit such as a conservative dark suit with tailored blouse or shirt and basic pumps or dress shoes.

At Placement:  At your interview for placement, ask what appropriate dress is for interns at the agency where you will be placed. In order to be client-focused, do not present yourself in such a way as to cause a distraction. Due to the nature of field placement, dress policies vary from agency to agency.

Follow agency dress policy!
Performance in Field

Social work internships are intensive learning experiences that provide both great learning opportunities and challenges. ECU School of Social Work places over 200 students in internships each year, and each internship involves multiple persons and systems. It is understood that at times issues may arise in a field placement even when all placement procedures are followed and all participants understand their roles. However it is expected that placement related problems will be addressed proactively, professionally, and in a timely fashion. Most problems, whether personal, academic, or administrative, can be resolved in a professional manner between the parties involved if identified and acted upon early. As soon as a potential problem arises, field instructors, task supervisors, and students should discuss the issues and together attempt to resolve them. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement. If informal problem solving efforts are unsuccessful, formal corrective action will be required.

Preventing problems in field

- Communicate openly and honestly.

- Field Instructors and task Supervisors should provide regular, constructive feedback that includes both strengths and weaknesses.

- Students must be open to feedback and supervision.

- Don’t skip weekly supervision. Students are encouraged to prepare an agenda, and take initiative in getting the supervision they need.

- Plan ahead.

- Read the Field website and online Field Manual.

- Students should read all communication from the Field Office, Field Instructors., Task supervisors, and the Seminar instructor to be sure they meet their responsibilities and deadlines. If something isn’t clear, ask for clarification.

- Put sufficient time and effort into the development of the Learning Agreement to ensure that it reflects the learning needs of the student and the agency opportunities. Be sure the student activities are specific and measurable.
The Field Problem-Solving Process

The following step-by-step process should be followed when issues arise in the placement, regardless of the nature of the difficulty. This administrative procedure must be followed in order for students to be afforded due process. Students who do not adhere to their specific responsibilities or who do not follow the procedure below may be administratively removed from the program.

1. The student should first talk to the Field Instructor and/or Task Supervisor(s) about any issues or problems in the placement. A student may choose to obtain advice from their Faculty Field Liaison (Seminar Instructor) before talking to the Field Instructor/Task Supervisor. Likewise, the Field Instructor and Task Supervisors should first address any problems or concerns directly with the student.

2. If the problems still remain unsolved, the student or Field Instructor may request a meeting with the student, Field Instructor and Faculty Field Liaison (Seminar Instructor) to develop a plan of action. The Seminar Instructor may consult with the Director of Field Instruction as needed.

3. If the problem is not resolved satisfactorily, the Faculty Field Liaison (seminar instructor) consults with the Director of Field Education or his/her designee from the Field Office. They will gather information from all parties and determine the appropriate actions. This might include a meeting with the agency and/or student, remedial learning experiences, removal from the placement, or referring the student to the BSW or MSW Admissions and Retention Committee.

4. When a student is referred to the Admission and Retention Committee, the committee will meet with the student to thoroughly assess the information related to the problem. The committee will determine the appropriate resolution and make recommendations to assist with achieving the determined outcome.

5. A written statement by the Program Coordinator regarding the recommendations of the committee will be included in the student’s program record and field education file.

Field Placement Termination

Termination is considered when other attempts at problem solving have not resulted in resolution or significant improvement. The student, in communication with the Field Instructor and Faculty Field Liaison, must work together to professionally terminate the field placement. The original Field Instructor is expected to submit a summary of the student’s field experience to date, which is shared with the student and becomes part of the school record. The student may submit a response to the evaluation.

If a field placement is terminated, the Office of Field Education selects and facilitates all new placements. An interview with the potential new Field Instructor and agency is required. Information about the previous placement is openly discussed. Students need to be aware that when a field placement is terminated, there are often delays in interviewing and starting a new field site. All missed hours must be made up, or the student will receive an “Incomplete” for
the course. It may be necessary for the student to complete additional hours in the new placement to make up for time or learning missed.

It is always preferable for the above process to be followed, to ensure a thorough consideration of all perspectives and to guarantee due process for students and agencies. However, there may be times when this is not possible.

By the agency

The Agency has the right to terminate a student’s internship, or exclude the student from the agency if the agency determines that the student is not performing satisfactorily, is interfering with the Agency’s operations, or may affect client services or safely. The student should be made aware of the intent to terminate, and given the opportunity to respond prior to the release. In the event the Agency elects to terminate a student, it shall immediately notify the Faculty Field Liaison and review the situation to provide the student with due process and assist in developing future plans. If the request is due to some severe or drastic failure on the part of the student, then it will be necessary to proceed with formal administrative measures.

By the student - STUDENTS MAY NOT TERMINATE A PLACEMENT ON THEIR OWN

Students may not terminate a placement on their own, but must follow the problem solving process described above. The Office of Field Education is responsible for approving all changes in field placements, including all terminations. Terminating a field placement is only done for compelling circumstances and in consultation with the agency and the school.

By the School

The School of Social Work reserves the right to remove a student from a field placement and/or the program if, in the opinion of the faculty, the student lacks the maturity, judgment, or professionalism to function in the field of social work. If it is recommended that a student withdraw from field, s/he cannot be readmitted during that semester. The student must repeat the full semester, including a field experience, in order to graduate.
Performance-Related Field Issues

Unprofessional performance may at times cause problems in the field placement. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics (Appendix A). Ethical behaviors are part of the requirements and standards for the social work field programs. Students are also expected to follow agency policies and procedures, and to otherwise conduct them in a professional manner at all times. Failure to meet these expectations will be reflected in the grade for field, and may result in other action being taken by the school.

Professional behavior for Social Workers includes appropriate relations with clients, colleagues, supervisors, and coworkers including both written and face to face interaction. Social workers should be able to identify and modify their presentation to others, utilizing self awareness and constructive feedback from others.

The Council on Social Work Education also recognizes the need for specific professional behaviors in their core competencies (see Appendix B). These include:

CSWE – EPAS 2.1.1 Identify as professional social worker and conduct oneself accordingly.
   a. Social workers practice personal reflection and self-correction to assure continual professional development
   b. Social workers attend to professional roles and boundaries
   c. Social workers demonstrate professional demeanor in behavior, appearance, and communication.

CSWE – EPAS 2.1.2 Apply social work ethical principles to guide professional practice.
   a. Social workers recognize and manage personal values in a way that allows professional values to guide practice
   b. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics
   c. Social workers apply strategies of ethical reasoning to arrive at principled decisions.

Other issues that may arise:

- **Unprofessional behavior** – student is repeatedly late, absent from placement, or does not give agency prior notification of absences.
- **Attitude to Learning**—Students who are unable to utilize feedback, are persistently defensive or lack self-awareness.
- **Unable to develop helping relationships**—each profession is dependent on its practitioners possessing appropriate character attributes. Social work particularly requires the ability to empathize, project warmth, and develop trusting relationships with a wide variety of people. The inability to enable others to form close, trusting relationships with the social worker and to manage the intense emotional expressions which come from people in need may hinder social work practice.
• **Emotional or Mental Health issues**—Emotional and mental health issues may at times affect students ability to perform consistently in the field, and has the potential to jeopardize client welfare. A pattern of such issues may indicate that it is not appropriate for the student to be in a field placement at that time.

• **Unprofessional Behavior/Violating Code of Ethics**—Unprofessional conduct or a breach of the NASW Code of Ethics may be deemed to be serious enough to terminate field work and the social work program. (See NASW Code of Ethics—Appendix A)

• **Failure to Disclose or False Reporting**—The failure to disclose pertinent data or giving false information in applying for field education is grounds for termination from field placement and from the social work degree program. Pertinent data may include information about significant personal history that can affect the student’s ability to work with vulnerable populations. Giving false information may include omitting history of a felony conviction. Such a conviction must be disclosed to field office faculty at the interview for field placement.

**Non Performance-Related Field Issues**

At times issues may arise in a field placement that are not related to student performance. These may include issues such as:

• **Inadequate agency resources to support field placement.**
• **Learning experiences in agency are too narrow.**
• **Misplacement error based on paper credentials of students and field placement.**
• **Agency reorganization.**

The Field Problem Solving process should also be followed in addressing non performance field issues.
Grading

Field Education internships are required classes for graduation from the social work program. A student’s grade for the field class is determined by the ECU Faculty Field Liaison (Seminar Instructor), with input from the Field Instructor and any Task Supervisors. A grade for this class is based on several components including not only the internship, but participation in the field seminar and other assignments. BSW students must attain a grade of C or higher in Field, (see the BSW grading scale below). MSW students must attain a grade of B or higher. Given that it is a 6 credit course, if a grade of “C” is earning in MSW Field classes, the student may be ineligible to continue in the MSW program. (See the MSW grading scale below).

A student may receive an “I” (Incomplete) in Field when the student is passing the course, but for reasons beyond their control, have not completed a relatively small part of the course requirements. The MSW Field Instruction II 6950 class is offered in the fall and is a prerequisite for Field Instruction III 6960. All Field Instruction II 6950 course requirements, including but not limited to internship hours and seminar assignments, must be completed before a student can begin Field Instruction III 6960. Since there is limited time to resolve an “I” grade between fall and spring semesters, it is important that MSW students make every effort to complete all requirements of 6950, including all field hours, by the end of the fall semester.

Appealing the grade given for a Field course shall occur in the same manner as any other grade appeal through the BSW or MSW program. For grade appeal processes, see the BSW Student Handbook and for MSW see the ECU Graduate School appeal process.

BSW Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>84-86.99</td>
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<td>B-</td>
<td>80-83.99</td>
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<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>74-76.99</td>
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<td>D</td>
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<td>D-</td>
<td>60-63.99</td>
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<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
Unlawful Harassment or Discrimination

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation, age, veteran status, political affiliation, genetic information, or disability. More information about ECU’s policies can be found at http://www.ecu.edu/cs-acad/oed/policies.cfm or through the Office for Equity and Diversity at http://www.ecu.edu/oed/.

Unlawful harassment and discrimination are illegal and endanger the environment of tolerance, civility and mutual respect that must prevail if the University is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Therefore, no acts of harassment or discrimination will be tolerated among any of the faculty, staff, or students who comprise our academic community. Any allegations of harassment or discrimination will be promptly investigated and appropriate disciplinary action will be instituted if allegations are substantiated.

Individuals with questions about unlawful harassment or discrimination should contact the Office of Equity and Diversity, Old Cafeteria Complex, Suite G 406, at 252-328-6804. More information can also be found at http://www.ecu.edu/oed/.

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). The Department for Disability Support Services (DSS) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. Information is available at the DSS office located in Slay 138 or at http://www.ecu.edu/accessibility/. Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services which can also be reached at (252) 737-1016 (Voice/TTY), or http://www.ecu.edu/cs-admin/accessibility/NewRequest.cfm.
Section 3: Bachelor of Social Work Field Education

The Bachelor of Social Work

Social work professionals of society work to alleviate poverty, oppression, and discrimination. The curriculum leading to the generalist social work degree at East Carolina University is designed to prepare beginning social workers for competent and effective performance in this field.

The Baccalaureate Social Work (BSW) degree prepares persons for immediate entry level professional social work employment in a variety of settings. BSW professionals are able to work with individuals, families, groups, organizations, and communities. The BSW equips persons to be competent and effective generalist practitioners.

The Generalist Perspective

Social work practice has been described as inherently generalist. According to the American Heritage Dictionary, a generalist is a person with a “broad general knowledge and skills in several disciplines, fields, or areas.” Thus, the term generalist practice and generalist social worker describes a social work practitioner who has a broad range of knowledge and skills, who draw on several practice theories and models, and who can move with minimal difficulty from one field of practice to another. The social worker utilizing the generalist perspective is willing and able to focus on a variety of factors that may contribute to problems in social functioning. These include: injustice; oppression; racism; poverty and the lack of basic resources; misuse of power by those in authority; misguided or unworkable programs and policies; conflicts among values and beliefs; ethical issues; broken relationships; distortions of thinking; lack of knowledge and information; destructive individual and family patterns; and alienation and loneliness.

The generalist social worker is prepared to work with a variety of client systems, such as the following:

- Face to face, one on one, with a single person
- A whole family
- A formed group such as a treatment or support group
- Committees or task groups
- A formal organization such as an agency or a network of agencies
- Legislators and policymakers
The student’s education is built upon a liberal arts base and incorporates:

- Bio-psychosocial knowledge from a variety of disciplines viewed through a person-in-environment perspective;
- Values that emphasize client worth and dignity, self determination and the effects of diversity;
- Skills for assessment and intervention with and on behalf of clients across a variety of practice arenas.

**BSW Mission**

The Baccalaureate Social Work (BSW) program mission is to prepare students for beginning generalist professional practice with individuals, families, groups, organizations, and communities. This mission is achieved through a curriculum that is based on a sound liberal arts perspective and professional foundation that fosters awareness of the many human diversities and barriers that exist to hinder the achievement of full human potential (See BSW Student Handbook).

**BSW Program Goals**

The Baccalaureate Social Work program’s goal is to prepare students for beginning generalist professional practice with individuals, families, groups, organizations, and communities. This goal is achieved through a curriculum that is based on sound liberal arts perspective and professional foundation that fosters awareness of the many human diversities and the barriers that exist to hinder the achievement of full human potential.

The curriculum includes nine areas of specific content/knowledge:

- Social work values and ethics
- Diversity
- Social welfare policy and service
- Promotion of social and economic justice
- Populations at risk
- Field placement
- Human behavior and social environment
- Practice
- Research
BSW Field Education Program

Social work, as an applied profession, requires an emphasis on planned practice as a vital component of the educational process. The field internship is intended to offer students opportunities to integrate and apply classroom learning to practice situations. East Carolina University School of Social Work students at the baccalaureate level are required to spend 32 hours per week during the final semester of their senior year in field placement under the supervision of a qualified Field Instructor. No field education credit is given for life experience or previous work experience.

BSW students complete 12 credit hours in field education during their final semester. Students are placed in a human service agency under BSW or MSW supervision for 8 hours a day, four days a week where they practice generalist practice social work. This course requires attendance and performance in a concurrent weekly seminar where they will discuss both their own field experiences and general issues in the field.

There are generally no paid field placements. We encourage students to plan early for field placement. It is a time commitment of thirty-two hours a week in field as well as a corresponding campus seminar weekly. We do not encourage students to work full time and do field placement at the same time.

The primary aim of field education is to provide a context within which students may integrate learning from classroom with actual practice. During this time, students can begin to develop a professional identity, to understand both personal and professional values, and cultivate their intervention skills.
## BSW FIELD EDUCATION TIME LINE

### Senior Year

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>The Field Office faculty visit BSW classes to begin the placement process. Students consult with their academic advisor to verify that they have met the academic requirements to begin a field placement. Student completes the field application and turns it into the Field Office. The application includes the field application form, student’s current resume and HIPAA certificate. Students may sign up for placement interviews with one of the Field Education faculty when they bring the completed application to the Field Office.</td>
</tr>
<tr>
<td>September/October</td>
<td>Students have individual placement interviews with the Field Education faculty.</td>
</tr>
<tr>
<td>October/November</td>
<td>Students receive referrals for their field placements. Student schedules an interview with the agency Field Instructor (and Task Supervisors if applicable). Student has agency interview, and returns completed Field Assignment form to the Field Office.</td>
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<tr>
<td>Early January</td>
<td>Orientation to Field (Students will receive 8 hours of field for mandatory attendance). Begin field placement and attend first field seminar.</td>
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<tr>
<td>Mid-January</td>
<td>Learning Agreement due. Field Liaisons will contact Field Instructors.</td>
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<tr>
<td>February to April</td>
<td>Faculty Field Liaisons meet with students and Field Instructors to evaluate performance and progress.</td>
</tr>
<tr>
<td>May</td>
<td>Final evaluations of student, placement and Faculty Field Liaison due.</td>
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</tbody>
</table>

### Graduation
BSW FIELD EVALUATION AND GRADING

The Field Work Grade

The Faculty Field Liaison has final responsibility for assigning the student’s grade for the field course. This is done by reviewing the evaluation documents and by assessing the student’s performance of the seminar requirements. Field grades will be based on the field internship, participation in field seminar, seminar assignments and other components as described in the Field syllabus.

BSW Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93.99</td>
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</table>

BSW students must earn a grade of “C” or better to successfully complete the Field Education course. Generally, a grade of “C” is not viewed favorable by the practice community.

The Learning Agreement

Evaluation is an important part of the field work experience. It provides feedback to students on their performance in the agency setting. The purpose of evaluation is to assist students in extending their skills and knowledge through understanding areas of strength and through identifying areas which need improvement. Students are seen as active participants in the evaluation process. The document developed for the learning agreement is the primary evaluation instrument for the placement experience. At the beginning of the semester, the student and the Field Instructor will have used this form to develop the agency based assignments. At the midterm and final evaluation conference, this form is used as an evaluation document.
BSW FIELD EDUCATION SEMINAR

Experiences in the world of practice become the testing ground for the skills, knowledge and values learned in the classroom. The field seminar assumes a critical role in the student’s field experience, focusing on the relationship between agency-based practice and the rest of the curriculum. This integrative field seminar serves a variety of purposes, including the development of professional orientation and role, identification of potential conflicts between personal and professional values, recognition of possible obstacles to professional development, and the application of acquired knowledge, skills and intervention strategies to practice situations.

The field education seminar emphasizes what students learn from each other, and provides for peer group support. It offers an opportunity for discussing and attempting to resolve difficulties.

Expectations

**Class attendance:** The seminar will meet each Monday for two hours for the entire semester of the field placement. Seminar sessions cannot be replicated, and therefore cannot be made up. Regular attendance is mandatory and unexcused absences or a pattern of tardiness will jeopardize the student’s field grade and possibly receipt of credit for the field experience. Under extenuating circumstances, an absence may be excused by the Faculty Field Liaison. Under no circumstances should a student simply not come to seminar or send word via another student.

**Class Participation:** Because seminar students work as a group, it is important to the group development that students be prepared to exchange critical and creative input about the field experience. Students are expected to bring in issues from their field experience for discussion. Problems, dilemmas, fears, successes and positive experiences are equally welcome. Emphasis will be placed on self-awareness and student’s growth in professional identity. Each student will be expected to lead the seminar discussion on a specific topic from the field manual once during the semester.

**Field Attendance:** Students are expected to participate in an assigned field placement 32 hours per week. Both the Field Instructor and the Faculty Field Liaison are to be notified in the event of an unavoidable absence, prior to the absence. All absences from field are to be made up. Students will follow the university calendar for the semester, however when possible students are encouraged to be flexible to meet the needs of the placement.

**Confidentiality:** Students are required to maintain rules of confidentiality about clients, disguising any identifying data in both seminar discussions and in written work. HIPAA and NASW guidelines regarding confidentiality will be followed. Students must also maintain confidentiality about other students, and anything shared in field seminar.
### BSW Seminar Assignment Schedule

**Week 1** ............................................. Orientation to agency

**Week 2** ............................................. Agency Visit Form due

**Week 3** ............................................. Learning Agreement due

**Week 4** ............................................. Status Report due

**Week 14** ............................................. Final Evaluation of Student due 
(Learning Agreement)

- Student Self Evaluation due
- Student Evaluation of Field Experience due 
(Qualtrics survey link provided on the Field Education website.)
- Evaluation by Field Instructor of Faculty Field Liaison Effectiveness due (Qualtrics surveys link provided on the Field Education website.)

*Faculty Field Liaison Evaluation of Agency and Field Instructor due (Qualtrics surveys link provided on the Field Education website).* This form is completed by the seminar instructor (Faculty Field Liaison).
BSW SEMINAR ASSIGNMENTS

**Journal:** Students are expected to keep a journal of activities in field placement. This journal serves as a tool for the student and the Faculty Field Liaison to use in evaluating the student’s practice. There should be an entry for each week spent in the agency, in which the student summarizes the significant activities. Students should include both positive and negative impressions.

**Learning Agreement:** During the first three weeks of field placement, students are expected to develop a behaviorally specific learning agreement with measurable goals. The individual learning agreement specifies the tasks to be completed, and specific goals based on the individual student’s learning needs and the manner in which goal attainment will be measured. The learning agreement promotes adult learning and is a means for evaluation of completed objectives. This agreement is negotiated with the Field Instructor and is reviewed by the Faculty Field Liaison to insure appropriateness, mutual understanding, and expected success.

**Presentation/Discussion:** Each student will assume leadership or co-leadership responsibility for one seminar. The student will prepare a 30-45 minute presentation on one of the assigned topics listed in the syllabus. Topics guidelines for this presentation will be distributed in class.

**Process Recording:** The student will complete one or more process recordings during the course of the semester. Process recording can be both an effective way of monitoring student interactions with clients and a powerful teaching tool. Detailed instructions for the Foundation Process Recording are available on the Field website under “BSW FIELD”, or from the Seminar Instructors.

**BSW Self-Assessment:** Students will assess their competency in social work skills, knowledge and practice at the beginning and end of the internship using the BSW Self-Assessment. This form is also available on the SOSW Field Education webpage. The first assessment will be used to set personal learning goals and create the Learning Agreement. Students will reevaluate themselves at the end of the semester, to assess their progress and identify ongoing learning goals. A copy of the completed Self-Assessment will be turned in to the Seminar Instructor at the end of the internship.
Sample Topics for Seminar Discussions and Journals

1. What is the history of the social work profession in your placement agency? How many persons have social work degrees? What are the basic issues faced by the social worker in your agency?

2. What does “professional use of self” mean in the social work profession, and how will you use this in your placement?

3. Values are important to practice. What have you discovered about your own prejudices that could be detrimental to professional practice? What examples of prejudice (ageism, sexism, racism, etc.) have you identified in your agency?

4. Bring to seminar a process recording of one of your interviews with clients with names and identifying data disguised. Be sure to include a statement of the purpose of the interview and a brief description of the client and problem. Consider what you might have done differently in this interview.

5. Draw a genogram for a client. Demonstrate your understanding of the bio-psycho-social variables that affect individual development and behavior.

6. In what ways does your Field Instructor assist you in the development of your practice skills? What specific practice skills do you or will you use most often?

7. You have learned that a generalist practitioner applies many intervention methods. How have you used the general method in your work with client systems to this point?

8. Analyze the impact of social policy on the client system with which you are working and your choice of interventions. What are the impacts of policy on the agency and the workers of the agency?

9. Variables of human diversity may be influenced by discrimination and oppression. Choose one of your cases and discuss how you used this knowledge to establish goals which reflect an understanding of social and economic justice.

10. Discuss the opportunities you have had in your placement to understand groups, organizations and communities.

11. You have communicated with a variety of persons while in your placement. How do you use your communication skills differently with different people?

12. Describe situations in which you assumed any five of the social work roles (investigator, data manager, evaluator, planner, consultant, broker, change agent, administrator, resource provider, teacher, advocate, mobilizer of resources, caregiver, other?) Did the rural/urban context influence the type of roles or the way you behaved in the roles you assumed?

13. Social work practice often requires us to work with special populations. What populations do you work with? What forces can you identify that keep these people in a disadvantaged position and how could you function as a change agent within this system?
BSW Learning Agreement and Evaluation

Instructions
The Learning Agreement serves as a learning plan and an evaluation instrument. At the beginning of the semester, the student and agency instructor use this form to design agency based assignments. At agency visits and for the final internship evaluation, this form is used as an evaluation instrument. Three blank copies of this document should be made: one for the Field Instructor, one for the student, and one to be given to the Faculty Field Liaison.

Preparing the Learning Agreement:

1. Read the instructions on pages 1-8 and complete the information on page 9.

2. At the beginning of the seminar the student will review the competencies and prioritize their individualized learning needs, using their BSW Self-Assessment.

3. Once at the agency, the student, Field Instructor and Task Supervisor (if applicable) review the competencies, the agency’s opportunities and the School’s suggested assignments. After reviewing all the information, write the agency based assignments the student will do in the box provided.

4. During the second or third week of placement, the Faculty Field Liaison will review the learning contract with the Field Instructor and student.

3. During the seventh or eighth week of placement, the Faculty Field Liaison will schedule a field agency visit with the student, Field Instructor and Task Supervisor (if applicable). The purpose of the conference is to review the student’s progress in field.

Please have a copy of the Learning Agreement for each person attending the field visit!

The Final Internship Evaluation:

1. The student and Field Instructor independently score the student’s progress for each competency. The Field Instructor should request feedback from any Task Supervisors who work with the student. After independent scoring has been completed, prepare the Final Evaluation by writing both scores onto one form.

2. During the last weeks of placement, the faculty liaison will request a final evaluation from the Field Instructor and student.
Process Recordings

What is a Process Recording?

The Process Recording is an educational exercise in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. The Process Recording assignment can help students develop their practice skills, apply social work knowledge to practice, and grow in their self-awareness. This tool also helps the student learn to assess their own practice.

In the Process Recording all communication, verbal and non-verbal, is recorded based on the student’s best recollection of the interview. The student also records personal feelings and reflections which occurred during the interaction with the client. Depending on the educational purpose of the Process Recording assignment, additional material can be included. This may include the student’s assessment of what the client was experiencing, or how the student applied social work knowledge during the interview. Students may also be asked to reflect on how effective they were, and how they might improve their interviewing skills.

Process Recordings are often used for direct practice interactions; however the Process Recording method may be used with any area of social work practice, including community practice, advocacy or administration. Therefore in the Process Recording assignment the term “interview” is used to indicate whatever type of intervention or client interaction occurs in the internship. Similarly, the term “client” is used to indicate clients, patients, community members, employees, or others, depending on the internship activities. If you are not sure how to do a Process Recording in your agency, talk to your Seminar Instructor about interactions that would be appropriate. The Process Recording must always be done with an actual client or professional interaction. Students should not simulate an interview or interaction for the Process Recording assignment. Interviews with the client should not be recorded electronically unless your Seminar Instructor specifically instructs you to do so. In this case Seminar Instructors will give you directions on appropriate procedures for the audio recording.

Why do Process Recordings?

Process Recordings give students the opportunity to assess and improve their practice skills through reflection and feedback. The Process Recording is also designed to help students learn to intentionally apply social work theory and knowledge to practice. Process Recordings can help students structure their thinking about professional social work practice and learn to document client interactions accurately. Reflecting on an interaction can help students see their client interactions more objectively, and learn to distinguish between thoughts and feelings. Process recordings are also useful tools for supervision, allowing the supervisor to review the student-client interaction, identify strengths, note challenges, and help the student formulate alternative approaches for future interactions. There are three Process Recording assignments, the Foundation Process Recording for BSW and MSW I, the Advanced Process Recording for the first semester of the advanced MSW internship and the Integrated Process Recording for the second semester of the advanced MSW internship. Guidelines (instructions) and templates for all Process Recordings are available on the Field webpage.
Process Recording Content

The Process Recording has three parts, the Introduction, the Interview and the Summary. The Introduction provides the background and context of the interview/interaction, and includes information about the client and the agency setting. The Interview is the central component of the Process Recording assignment. The Interview has four sections: 1) a word for word report of the interaction, 2) student observations and assessments, 3) application of social work knowledge and theory, and 4) Field Instructor feedback. The final part of the Process Recording is the Summary, in which student gives a brief assessment of the client need or problem, the effectiveness of the interaction, and suggestions for future or alternate intervention strategies. This section also includes the student’s self-assessment of their performance, including practice skills and application of social work knowledge. More detailed information about the required content for each part of the Process Recording follows.

What should be included in the Process Recording?

All communication during the interview or interaction, both verbal and nonverbal.

Verbal communication includes everything that was said by both the client and the student. Record the interaction word for word, as well as you can remember it. Resist the urge to “improve” your comments or client interaction. Process Recordings are not graded on the success of the intervention, but on student’s ability to apply social work knowledge and skills, and to use self-reflection to assess their strengths and weaknesses.

Nonverbal communication is all other types of communication. This includes speech tone and speed, body language, eye contact and other non-verbal signals. When including descriptions be sure to include any “evidence” that supports your impressions and assessment. Also include a brief description of the setting and relevant observations such as an interruption by another worker or a ringing phone.

What about Confidentiality?

Students should ensure that confidentiality is maintained as required by the NASW Code of Ethics (2008) and the policies of the agency. Before starting a Process Recording, discuss the assignment with your Field Instructor and Task Supervisor (if applicable). Your supervisor will inform you of agency policies and processes regarding confidentiality and informing clients. If you will be doing an audio recording of the interview be sure to get permission from your Field Instructor and Task Supervisor (if applicable). Be sure to disguise all information that might make it possible for someone to identify your client, such as the name of the client or agency, the town, or location. Even when you have disguised the information, do not share the Process Recording with anyone other than as required for the assignment.

SOME PRACTICAL CONSIDERATIONS:

- The interview should be written down as soon as possible after it occurs so it will be as accurate and complete as possible.
- Plan ahead to be sure you have sufficient time to record and analyze the interaction. Students should also allow a minimum of one week for the Field Instructor to provide their comments.
- Process recordings are a learning tool, and are not case documentation; therefore they do not become part of the client’s permanent record.
Section 4:
Master of Social Work Field Education

The Master of Social Work

East Carolina University’s School of Social Work has prepared undergraduate social work practitioners since 1970. The Master of Social Work (MSW) program has built on this rich history by providing students with graduate level education. Begun in 1984, the graduate curriculum offers a 60 hour MSW degree. Through this advanced preparation social workers further enhance the social functioning of individuals, families, groups and communities. Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency.

The Master of Social Work program has a single concentration, Clinical-Community social work. It blends long established social work values and methods with contemporary ways of understanding and working with individuals, communities and other groups in our context. The program is built on the idea that experience is based in relationships and that self-determination is also a relational matter. That is, all actions are set in the context of multiple relationship networks, rather than being independent of them. The MSW curriculum introduces students to the Clinical-Community prospective and guides their development through the program.

MSW Mission

The mission of the Master of Social Work (MSW) at East Carolina University is to educate students for knowledgeable and competent practice, to encourage the development of high standards of personal and professional achievement, and to have appreciation for human diversity. The school provides a research and technological base for students to participate in research to enhance professional activities. The school offers service to the general community through participation and leadership in service agencies and works closely with the East Carolina University Schools of Allied Health Sciences, Education, and Medicine to provide academic, professional, and service initiatives to eastern North Carolina.

MSW Program Goal

The goal of the Master of Social Work program is to prepare students for knowledgeable and competent practice, to instill in students high standards of personal and professional achievement, and respect for human diversity. The program strives to provide a research base, which enables students to appreciate and to participate in inquiry that enhances professional activities. The Master of Social Work program offers service to the general community through participation and leadership in service agencies.
MSW Program Requirements

The core of our Clinical-Community social work perspective is provided by four courses, two in the foundation year (Social Work Practice: Interpersonal Foundations and Social Work Practice: Community Foundations) and two in the advanced year (Advanced Practice: Individuals and Families and Advanced Practice: Community Partnerships). These courses link ideas about empowerment, agency and networks to practice across levels of social complexity. Two additional courses in the foundation year provide the conceptual base. They introduce the notions of human development in a social context, aspects of human interactions and the influence of biological and physical factors in social life as well as conceptualizations of social order, stratification, marginalization and their impact. Additional courses provided students with grounding in the history of social work and social welfare, policy analysis, skills and research.
MSW Field Education Program

Field Education is an integral component of social work education anchored in the mission, goals and educational level of the program. The field placement provides an opportunity to apply and integrate the knowledge, skills and values of social work practice learned throughout the curriculum. In this process, the student is engaged in experiential learning which requires him/her to integrate cognitive learning, professional values and use of self to enhance skill and critical analysis of social work practice.

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

It is through field education that students are exposed to an affirmative approach to human diversity centered on universally accepted values and goals of social work, including the support of diversity, the uniqueness of the individual, the concept of interdependence and the commitment of serving. Giving attention to prevalent themes in human diversity and supporting the strengths of the minority culture enhances learning opportunities for and builds a foundation upon which students can master new learning.

The MSW program offers two field education placements, the foundation placement and the advanced placement. The foundation placement is a one semester internship. The advanced placement is a two semester, sequential internship in which the student remains in the same agency for both fall and spring semesters. This two semester internship provides the opportunity for the MSW student to develop advanced practice skills and In-depth knowledge of the practice area. Students are placed in selected agencies under the supervision of an experienced MSW social worker for 24 hours a week, 336 hours a semester. Regular track students typically are in placement Wednesday through Friday, 8 hours a day. Night and evening placements are not available and placements are not paid. Placement hours may vary for Saturday cohort students. In addition to time in the field placement, students attend a weekly field seminar throughout the semester.

MSW Field Education Learning Objectives

The field placement goals can be delineated as a series of learning objectives and sub-objectives that will guide the student, Field Instructor, and Faculty Field Liaison in developing the Learning Agreement. The expectations that are developed around each objective (and the activities that may be used to achieve it) depend on whether the student is in the first or second year of field education and the professional experience that he/she may already have.
The intent of the *Foundation* field assignment is to help students apply knowledge acquired in the classroom and develop skills through beginning practice and exposure to multiple social work roles and approaches to practice. At the end of the first internship, students are not yet fully trained professionals, but have started the process of professional development and have a base on which to build the second year.

In the *Advanced* field placement, students should have the opportunity to use advanced skills and concepts. The aim is to provide practical experience in the application of the theory and skills acquired in all the foundation areas. Objectives and activities are planned that will challenge their current capabilities and experience with linkages made between the professional foundation content and concentration.

**Field Placement Sequences**

**Foundation Year** - SOCW 6940

During the first year, students take a foundation skills course which is an introduction to field. Students meet with the Office of Field Education faculty to discuss possible placement sites and are referred for their interview with the agency Field Instructor. If the interview is successful, the placement is confirmed with approval of both agency and field office.

Full time students begin their foundation field placement during the spring of the first year. Students in the Saturday (3 year) MSW program begin their field placement during the fall of the second year. The foundation MSW internship serves as an introduction to various social work methods used in direct work with clients and in indirect methods within larger systems. Objectives for the foundation placement year are marked with an asterisk (*) in the “MSW Field Education Learning Objectives” which follow. Students participate in field seminars conducted by a Faculty Field Liaison.

**Advanced Year** – SOCW 6950 and 6960

During the advanced placement, students complete two semesters in a setting which provides opportunities for graduate level social work practice. Students participate in field seminars conducted by Faculty Field Liaisons. Learning objectives for the advanced placement may be found in the “Field Education Learning Objectives” in this manual.

*An outline of the MSW Field Placement sequences is found on page 54.*
MSW Field Placement Sequences

MSW Full Time Program

Regular Track – full time
First Year
   Fall – no field internship
   Spring – one semester internship (Field Instruction I, 6940)
Second Year
   Fall and Spring – 2 semester internship in one agency (Field Instruction II and III, 6950 and 6960)

Advanced Standing – full time
   Summer – no field internship
   Fall and Spring – 2 semester internship in one agency (Field Instruction II and II, 6950 and 6960)

MSW Part Time Program (Saturday program)

Regular Track – part time
   First Year – no Field Internships
   Second Year
      Fall – one semester foundation internship (SOCW 6940)
   Third Year
      Fall and Spring – 2 semester internship in one agency (Field Instruction II and II, 6950 and 6960)

Advanced Standing- part time
   First Year – no field internship
   Second Year – no field internship
   Third Year - Fall and Spring – 2 semester internship in one agency (Field Instruction II and II, 6950 and 6960)
### MSW Field Education Course Timeline

The materials contained in this section provide a general field timeline to assist students and Field Instructors in planning the field experience. Some assignments and deadlines may vary, so please consult your Field course syllabus for exact dates and descriptions.

**MSW Field Education Course Time Line**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Task</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Student completes the MSW Self-Assessment and shares learning goals with Field Instructor.</td>
<td>Students use the personal learning needs identified in this assessment to design their individual Learning Agreement.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Student develops a draft of learning objectives and activities using the Learning Agreement.</td>
<td>Activities should be specific, measurable tasks and actions that the student will accomplish.</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Student and Field Instructor review and complete draft of Learning Agreement.</td>
<td>Field Instructor may suggest adding or removing activities based on student’s learning needs and availability of activities within the agency.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Status Report due</td>
<td></td>
</tr>
<tr>
<td>Throughout Semester</td>
<td>Field Instructor utilizes Learning Agreement to evaluate student progress and provide feedback</td>
<td></td>
</tr>
<tr>
<td>Mid to end of semester</td>
<td>Faculty Field Liaisons meet with students and Field Instructors to evaluate performance and progress.</td>
<td></td>
</tr>
<tr>
<td>Weeks 14</td>
<td>Field Instructor completes final evaluation using Learning Agreement</td>
<td>The Learning Agreement is submitted as part of the final field evaluation.</td>
</tr>
</tbody>
</table>
MSW Learning Agreement

The Field Education Learning Agreement is designed to help the student and Field Instructor identify learning activities that will help the student gain proficiency in the CSWE Core Competencies and progress toward their personal learning goals. The Field Instructor can help identify educational opportunities (cases, projects, meetings, etc.) that are appropriate for the student's current objectives and professional skills. The Learning Agreement can be modified as objectives are achieved, new needs emerge, or additional field experiences become available. Each semester students prepare and update the objectives statements on their learning agreement to reflect the focus of the first/second year field placement.

Developed by the student in consultation with the Field Instructor and the Faculty Field Liaison, the Learning Agreement makes explicit what the student's learning focus will be. It is not only the plan for the internship, but also serves as the main tool for evaluating the student's progress towards meeting his/her field learning objectives. Taking the time to clarify and performance expectations for the objectives in the beginning of the internship can help avoid misunderstandings at the final evaluation.

To begin the process, the student completes the MSW Self-Assessment. The student should discuss this assessment of his or her beginning skills and learning needs with the Field Instructor. The Field Instructor's observations and ideas will help the student develop the first draft of the Learning Agreement. Once the draft is complete, the Learning Agreement is submitted to the Faculty Field Liaison for approval. For each semester in field, three copies of the Learning Agreement are made: one for the student, one for the Field Instructor, and one for the Faculty Field Liaison.

Writing Learning Objectives

Using clearly written learning objectives in the Learning Agreement adds structure to the student's field experiences, helps to individualize the experience, and makes the evaluation process easier. A well-stated learning objective is content specific and focuses on the performance expected of the student. It answers the questions:

- What is the purpose of the activity? Will it give the student an opportunity to develop the competency or achieve the learning goal?
- Is the activity specific and measurable, that is, how will you know when the learning goal / competency been achieved?

See the Learning Agreement for additional help and examples of specific, measurable learning objectives.
Checklist for Creating Your Learning Agreement (instructions for Students)

1. Self-Assessment
   - Assess your personal learning needs and goals
   - Complete the Field Education Student Self-Assessment
   - Review your student self-assessment ratings to identify your priority learning goals (pay particular attention to items that received a score of 3 or lower)

2. Identify Learning Activities with your Field Instructor and (if applicable) Task Supervisor:
   - Review the 10 Core Competencies
   - Review your individual learning goals
   - Identify and create a list of the learning activities available at your internship

3. Construct your personal Learning Agreement
   - Select activities from your list that match your learning priorities and help you achieve the 10 Core Competencies
   - Match each of your learning activities to one of the Competencies
   - Enter the activity in the box for that Competency

4. Guidelines:
   - The Learning Agreement should include several activities for each Competency
   - BSW and MSW I do not have to have a learning activity for each Foundation practice behavior
   - Advanced Year MSW’s do have to have a learning activity for each Advanced practice behavior
   - Activities can be repeated under more than one Competency
   - Consult the list of suggested learning activities or your Seminar Instructor if you need help identifying activities
   - Make activities specific and measurable

5. Approval
   - Turn in a draft of your Learning Agreement to your Seminar Instructor
   - Seminar Instructor approves or suggests revisions
   - Once your Learning Agreement is approved it must be signed by Student, Field Instructor and Task Supervisor (if applicable)

6. It is the student’s responsibility to give copies of the signed Learning Agreement to:
   - Student
   - Field Instructor
   - Task Supervisor (if applicable)
   - Seminar Instructor
EVALUATION AND GRADING

The ongoing evaluation of a student's performance is an integral part of the Field Instructor's responsibilities. During their weekly conferences, the Field Instructor can help the student identify performance strengths and weaknesses, evaluate progress towards achieving learning objectives, and demonstrate professional responsibility.

The Learning Agreement is not only a plan for the internship, but also serves as an evaluation instrument. At the beginning of the semester, the student and Field Instructor use this form to design agency based assignments. Throughout the semester they should review the Learning Agreement together to ensure that the proposed learning activities are available and to assess the student’s progress toward their learning goals.

The Learning Agreement is also used by the Field Instructor for the final evaluation of the student’s performance in the internship. Field Instructors rate student’s competency in the Practice Behaviors, as demonstrated in the learning activities which the student identified for that rating. Field Instructors and Task Supervisors also complete a brief narrative evaluation on the final pages of the Learning Agreement. These comments may include specifics such as a summary of the student’s activities and progress during the term; description of outstanding performance or strengths; description of future learning needs; changes in the agency that affected student learning or other pertinent information.

When the final Learning Agreement evaluation is completed, it is signed by the Field Instructor, the student, and the Faculty Field Liaison (Seminar Instructor) who submits a copy to the Field Education Office. A grade for the Field course is not assigned until this evaluation is received.

Students should note that some employers and state licensure boards require a copy of this final Learning Agreement. The Field Office does not keep copies of these documents long term. For this reason,

**STUDENTS SHOULD ALWAYS KEEP A COPY OF THE FINAL, SIGNED LEARNING AGREEMENT FOR THEIR OWN RECORDS.**
EVALUATING INTERNSHIP PERFORMANCE – for Field Instructors

When preparing the final internship evaluation, the Field Instructor should consider:

a. **According to the Learning Agreement, what was the student supposed to learn and do this semester?**

The learning objectives agreed upon in the student’s individual Learning Agreement provide the guidelines for the evaluation process. Taking the time to clarify performance expectations at the beginning of the internship can help avoid misunderstandings at the final evaluation.

Sometimes Learning Agreements include more objectives or activities than the student can realistically achieve, or planned-for activities have not been possible. These anticipated variations in field instruction should be allowed for when reviewing the student's performance.

b. **What kinds and sources of information were used to evaluate the student's performance?**

The use of several kinds of information from multiple sources can increase the reliability of an evaluative judgment. That is, the Field Instructor can be more confident of the overall evaluation if he or she has assessed the student’s progress, using different information collected in different situations.

For example, the student provides information through written reports, case evaluations, and recordings; verbal briefings and discussions; audio or video recordings; and his/her self-evaluation. The Field Instructor has gathered information by observing the students conduct in an interview, presentation of a case, or participation in staff meetings. Information can also be collected from other colleagues (i.e.: reports from a consultant or other staff members with whom the student has worked, and people from other agencies). Field Instructors should be in regular contact with any Task Supervisors, and use their feedback in evaluating the student.

c. **At what level of performance were the learning objectives achieved?**

Evaluating a student’s level of performance requires a decision about how well the student achieved the agreed-upon learning objectives and a judgment about his/her overall performance. The field learning objectives provide a focus or direction for the student’s activities, but they do not measure how well he/she has completed them. Performance ratings are difficult to ascertain and necessarily include high levels of professional judgment.
Learning Agreement Field Performance Rating Scale:

1 = Unsatisfactory (does not demonstrate command of essential knowledge and/or competency in practice behaviors)
2 = Acceptable (demonstrates limited understanding of essential knowledge and/or limited competency in practice skills)
3 = Satisfactory (able to apply knowledge to practice and practice skills at beginner professional level)
4 = Above Average (utilizes a variety of theories and practice skills for effective practice)
5 = Outstanding (readily adapts skills to the setting and demonstrates mastery of skill in new, diverse and difficult contexts)

GRADES for MSW FIELD INSTRUCTION

The Faculty Field Liaison (Seminar Instructor) is responsible for determining the grade which the student has earned for the Field course. The grade for the Field course includes student performance in the field internship, student performance in the field seminar and seminar assignments. Each of these are important parts of the field learning experience and will affect the grade which the student earns for the Field course. The Seminar Instructor’s evaluation of the field experience, with input and in consultation with the Field Instructor and Task Supervisors, will equal 60% of the grade. Seminar participation and performance, and seminar assignments will equal 40% of the grade. Please see below for the breakdown of the percentages for the grade equation.

MSW students must maintain a grade point average of 3.0 or higher in all course work. MSW students must also attain a grade of B or higher in the Field course. Given that it is a 6 credit course, if a grade of “C” is earning in MSW Field classes, the student may be ineligible to continue in the MSW program.

MSW Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>77-84</td>
</tr>
<tr>
<td>F</td>
<td>Below 76</td>
</tr>
</tbody>
</table>

Incompletes: A student may receive an “I” (Incomplete) in Field when the student is passing the course, but for reasons beyond their control, have not completed a relatively small part of the course requirements. Since there is limited time to resolve an “I” grade in Field, it is important that MSW students make every effort to complete all field hour requirements, including all field agency hours, by the end of the semester.

Appeal of an MSW field course grade is done through the ECU graduate grade appeal process, which may be found on the website of the ECU Graduate School.
MSW FIELD SEMINAR ASSIGNMENTS

MSW Self-Assessment: This assignment is designed to help the student identify their strengths and their individual learning needs, and to self-evaluate their learning development. Students will do a Self-Assessment at the beginning of the semester, and use this information in designing their individual Learning Agreement. At the end of the semester students complete the final self-evaluation to assess their progress.

Journals: Self-reflection is important to the professional development for all social workers, as it helps us gain self-awareness, and evaluate and improve our practice. For the Field course students will keep weekly journals in which they will reflect on their experiences in the field, their thoughts and feelings about these experiences, and use reflection and critical thinking to evaluate their professional performance and how they can improve their practice. In order to maintain confidentiality, please alter client and colleague identities.

Agency Presentation: Each student will have the opportunity to present on his or her field agency. This will be a fifteen to twenty minute presentation in the Field seminar. This presentation will provide a foundation for future class discussion about your experiences, and facilitate students’ understanding of social work practice in a variety of settings. Instructions for the presentation will be provided by the Seminar Instructor.

Learning Agreement: Each student’s will create a personal Learning Agreement based on their individual learning needs, the learning goals of the ECU School of Social Work, and the purpose and services of the field agency. This personal Learning Agreement will serve as both a plan for the student’s internship activities and a basis for evaluating the student’s performance in the internship.

Process Recordings:
There are three different MSW Process Recording assignments, each designed to further student learning and development. They are:

- Foundation Process Recording – for the foundation MSW internship, SOCW 6940
- Advanced Process Recording – for the first semester of the advanced MSW internship, SOCW 6950
- Integrated Process Recording – for the second semester of the advanced MSW internship, SOCW 6960
THE PROCESS RECORDING

What is a Process Recording?

The Process Recording is an educational exercise in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. The Process Recording assignment can help students develop their practice skills, apply social work knowledge to practice, and grow in their self-awareness. This tool also helps the student learn to assess their own practice.

In the Process Recording all communication, verbal and non-verbal, is recorded based on the student’s best recollection of the interview. The student also records personal feelings and reflections which occurred during the interaction with the client. Depending on the educational purpose of the Process Recording assignment, additional material can be included. This may include the student’s assessment of what the client was experiencing, or how the student applied social work knowledge during the interview. Students may also be asked to reflect on how effective they were, and how they might improve their interviewing skills.

Process Recordings are often used for direct practice interactions; however the Process Recording method may be used with any area of social work practice, including community practice, advocacy or administration. Therefore in the Process Recording assignment the term “interview” is used to indicate whatever type of intervention or client interaction occurs in the internship. Similarly, the term “client” is used to indicate clients, patients, community members, employees, or others, depending on the internship activities. If you are not sure how to do a Process Recording in your agency, talk to your Seminar Instructor about interactions that would be appropriate. The Process Recording must always be done with an actual client or professional interaction. Students should not simulate an interview or interaction for the Process Recording assignment. Interviews with the client should not be recorded electronically unless your Seminar Instructor specifically instructs you to do so. In this case Seminar Instructors will give you directions on appropriate procedures for the audio recording.

Why do Process Recordings?

Process Recordings give students the opportunity to assess and improve their practice skills through reflection and feedback. The Process Recording is also designed to help students learn to intentionally apply social work theory and knowledge to practice. Process Recordings can help students structure their thinking about professional social work practice and learn to document client interactions accurately. Reflecting on an interaction can help students see their client interactions more objectively, and learn to distinguish between thoughts and feelings. Process recordings are also useful tools for supervision, allowing the supervisor to review the student-client interaction, identify strengths, note challenges, and help the student formulate alternative approaches for future interactions.

Process Recording Content

The Process Recording has three parts, the Introduction, the Interview and the Summary. The Introduction provides the background and context of the interview/interaction,
and includes information about the client and the agency setting. The Interview is the central component of the Process Recording assignment. The Interview has four sections: 1) a word for word report of the interaction, 2) student observations and assessments, 3) application of social work knowledge and theory, and 4) Field Instructor feedback. The final part of the Process Recording is the Summary, in which student gives a brief assessment of the client need or problem, the effectiveness of the interaction, and suggestions for future or alternate intervention strategies. This section also includes the student’s self-assessment of their performance, including practice skills and application of social work knowledge. More detailed information about the required content for each part of the Process Recording follows.

What should be included in the Process Recording?

All communication during the interview or interaction, both verbal and nonverbal.

Verbal communication includes everything that was said by both the client and the student. Record the interaction word for word, as well as you can remember it. Resist the urge to “improve” your comments or client interaction. Process Recordings are not graded on the success of the intervention, but on student’s ability to apply social work knowledge and skills, and to use self-reflection to assess their strengths and weaknesses.

Nonverbal communication is all other types of communication. This includes speech tone and speed, body language, eye contact and other non-verbal signals. When including descriptions be sure to include any “evidence” that supports your impressions and assessment. Also include a brief description of the setting and relevant observations such as an interruption by another worker or a ringing phone.

What about Confidentiality?

Students should ensure that confidentiality is maintained as required by the NASW Code of Ethics (2008) and the policies of the agency. Before starting a Process Recording, discuss the assignment with your Field Instructor and Task Supervisor (if applicable). Your supervisor will inform you of agency policies and processes regarding confidentiality and informing clients. If you will be doing an audio recording of the interview be sure to get permission from your Field Instructor and Task Supervisor (if applicable). Be sure to disguise all information that might make it possible for someone to identify your client, such as the name of the client or agency, the town, or location. Even when you have disguised the information, do not share the Process Recording with anyone other than as required for the assignment.

SOME PRACTICAL CONSIDERATIONS:

- The interview should be written down as soon as possible after it occurs so it will be as accurate and complete as possible.
- Plan ahead to be sure you have sufficient time to record and analyze the interaction. Students should also allow a minimum of one week for the Field Instructor to provide their comments.
- Process recordings are a learning tool, and are not case documentation; therefore they do not become part of the client’s permanent record.
Evaluations, and the feedback they provide, are an important part of growing and improving not only for individual social workers, but for agencies, programs and schools. Students are evaluated Field Instructors, Task Supervisors and by the Faculty Field Liaison.

Your feedback on the following evaluations provides helpful feedback so we can continue to improve our program of Field Education. We ask for your thoughtful completions of the following at the end of each internship:

1. Students will evaluate the Field Experience through a Qualtrics survey link provided by the Office of Field Education.

2. Field Instructors are asked to evaluate the Faculty Field Liaison effectiveness through a Qualtrics survey link provided by the Office of Field Education.

3. Faculty Field Liaisons will be asked to evaluate the agency and Field Instructor through a Qualtrics survey link provided by the Office of Field Education.
NASW
Code of Ethics
APPENDIX A

Code of Ethics of the National Association of Social Workers

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

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Value: Importance of Human Relationships**  
*Ethical Principle:* Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**  
*Ethical Principle:* Social workers behave in a trustworthy manner. Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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

1. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice.
2. 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

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

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

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients any 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
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.

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

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues

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

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

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

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

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

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

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

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

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

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

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

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

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

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

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

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

4. Social Workers’ Ethical Responsibilities as Professionals

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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

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

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

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

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any
limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. Social Workers’ Ethical Responsibilities to the Broader Society

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

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

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

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

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

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

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

CSWE Core Competencies and Practice Behaviors

Below each Competency the related Practice Behaviors are listed. Items 1-41 are the Foundation Practice Behaviors, which represent learning objectives for BSW and foundation MSW interns. Practice Behaviors APB1 through APB 13 are advanced Practice Behaviors, appropriate for advanced year MSW interns. The advanced Practice Behaviors are specific to the ECU School of Social Work concentration, Clinical Community Relational practice.

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:
1: Advocate for client access to the services of social work;
2: Practice personal reflection and self-correction to assure continual professional development;
3: Attend to professional roles and boundaries;
4: Demonstrate professional demeanor in behavior, appearance, and communication;
5: Engage in career-long learning; and
6: Use supervision and consultation.

APB1: Demonstrate the ability to maintain appropriate professional client centered relationship.

Competency 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
7: Recognize and manage personal values in a way that allows professional values to guide practice;
8: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles";
9: Tolerate ambiguity in resolving ethical conflicts; and
10: Apply strategies of ethical reasoning to arrive at principled decisions.

APB2: Identify and use knowledge of relationship dynamics, including power differentials, in clinical-community practice from a relational perspective applying social work ethics.
Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12: Analyze models of assessment, prevention, intervention, and evaluation; and
13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

APB3: Apply critical thinking to inform professional judgment in creating, maintaining, and repairing the working alliance with clients and/or representatives of client systems.

Competency 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16: Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17: View themselves as learners and engage those with whom they work as informants.

APB4: Demonstrate an understanding of how diverse community contexts shape individuals, and how individuals shape their communities.

Competency 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

18: Understand the forms and mechanisms of oppression and discrimination;
19: Advocate for human rights and social and economic justice; and
20: Engage in practices that advance social and economic justice.

APB5: Apply a Clinical-Community/Relational Perspective formulations of human rights and social justice to a community development model.
Competency 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:
21: Use practice experience to inform scientific inquiry and
22: Use research evidence to inform practice.
APB6: Use multiple forms of research to inform clinical-community practice decisions.

Competency 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live with an emphasis on rural and small communities; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24: Critique and apply knowledge to understand person and environment.
APB7: Integrate and critically apply theories of human behavior and the social environment to guide clinical-community practice.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:
25: Analyze, formulate, and advocate for policies that advance social well-being; and
26: Collaborate with colleagues and clients for effective policy action.
APB8: Identify a policy and formulate a policy alternative that would improve service delivery and advance social and economic well-being.

Competency 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:
27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services with an emphasis on rural and small communities; and
28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
APB9: Anticipate, evaluate and respond to dynamic social contexts to propose sustainable system change.

Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Competency 2.1.10(a)—Engagement
Social workers:
29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30: Use empathy and other interpersonal skills; and
31: Develop a mutually agreed-on focus of work and desired outcomes.
APB10: Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic relationship.

Competency 2.1.10(b)—Assessment
Social workers:
32: Collect, organize, and interpret client data;
33: Assess client strengths and limitations;
34: Develop mutually agreed-on intervention goals and objectives; and
35: Select appropriate intervention strategies.
APB11: Use the professional relationship to assess the fit of interventions strategies to client needs.

Competency 2.1.10(c)—Intervention
Social workers:
36: Initiate actions to achieve organizational goals;
37: Implement prevention interventions that enhance client capacities;
38: Help clients resolve problems;
39: Negotiate, mediate, and advocate for clients; and
40: Facilitate transitions and endings.
APB12: Demonstrate the ability to develop and apply integrative interventions from various theoretical perspectives.
Competency 2.1.10(d)—Evaluation

Social workers:

41: Critically analyze, monitor, and evaluate interventions.

APB13: Use objective and intersubjective information to evaluate intervention effectiveness.