The Department of Social Work
Master of Social Work Program

Field Education Manual
2013-2014

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Welcome from the MSW Director of Field Education

Dear MSW Students and Field Instructors:

I am pleased to welcome you to the academic year 2013-2014 of the MSW Program of Roberts Wesleyan College and to the field education component of our curriculum. Field education is at the heart of social work practice. It is the place where theory, practice skills, and life experiences are integrated to help students evolve into professional social workers. The MSW Program of Roberts Wesleyan College has been fortunate for many years to have a group of committed agencies and field instructors who provide supervision, mentoring, and role modeling to our students. Our Field Supervisor’s commitment to the field of social work, and to sharing their knowledge and experience is essential to the professional development of our students. Your role is a key variable in our student’s academic and professional success and to helping RWC meet our educational objectives.

This manual is designed to provide information to students and field instructors with the objectives, procedures, and policies which govern the field education program. It is designed to complement the information in the MSW Student Handbook. This manual is not a contract between the agency, college, and student; rather, it is a set of guidelines. The policies and procedures in this manual have been adopted by the faculty of the Master of Social Work Program and are intended to be used as a reference for the field work experience.

Thank you for the critical role you are playing in the education of our students. We are looking forward to a successful and mutually satisfying academic year. Feel free to contact me at (585) 594-6815 or ribbing_laura@roberts.edu if you have any questions or comments.

Sincerely,

Laura M. Ribbing, LMSW
Director of MSW Field Education
Master of Social Work Field Education Academic Calendar 2013-2014

2013 Fall

New Student Orientation (ALL DAY) ................................................................. August 23
Classes Begin (Monday) .................................................................................. August 26
Incomplete Work from Summer Due .............................................................. August 26

Due: Field Education Placement Agreement ................................................. August 30
Last day to add a Class .................................................................................... August 30
Labor Day (classes WILL meet) ................................................................. September 2
Last day to drop a Class w/o a Grade .............................................................. September 6
Courses dropped now receive a Grade of W ................................................ September 9

Due: Learning Agreement ............................................................................. September 23
Homecoming .................................................................................................. September 27-29

Due: September Time Sheets ........................................................................ October 7
Fall Recess ......................................................................................................... October 12-15
Classes Resume ................................................................................................ October 16
Mid-Semester Field Contacts ........................................................................ October 14-18

Due: October Time Sheets ............................................................................ November 11
Registration Begins (for Grads) ...................................................................... November 4
Thanksgiving Break ......................................................................................... November 27- December 1
Classes Resume ............................................................................................... December 2
Last day to withdraw from a course and receive a grade of W...................... November 26

Due: November Time Sheets ......................................................................... December 9
Student Field Evaluation Visits ...................................................................... December 2-18

Due: December Time Sheets .......................................................................... December 16
Last day of Classes/Semester .......................................................................... December 13
Commencement ............................................................................................... December 13
Grades due by NOON (Tuesday) ..................................................................... December 17

2014 Spring

Classes Begin ..................................................................................................... January 13
Incomplete work from Fall Semester due ...................................................... January 13
Last day to add a Class .................................................................................... January 17
Martin Luther King, Jr. Holiday (No Classes) .............................................. January 20
Last day to drop a course w/o a Grade ............................................................ January 27
Courses dropped now receive a Grade of W ................................................. January 28

Due: Spring Semester Learning Agreements & January Time Sheets .......... February 3
Winter Break .................................................................................................... February 15-23
Classes Resume ................................................................................................ February 24

Due: February Time Sheets ............................................................................ March 3
Mid-Semester Field Contacts ......................................................................... March 3-7
Registration Begins ........................................................................................ April 7
Easter Recess .................................................................................................... April 17 - 21
Classes Resume (Tuesday) ............................................................................... April 22

Wednesday April 23 will follow a Monday schedule .................................... April 23

Due: March Time Sheets ................................................................................ April 7
Earliest Field Placement Completion Date .................................................... April 11
Last day to withdraw from a course and receive a grade of W...................... April 22

Due: April and May Time Sheets .................................................................... May 5
Student Field Evaluation Visits .................................................................... April 21 – May 2
Last day of Classes/Semester ........................................................................ May 9

Hooding Ceremony and Commencement ....................................................... May 10
Grades Due by NOON (Wednesday) ............................................................... May 14
I. Introduction to MSW Field Education
Field instruction, field education, or field practicum (whichever heading is employed) is an organized opportunity for the student to utilize theory and synthesize the various intervention techniques presented in the classroom within an agency or other organizational setting. Field education is designed for the student to try on the role of social worker and to professionally develop from a fundamental level of knowledge and skills to an advanced degree that achieves the objectives of the Master of Social Work (MSW) Program. It is in the field that the student's professional identity, professional use of self, and professional ethics and values are fully explored and instilled. A significant portion of the student's time is spent in the field setting.

Field Education Program Outcomes

Field education is an integral part of the Master of Social Work Program. Graduate social work faculty, in close cooperation with the agency field instructors and the students, select and organize the learning experience on an individual basis for each student. This process is administered and organized by the Director of Field Education. Field education is designed to integrate the theoretical classroom learning with the practical experience in the field and to assist the student in developing the skills needed for advanced social work practice. This knowledge is incorporated in the key objectives that include:

1. The development of knowledge, values, and skills common to generalist practice in the first (foundation) year; and

2. The development of advanced knowledge, values, and skills in an area of concentration in the second (concentration) year.

Field education focuses on having the student demonstrate and apply professional social work knowledge and skills as indicated in the following outcomes:

1. Apply critical thinking skills in a social work practice setting.

2. Demonstrate self-awareness, the ability to be self-critical, and the ability to apply the positive use of self in a social work practice setting.

3. Demonstrate written and verbal communication skills appropriate for the practice setting.

4. Apply knowledge of technology appropriate for a social work practice setting.

5. Demonstrate awareness of and commitment to social work values and ethics and the ability to apply them in social work practice settings.

6. Demonstrate an awareness and appreciation of his or her own diversity as well as the diversity of others and the ability to apply diversity knowledge and sensitivity in the
assessment and intervention of individuals, families, groups, organizations, and communities.

7. Demonstrate an awareness of and the ability to incorporate knowledge about the functional and dysfunctional role of spirituality (human search for meaning) and/or religion (institutions and belief systems) when working with client systems.

8. Develop awareness about the dynamics and consequences of institutional discrimination, oppression, social and economic injustice in a practice setting, and develop a commitment and ability to bring about empowerment, reconciliation, and justice.

9. Demonstrate awareness of at-risk populations and the potential for discrimination because of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation - and develop an ability to incorporate this knowledge in the helping process.

10. Develop awareness of the impact of low-income and increase the ability to apply this knowledge in the assessment and intervention of individuals, families, groups, organizations, and communities in a practice setting.

11. Demonstrate knowledge of micro, mezzo, and macro theories related to human growth, development and change, and the ability to analyze the impact of external forces in promoting or hindering the optimal well-being in systems of various sizes.

12. Enhance knowledge of the structure and functioning of the agency and the social worker’s role(s) in the agency.

13. Apply ability to analyze policy and evaluate the impact of social policies on clients, practitioners, agencies, and communities.

14. Demonstrate an ability to identify and put into practice social and political action strategies which empower clients, and work toward reconciliation and social justice.

15. Assess functional and dysfunctional client patterns and interactions within and between systems.

16. Demonstrate ability to engage individuals, families, groups, organizations, and communities to provide intervention skills and to terminate effectively.

17. Demonstrate basic understanding of empirical research including qualitative and quantitative.

18. Able to incorporate literature in his or her practice, including empirical research.

19. Demonstrate effective use of supervision and consultation at the foundation and advanced levels of practice.

20. Apply generalist and/or advanced social work knowledge, skills, and values in a field setting according to the year of study student is in.
Primary Core Competencies and Operation Practice Behaviors

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

Advocate for client access to services of social work
Practice personal reflection and self-correction to assure continual professional development
Attend to professional roles and boundaries
Demonstrate professional demeanor in behavior, appearance, and communication
Engage in career-long learning
Use supervision and consultation

2.1.2 Apply social work ethical principles to guide professional practice.

Recognize and manage personal values in a way that allows professional values to guide practice
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
Tolerate ambiguity in resolving ethical conflicts
Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3 Apply critical thinking to inform and communicate professional judgments

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

2.1.4 Engage diversity and difference in practice

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

2.1.5 Advance human rights and social and economic justice

Understand the forms and mechanisms of oppression and discrimination
Advocate for human rights and social and economic justice
Engage in practices that advance social and economic justice

2.1.6 Engage in research-informed practice and practice-informed research

Use practice experience to inform scientific inquiry
Use research evidence to inform practice

2.1.7 Apply knowledge of human behavior and the social environment

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
Critique and apply knowledge to understand person and environment

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

Analyze, formulate, and advocate for policies that advance social well-being
Collaborate with colleagues and clients for effective policy action

2.1.9 Respond to contexts that shape practice

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

(a) Engagement
   Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
   Use empathy and other interpersonal skills
   Develop a mutually agreed-on focus of work and desired outcomes
(b) Assessment
   Collect, organize, and interpret client data
   Assess client strengths and limitations
   Develop mutually agreed-on intervention goals and objectives
   Select appropriate intervention strategies
(c) Intervention
   Initiate actions to achieve organizational goals
   Implement prevention interventions that enhance client capacities
   Help clients resolve problems
   Negotiate, mediate, and advocate for clients
   Facilitate transitions and endings
(d) Evaluation
   Critically analyze, monitor, and evaluate interventions
General Assignment Process for Student Internships

In order to ensure a successful placement process, the following items need to be considered:

1. It must be understood that a reasonable amount of time is required to secure placements for students and that there are many variables that play a role in securing an appropriate placement.

2. The selection of an appropriate placement involves developing a plan that matches the student’s interests with the agency’s capacity and preparedness to meet the student’s learning needs.

3. Students must be proactive in setting up a meeting with the Director of Field Education and following-up with prospective agencies and field instructors to whom a referral was made on their behalf. At this stage, students are asked to drive the interviewing process and to keep the Director of MSW Field Education informed of progress.

4. Foundation year students, regardless of concentration, are encouraged to gain experience in an agency setting that will socialize them into the field of social work and provide them with generalist practice skills. Foundation level students must have 10-12 daytime hours per week to commit to their field practicum. Every effort will be made to provide concentration year students with placements that will provide them with advanced social work skills in their area of concentration. Concentration level students must have 16-18 daytime hours per week to commit to their field practicum.

5. All students applying for field education should be aware that many agencies require criminal background checks, child abuse registry clearance, and health screenings (including drug testing, ATB and Hepatitis-B test, etc.) prior to students being accepted into placements. Also, a valid driver’s license is often required. Declining an agency request for a criminal background check or health screening is likely to limit placement options or may lead to not being placed. Some agencies also require out-of-town students to acquire a NY state driver’s license. In addition, any conviction of sexual offenses against children will make the student ineligible for continuation in or completion of the field education program. Students are encouraged to discuss any concerns about this criterion with the Director of Field Education.

New Students

All students who are newly admitted into the Master of Social Work Program and have confirmed their intent to enroll are provided with a Field Practicum Application and asked to schedule an interview with the Director of Field Education. The student must submit the completed Field Practicum Application with an up-to-date electronic resume which provides information on the student’s experiences and interests. At the interview, the Director of Field Education will gain a more in-depth perspective on the student’s experiences and areas of interests in the field of social work. The student is given general information on the requirements for field education, and based on the information gathered at the interview, as many as three settings are selected as potential field practicum sites for the student to contact. Students are expected to schedule interviews with agencies to which they were referred. After all interviews have taken place, the final placement decision is made by the mutual consent of the field instructor, student, and the Director of Field
Education.

If this process does not result in a confirmed field education placement, the Director of Field Education will meet with the student to evaluate the reason(s) why a placement has not been secured and to explore options. Students who are unable to secure a placement are encouraged to ask for feedback from the agency where the interview took place regarding their interviewing skills and impressions on their readiness for field. The Director of Field Education will assist these students to prepare for a successful outcome of the placement process.

Continuing Students

Students who qualify for field for the following Fall or for a Summer block placement must meet with the Director of Field Education early in the Spring semester for an initial placement interview. The Director of Field Education will help the student determine the type of agency that would be most appropriate. The Director of Field Education will provide students with referrals to appropriate agencies and direct the students to follow the guidelines for setting up an interview at the agencies. Since diverse agencies have established different processes and contact points for selecting students, *students are not to initiate the selection of a field placement outside of the selection process established by the Director of Field Education and approved by the faculty.*

In the event that a student expresses an interest in having a field placement experience with an agency that does not have a formal Memorandum of Understanding (MOU) with the MSW Program, the Director of Field Education will follow up with the agency and assess its interest and capability to accept students for placement. If it is determined by the Director of Field Education and the agency that the placement would be appropriate, all administrative requirements for the MOU will be initiated and completed by the Director of Field Education.

On rare occasions, a student may not exhibit readiness for participation in a field placement and may be asked to take ameliorative steps that will help to prepare the student to successfully complete field in the future. In those instances, the student’s advisor will be consulted and consideration given as to whether a referral to the Academic and Professional Evaluation Committee (APEC) is warranted.

It should be noted that the Master of Social Work Program does not grant academic credit for life experiences or previous work experience in lieu of field education.
II. Selection Process and Criteria for Agencies, Field Supervisors and Students
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Agency Selection Criteria, Policy, and Procedures

Since the field setting is critical to the student's development as a professional social worker, the MSW Program at Roberts Wesleyan College (RWC) desires a harmonious collaborative relationship between community agencies and RWC. The Director of MSW Field Education carries the primary responsibility for the identification, development, and certification of potential master's level field practicum sites. The Director is often assisted in this process by the MSW Program Director, the Field Education Committee, and the community-wide Social Work Advisory Committee. Each agency must sign a Memorandum of Understanding (MOU) that formalizes the relationship, and establishes the prerequisites, between the MSW Program and partner agencies.

Agencies are ultimately selected in relation to the quality of practice experience they can provide. This includes the ability of the agency to prepare students for generalist practice during the foundation year and advanced practice in the Child and Family and Mental Health concentrations. The following criteria are used in the selection of community agencies:

1. The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency.

2. The agency's student training program must be compatible with the MSW Program's educational objectives. The agency's orientation and objectives must be educational rather than apprenticeship.

3. There should be a correlation between the agency and the MSW Program's practice perspective so as to provide an integrated class and field curriculum and a consistent learning experience for the student.

4. The agency should provide a range of assignments on an ongoing basis that are appropriate to meet the student's educational needs. The student workload in the foundation year should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems. The concentration year practicum and advanced standing MSW placements must provide a concentration focus with direct practice to children and families and/or mental health.

5. The agency must provide the necessary space and facilities, including privacy for interviewing, desk and file space, and clerical assistance.

6. The setting provides adequate field instruction. There should be a staff of sufficient size to administrate programs. Students will not be utilized to substitute for regularly needed staff.

7. The setting should agree to treat all field instruction information, especially evaluations of the student, as confidential and refer all inquiries about the student to the Faculty Liaison and/or Director of Field Education.
8. The agency personnel recognition that the National Association of Social Workers (NASW) is the standard-setting body for the profession and that the Council on Social Work Education (CSWE) is the standard-setting body for social work education.

9. The agency must provide necessary measures to protect students' safety. This may minimally include policies and procedures regarding conducting home visits, interacting with potentially difficult clients, handling emergencies, and transporting clients.

10. Agency's policies and standards recognize that the professional social work field instruction is an essential complement to academic instruction. Therefore, the agency should genuinely want to teach students and regard the practicum as an important part of its function. Further, there should be recognition that the educational relationship is mutually strengthening to the agency, the college, and the profession. Agencies must be willing to sign the RWC Memorandum of Understanding as part of the relationship.

Field Instructor’s Selection Criteria and Qualifications

An essential component of field education is the field instructor. The field instructor is the designated agency staff member who guides and supervises the student in acquiring knowledge and skills from the field practicum experience. Students and their Field Instructors share a unique academic relationship. The Field Instructor must be prepared to shift roles from service to clients to educating a student. The quality of the field instruction determines to a significant degree the overall excellence of the student's practicum experience and the student’s satisfaction in the field education experience.

The minimal criteria for field instructors:

1. Possess a social work degree from a CSWE-accredited master’s social work program with at least 2 years post-master's practice experience. In addition, in New York State, Field Instructors must be a licensed (LMSW) in order to provide supervision of students. Using our Agency Supervisor Credentialing Form, licensure will be ascertained by obtaining the field instructor’s license number and by verifying it at the New York State Department of Education’s Office of Professions Web site, www.op.nysed.gov/opsearches.htm, likewise, the validity of their degree being from a CSWE-accredited school will be verified at the CSWE Web site of accredited programs.

2. Ability to:
   a. provide students with individualized learning experiences reinforcing a social work perspective in a variety of social work practice roles through which they can achieve professional practice behavior by integration of social work knowledge, values, and skills. In cases where the immediate supervisor, or “task supervisor” holds a degree in a discipline other than social work, the RWC social work program, through the assigned licensed social worker, or “clinical supervisor,” and tools such as the faculty liaison and the learning agreement will ensure that a social work perspective is predominant and consistently reinforced;

   b. place teaching emphasis in the practicum on students' acquisition of generalist and advanced practice skills;
c. enable students to use their sensitivities as well as their knowledge in a professional manner in all their relationships with people including respect for all persons and the diversity they represent; and

d. evaluate (a) the student's potential capacity for social work; and (b) the methods by which the student's learning may be facilitated. Translate the evaluation into learning situations.

3. Willingness to:
   a. provide adequate time for supervisory activities including weekly 1 hour student conferences and student evaluation. It is expected that the field instructor would be available for periodic conferences with RWC’s faculty liaison to discuss student performance, supervision, and other concerns;

   b. attend seminars related to student supervision and other relevant social work topics. Field instructors supervising for the first time will attend training seminars conducted by the RWC / MSW Program; and

   c. fill out the Agency Supervisor Credential Form verifying an MSW degree received from a CSWE – accredited school and 2 years post master’s experience, and the provision of the NYS Social Work license number for verification on the NYS Office of Professionals Web page.

4. Demonstrate a(n):
   a. knowledge of the placement setting and the ability to involve the student in learning about its structural and administrative patterns, service delivery systems, populations served, linkages with related programs, and relevant socio-political factors;

   b. interest and competence in practicum teaching, based on the ability to gain satisfaction in the professional growth of other people. Possess the ability to develop a sensitive, educationally oriented relationship with students, accepting them, their feelings, and their capacity for growth and change; and

   c. understanding and acceptance of the partnership between RWC and the placement in providing well-developed graduate professional education.
Criteria for Admission of Student to Field Education

Before a student is allowed to participate in a placement/internship in relation to fulfilling the field practicum requirements of the MSW program, the following criteria needs to be met or fulfilled:

1. Be officially admitted to the MSW program via the established admissions process.

2. Forward an electronic version of a current resume to the Office of Field Education king_kelly@roberts.edu.

3. Fill-out and forward all required paperwork.
   a) Release of Information Form
   b) Personal Safety, Confidentiality, and SW Code of Ethics Form
   c) Field Instruction Practicum Application

4. Schedule a placement interview with the Director of MSW Field Education.

5. Agree to read and be familiar with the published field manual.

6. Have appropriate availability of required hours for field placement according to academic status: Foundation = 400 hours = 12-14 hours per week; Concentration = 500 hours = 16-18 hours per week.

7. Must register for the appropriate field seminar course according to year and semester the student is in.

Placing and Monitoring Students

Once a student has met the criteria identified above, the student is then released to begin the process of securing an appropriate level field placement. Within this process, the RWC/MSW program has identified a series of expectations the program has for the students, as well as communicating what the student can expect from the field practicum.

1. Program’s expectation of students in the selection process is to:
   a. assume responsibility for making an appointment with the Director of Field Education to discuss field instruction placement plans;
   b. confirm the placement, after a pre-placement interview, with the Director of Field Education;
   c. work with the field instructor in developing a written learning agreement which identifies performance expectations based on the field education objectives;
   d. assume responsibility for following agency procedures including the agency's time and holiday schedules;
e. respect client and agency confidentiality and to conduct themselves in a manner consistent with the values and ethics of the social work profession, based on the NASW Code of Ethics;

f. assume responsibility for informing the agency field instructor and faculty liaison of any changes in schedules including necessary absences from the agency for any reason. Students will arrange to make up the time to the satisfaction of the faculty liaison and field instructor;

g. assume responsibility for the integration of theoretical knowledge with practice for evaluating the field experience and for being active seekers in the development of their professional capacities;

h. discuss with the field instructor matters concerning the agency's responsibilities for the learning experience, field instruction, agency policies, conferences, and evaluations;

i. meet standard responsibilities as outlined in this manual including the fulfillment of all assigned responsibilities; exhibiting conduct in accordance with professional social work standards encompassing ethics, critical thinking, use of self/task management, self-awareness, professional relationships, communication and awareness of, and respect for all persons;

j. make faculty liaison aware of actual or potential difficulties;

k. participate in agency orientation and become familiar with the agency's policies and procedures including information and procedures related to safety awareness.

2. What students can expect from the field agencies once a field placement is secured includes:

   a. the provision of the learning opportunities and educational supports outlined in this manual;

   b. adequate opportunities to test themselves and their skills, within limits, in the field agency;

   c. the opportunity to express concerns about their assignments, and to receive careful consideration of such concerns, although decisions about such matters will rest with the educational judgment of the faculty liaison and field instructor; and

   d. the development of a clear learning agreement with the field instructor concerning performance expectations, service responsibilities, agency routines, conferences, recording and attendance.

   e. for concentration level students, the provision of a group work experience as required by the syllabus for SWK664 Group TX Course.
III. Roles and Responsibilities
III. Roles and Responsibilities

The process of Field Education entails a number of players with very important roles and responsibilities that are crucial to a successful learning experience for our students. Knowing and understanding the interplay of these players can dramatically impact, in a positive way, your experience. As a result, please find below a delineation of responsibilities for the following roles/players: graduate social work program, Director of MSW Field Education, field instructor, faculty liaison, field seminar instructor, and student.

The Master of Social Work Program

The school develops objectives, curricula, policies, standards, and procedures for field education. The responsibilities include:

1. Maintaining a field instruction program which meets the accrediting requirements of the Council on Social Work Education (CSWE) and the requirements for qualifications of field instructor by the NY State Education Department Office of Professions;
2. Providing each student with field experience in an agency with professional practices based upon the NASW Code of Ethics;
3. Evaluating the ability of field agencies to meet the educational needs of the students;
4. Ensuring an integration of the student's field learning with their academic learning;
5. Providing adequate school personnel to oversee the field experience for each student;
6. Insuring field placement provides student opportunities to work with diverse populations;
7. Providing supervisory training and continuing education to field instructors;
8. Providing field agency personnel the opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the Graduate Social Work Program; and
9. Providing the choice of several “appreciation items,” including Tuition Waiver Vouchers as an incentive and thank you to agencies/field instructors for providing supervision to MSW social work interns. Towards the end of each semester, the Office of Field Education will forward to each agency an electronic form confirming the list of students shown in field placement with them. The agency official contact or field supervisor(s) will select the preferred “appreciation items,” one per student, and return the form to the Office of Field Education for the items to be disbursed. For agencies selecting the tuition waiver vouchers, please be informed that they are provided under the following guidelines:

1. The eligibility to select and receive any of the “Items of Appreciation” offered by RWC is preceded by the successful provision of education and supervision
to RWC social work interns.

2. Upon the successful completion and grading of a Student Field Evaluation at the end of each semester, for each student supervised, the Office of Field Education will issue electronically a Field Instruction Appreciation Items Selection Form for Agencies and/or Field Supervisors to fill out and return. Once the Office of Field Education receives a completed form the items selected will be disbursed as selected by the agency.

3. Agencies / Field Supervisors selecting any of the monetary items requiring a check to be issued must be established as an official vendor in the RWC financial system by filling out a Form W-9 (Request for Taxpayer Identification Number and Certification). Failure to do so will disqualify an Agency or Field Supervisor from receiving payment.

4. Appreciation Items, including Tuition Waiver Vouchers may not be transferred to family, friends, or students.

5. Agencies / Field Supervisors are eligible to select one appreciation item, per student, per semester.

6. RWC reserves the right to defer to the wishes of the agency’s chief administrative officer or designated contact regarding the selection of appreciation items.

7. Tuition Waiver Vouchers (TWV) will be provided under the following guidelines:

   ▪ The voucher covers only the tuition for a three credit course at Roberts Wesleyan College and is not meant to cover other fees associated with registration, books, and so forth.

   ▪ If selected, the program will issue a voucher to the agency for the field instructor’s supervision of a student.

   ▪ A tuition waiver voucher will be issued each semester for each student supervised. In the case of summer block placement students, the vouchers will be issued after completion of the field experience.

   ▪ The voucher may be used by the field instructor of the student, or another agency employee as deemed appropriate by the agency and the social work program. Vouchers are not transferable, should not be sold, or given to someone who is not a direct employee of the agency to which it was issued.

   ▪ No more than one tuition waiver voucher may be redeemed for courses each semester by the same agency employee.

   ▪ Lost, stolen, or misplaced tuition waiver vouchers will not be reissued by the college under any circumstance.
- Vouchers are valid for 18 months from the date of issuance, and are to be presented to the Students Account Office at time of course registration.

_The Field Agency_

The agency or field setting is the site where students are provided with the opportunity for direct practice experiences. Thus the role of the agency is to work in concert with RWC to provide avenues for meaningful practice experiences for students. By committing itself to an educational function and supporting the field instructor role, the agency creates opportunities to develop an educational program that meets the agency's expectations and the school's program mission and objectives. The field instructor has the agency's resources available to implement the field work curricula and meet the student's educational needs. A supportive attitude in the field placement setting fosters an educational relationship between students and field instructors rather than a staff-oriented relationship with production as a major ingredient. Responsibilities include:

1. Maintaining communication with RWC throughout the placement experience;
2. Creating a climate conducive to learning;
3. Relating to field students with collegial respect;
4. Completing and submitting affiliation forms (MOUs) to the MSW Program;
5. Providing qualified and credentialed staff for regular and timely individualized “clinical supervision” through a MSW that is licensed as a LMSW or LCSW in the State of New York;
6. Providing students with adequate and private physical facilities (e.g., office space, furniture, telephone) for client contacts;
7. Providing sufficient clerical services to support the student's field work responsibilities;
8. Providing and encouraging ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences;
9. Informing the faculty liaison, as the first line of communication, of any problems that arise with the student or the field-learning situation;
10. Providing students in clinical training experiences with training/orientation on agency policies and procedures and applicable state and federal laws and regulations, including HIPAA Privacy Standards related to confidentiality of individually identifiable health information of clients; and
11. Provide an environment and learning context in which every person is respected and diversity is sought to be understood and embraced.

_The Director of MSW Field Education_
The Director of Field Education is responsible for development of placement sites and contracts, the training of field instructors, implementation and ongoing evaluation of the field education program, supervision of field education, and facilitation of field seminar and/or supervision of faculty liaisons. Though every effort is made to help students be in placements that will best fit their interests, students are not guaranteed the field placement of their choosing. Final decisions for field placements rest with the Director of Field Education. The most critical decision in selecting a field placement is that the student be able to complete the educational objectives of the MSW program. Responsibilities include:

1. Administering the field education program for all students enrolled in the Graduate Social Work Program;

2. Securing field education sites for all social work students including negotiating and maintaining up-to-date Memorandum’s of Understanding (MOU’S) with each agency;

3. Administering the field education selection and placement process for all students;

4. Interpreting the MSW Program's educational standards and policies to both field agencies and students;

5. Maintaining current information on affiliated field agencies;

6. Negotiating with students and field agencies conflicts that are not resolved at the student/faculty liaison level;

7. Providing a current field education manual to all field students, field instructors, and faculty liaisons;

8. Assigning a faculty liaison for each student in the field;

9. Providing on-going field education orientation seminars to field agencies and/or supervisors regarding the field education component of the curriculum and its relationship to the overall academic program;

10. Coordinating the student field evaluation process by distributing, gathering, and maintaining files of all student evaluations; and

11. Monitoring and evaluating agencies and field instructors in respect to their capacity to facilitate student learning.

The Field Instructor

The agency settings provide the context within which the field instructors carry out their roles. Assuming this role requires that field instructors take on purposes and tasks that may not be inherent in their setting or job description. Field instructors carry out their responsibilities relative to the student's field activities as an educational rather than a service experience. Responsibilities include:
1. Participation in the pre-placement interviews of students and informing the Director of Field Education of their decision regarding acceptance;

2. Communicating the agency's mission, procedures, and policies to the student and overseeing the student's performance of administrative tasks;

3. Providing the student with an opportunity to work with client systems of various sizes (individuals, families, groups, and communities);

4. Planning a diversified learning experience for the student with specific attention to providing learning opportunities with diversified populations by using the student evaluation face sheet to record and report on the demographics encountered by the student;

5. Negotiating an individualized learning agreement early in field placement with the student;

6. Ensuring the student has an adequate number of weekly client contacts to meet their learning needs;

7. Maintaining a record of the student's field hours and assigned duties;

8. Teaching content in all areas of the curriculum as practiced in the field agency and assisting the student in integrating classroom theory with social work practice;

9. Assisting students in managing the demands and stresses of the agency's organizational life;

10. Conducting regularly scheduled individual, and in some cases group conferences, to review student's performance with a minimum of 1 hour of scheduled supervision weekly;

11. Holding the student accountable for providing services to agency clients that meet the agency's standards and are compatible with its mission;

12. Providing ongoing feedback to students on their performance and preparing and discussing fully with the student the formal term evaluation as requested by RWC at the end of each term;

13. Consulting with the assigned faculty liaison regarding the student's education plan, assignment, progress, and any problem arising with the student or the field learning situation; and

14. Attending and participating in meetings and seminars offered for field instructors to enhance their competence as instructors and to keep abreast of curricular developments.

We are excited to offer a number of choices to express our appreciation for the service that you provide our students as an educational partner. A form will be emailed to the agency contact
person at the end each semester. This form enables us to disburse the selected items. (Please
refer back to page 16 for more information)

*The Faculty Liaison*

The Director of Field Education assigns a faculty liaison to a student with the dual tasks of acting
as the MSW Program's liaison to the agency and as the advisor to the assigned field instructor and
student. The faculty liaison’s function is to maintain an educationally oriented relationship
between RWC and the agency. In that capacity, the faculty liaison acts as a conduit through
which expectations, information, and concerns are exchanged. Faculty Liaisons serve to support
and oversee the specific field educational programs of the students in accordance with the field
curricula and the students' professional needs and growth. Faculty liaison responsibilities include:

1. Interpreting and explaining the MSW Program's objectives, policies, and curriculum
to field instructors and other appropriate agency staff;

2. Maintaining close communication during the academic year with the field instructor
on the progress of the student, with a minimum of at least one phone contact each
term and a site visit at the end of each semester for a student evaluation meeting;

3. Consulting with the field instructor to maximize the learning experience for the
student;

4. Conferring with the student regarding progress and/or any problems in relation to
field instruction;

5. Evaluating the student's ability to work within the framework of the agency;

6. Ensuring student has submitted required documentation for Faculty Liaison review
and signature, including the Learning Agreement and Field Evaluation Forms;

7. Reviewing all formal term evaluations submitted by the field instructor to the
College;

8. Keeping the student's academic advisor informed of any problems that arise in the
field experience;

9. Keeping the Director of Field Education informed of student's progress and the
quality of field instruction;

10. Assigning a field practicum grade based on the written evaluation completed by the
field instructor and student and calculates a final field grade based on the practicum
grade and field seminar grade.

11. Completing at the end of each semester evaluations provided by the Office of Field
Education on the Agency’s ability to provide a meaningful educational experience
and on the Field Supervisor’s role as an educational partner of the MSW program.
The Field Seminar Instructor

The field seminar instructor is responsible for facilitating the field instruction courses and assisting the student in processing and integrating classroom learning with field experience. The field seminar instructors will submit seminar grades to the faculty liaison who will then calculate a final field grade based on the field evaluation. The Director of the MSW Field Education program will enter all final field grades.

The Student

Statement of MSW Student Responsibilities for Internships in an Off-Campus Organization

Responsibilities related to institutional policies and processes

1. The student is responsible for understanding and complying with all policies, procedures, and expectations of Roberts Wesleyan College and the Department of Social Work. This includes understanding and complying with the NASW Code of Ethics.
2. The student is responsible for understanding and complying with all policies, procedures, and expectations of the organization providing the experience.
3. The student will be familiar with the Field Education Manual and all the roles, responsibilities, policies and procedures outlined.
4. The student understands that he or she is strongly encouraged to carry medical insurance throughout the off-campus experience, and that the student’s insurance is primary in cases of illness or injury. The student understands that the College is not responsible for the payment or reimbursement of co-pays and deductibles.
5. The student has access to the use of private transportation for the field education experience and understands that the College is not responsible for any damages, claims, or deductibles related to loss or damage while using transportation not involving College vehicles.

Responsibilities related to communication

1. The student is responsible for maintaining clear and frequent channels of communication with both the faculty liaison and the organization’s field instructor. Any major problems related to the placement must be communicated as soon as possible to the faculty liaison and the field instructor.
2. The student will promptly notify the field instructor in case of unavoidable absences from field.

Responsibilities related to the educational experience

1. The student assertively and energetically is responsible for creating the highest possible quality of learning experience. This is done through frequently communicating feedback to the field instructor, faculty liaison, and the Director or MSW Field Education. The
student will not passively wait for learning needs to be met but should express them and work towards achieving conditions for growth

2. The student will meet with the MSW Field Education Director to discuss the types of field placement the student wishes to pursue and understands that final approval of referrals and field placements is at the discretion of the MSW Field Education Director.

3. The student is responsible for co-developing a plan with the faculty liaison and the field instructor (Learning Agreement) to meet the educational competencies required by the Department of Social Work. The student is further responsible for actively engaging himself/herself in active learning/evaluation during the placement and for preparing an agenda for weekly conferences with the field instructor.

4. The student is responsible for participating in all field seminars which are required by the Department of Social Work and is knowledgeable of the Department of Social Work Attendance Policy.

5. The student is responsible for participating in performance evaluations with the faculty liaison and the field instructor.

**Responsibilities related to the off-campus organization**

1. The student is responsible for becoming cognizant and following all pertinent agency policies and procedures and expectations of the agency providing the field experience.

2. The student is responsible for becoming aware of agency policy related to transportation and the transport of clients in student' personal vehicles.

3. The student is responsible for carrying our all tasks assigned by the field instructor or task supervisor and for keeping an accurate account of all field activities in which the student participates.

4. The student is responsible for fulfilling the time requirements established by the Department of Social Work and shall agree not to exceed reasonable time commitments outside those needed to effectively accomplish the field instruction criteria.

5. The student will act in a professional manner when representing the field agency with clients, community contacts and agency personnel and the student is responsible for acting in a professional manner as a representative of Roberts
IV. Policies and Procedures Related to Field Education
IV. Policies and Procedures Related to Field Education

The faculty of Roberts Wesleyan College’s MSW Program has adopted the following policies in regard to the field education program:

Length of Placement

The standard MSW field placement requirement is that students complete two practica, for a total of 900 hours, in different agency settings concurrently with classroom courses. Students must participate in field a minimum of 12 weeks each semester, and the required hours must be completed within 15 weeks in the semester. The foundation field (year 1) experience is approximately 200 hours in each semester totaling 400 hours for the academic year. The field experience during the concentration year (year 2) is a total of 250 hours each semester totaling 500 hours for the academic year. Students must not complete their total field education hours before the third week in April. Block placements, a summer option only for concentration year students, require that students complete 500 hours of field in a minimum of 13 weeks and a maximum of 15 weeks after commencement (referring to spring graduation date).

Students are expected to be in the field during the academic year starting when classes begin in August and ending at the end of April. If there is a concern with hours not being completed by the end of April, students should proactively be in contact with the Field Director. A student schedule can be agreed upon between student and field instructor. Students may continue their regular schedule in the field through school recess, but may not use that time to accumulate hours.

Employment-Based Placement (Application and Interview Required)

Under certain circumstances students may be permitted to complete 1 year of field education in their place of employment. The Director of Field Education, with assistance from the Field Education Committee as, needed, will review on a case-by-case basis the formal written request for this exception, which meets the following criteria:

- a fully completed MSW Employment-Based Fieldwork Application (Available through the Office of Field Education);
- a clear statement of justification for the request based on the student’s learning objectives and need for this particular field placement;
- a clear statement which specifies the difference between the student’s responsibilities, roles, and relationships as an employee and the new responsibilities, roles, and relationships as a learner in field instruction;
- the name of the student’s employment supervisor and a recommended different qualified person to serve as the field instructor. On rare occasions, and due to extenuating circumstances, an exception may be made allowing the employment supervisor to also serve as the field instructor; and
- a student who has been in a new social work position for less than 6 months, may request to use portions of the employment for field education, including paid hours, but need to meet the other criteria related to employment-based placement as specified
in the MSW Employment-Based Fieldwork Application.

The assigned faculty liaison will review and monitor the implementation of the educational plan to assure that the employment-based placement is working to the best advantage of the student’s learning. In the event that the Faculty Liaison determines that the placement is becoming encumbered, or may be overlapping greatly with the employment position, the Director of Field Education reserves the right to terminate the placement and reassign the student to another setting.

Summer Block Placement Option (Application and Interview Required)

The summer block field placement option is only available to students who have finished their concentration year courses, are in good academic standing, and who have been granted preliminary academic approval by the MSW Program Director. This option is only to occur during the summer months, with a minimum of 13 weeks and a maximum of 15 weeks after commencement (referring to spring graduation date). Students who cannot begin the field practicum the week immediately following commencement will not be allowed to complete a summer block placement. This policy provides guidance for block field placements in which the student completes the internship in an intensive, full-time format, locally, and when approved, as an out-of-area placement. The Director of Field Education must approve all block placements and must ensure that the student is placed in an agency setting that meets the qualifications of the social work program. If approved, students will be required to take at least the first two summer sessions of SWK 680 Field Seminar class concurrently with the summer block placement. Students in placements within a 3 hour drive of RWC are expected to commute to the field seminar at RWC as scheduled. If the distance is greater, such as overseas or in another national setting, arrangements are made for the student to participate in the seminar class via telecommunications. A summer block placement application can be obtained through the Office of Field Education.

Field Placements Outside of the Greater Rochester Area (Application Required)

Within the continental United States. Most approved field placement sites are located no more than 50 miles from the Roberts Wesleyan College campus, and are located in and around the greater Rochester area. MSW students have the option of being placed outside of that radius during the academic year for their Concentration Year field placement. This may be especially helpful for students who have been commuting from outside the greater Rochester area or for out-of-town students who desire to return home to complete their field placement requirement. As with all placements, the Director of MSW Field Education must approve all out of area sites.

There will be additional fees for placements outside the greater Rochester area, but within the continental United States, to cover mileage and travel expenses incurred by the faculty liaison expenses. A fee of $300 is assessed for the faculty liaison work for placements between a 100-400 mile radius of Roberts Wesleyan College and $700 for the faculty liaison work for placements outside a 400 mile radius, which in some cases, the work of the faculty liaison may be subcontracted to a colleague in closer proximity and covers the site authorization certification visit, review and approval of all paperwork, and the completion of the final field evaluation. Because these travel expenses will vary significantly depending on the placement and the location of the faculty liaison, they will be determined on a case-by-case basis. Payment will be made in advance of the placement for both travel and faculty liaison reimbursement to Roberts Wesleyan College.
Should either the student or the field instructor request an additional visit beyond the typical agency visit per semester, the student will reimburse the additional travel expense, but the faculty liaison fee will remain the same. Students will not be allowed to receive their degree until all fees are paid. Per diem costs and associated travel expenses will be established via a signed Out-of-Area Placement Application to be submitted by the student. All efforts will be made to minimize costs to students. An Out-of-Area Application can be obtained through the Office of Field Education.

With the advent of distance learning technologies, it is now possible to provide “face-to-face” contact and support to students and field instructors in a variety of locations outside of the Western New York area over several web-based networks. This applies to students placed in other states as well as those placed in international placements. Therefore, when a student is placed in an organization outside of the 200 mile limit from Rochester, faculty liaison contacts for the purposes of monitoring the placement relationship, providing support to the student and field instructor, and evaluation of the student’s progress, will be conducted via web-based network teleconferencing.

Students who are interested in the national and international placement option are required to discuss their interest with the Director of MSW Field Education as soon as possible after admission to the program. These placements will only occur in conjunction with organizations with which RWC and the Division of Social Work has a formalized agreement.

Please review the following Detail and Fee Chart which provides a guideline of possible Out-of-Area Placement fees schedules. As noted above, costs will be determined on a case by case basis.

Placements Within 100 Mile Radius of RWC (Level 1)
- Fee: $0
- Site Certification: Completed by the Director of Field Education.
- Liaison Visits: All regular in-person visits made by the liaison.
- Liaison Expenses: Roundtrip car travel can be accomplished in ½ day for liaison. No extra expenses incurred by liaison.

Placements Within 100-400 Mile Radius of RWC (Level 2)
- Fee: $300
- Site Certification: Completed by the Director of Field Education or contracted through a school of social work in proximity of the placement.
- Liaison Visits: One in-person visit made by the liaison and web-based teleconference technology used for other visits.
- Liaison Expenses: Roundtrip car travel can be accomplished in 1-2 days for liaison. Expenses incurred by liaison include meals, travel, and possible overnight lodging.

Placements Outside 400 Mile Radius of RWC (Level 3)
• Fee: $700
• Site Certification: Contracted through a school of social work in proximity of the placement.
• Liaison Visits: One in-person visit made by the liaison and web-based teleconference technology used for other visits.
• Liaison Expenses: Airfare to site, meals, ground travel, and overnight lodging.

*International Placement Option*

The RWC/MSW Program is excited to be in the process of developing international field placement options however, currently students desiring a placement outside of the continental United States will be considered on a case by case basis.

*Field Placements with Stipends*

Generally, as a profession, social work internships do not offer stipends. There are however, a few organizations that under certain circumstances may choose to provide a stipend or other remuneration for a student’s field placement. In all such cases, the student’s educational objectives must be the first consideration in defining the student’s responsibilities at the agency. All requirements for field instruction must be met by the agency. It may be that in certain circumstances the field placement may include more hours than required for field instruction. To prevent situations where the agency’s needs for personnel may overshadow the educational objectives of the student and the social work program, vigilance must be exercised in the development of the job description and learning agreement. The agency must also assure that it will meet field instruction requirements. These field placements are to be approved and coordinated by the Director of MSW Field Education who will refer qualified students to the agency for a placement interview.

*Concurrent Field Placement Early Start Policy (Application and Interview Required)*

The commencement and ending of field practicum generally correlates with the dates of the academic calendar for the semester you are in. However, a concentration year non-advanced standing student, or an agency, may submit an application followed by an interview requesting an “early start” in field practicum. Under these circumstances the guidelines that need to be observed include:

- pre-approval by the Director of the MSW Program verifying that the applicant is a student in good academic standing;
- a completely filled out Early Start Application signed by both student and agency forwarded to the Director of MSW Field Education;
- review of the application with a complimentary interview conducted with the student by the Director of MSW Field Education;
- approval or denial of the Early Start Application by the Director of MSW Field Education who will communicate the final decision to all appropriate parties;
• communication to, and understand by the student that they are not to complete more than 50 field practicum hours between August 1 and the beginning of the semester;

• normal contracting, agency supervision, and accountability processes will be followed; and

• unless arrangements are made otherwise, the Director of Field Education will serve as the interim faculty liaison.

Policies and Procedures for Change in Placement

Assignment to a field placement is a careful and deliberate process. Students normally remain in the same placement for the entire academic year. Unnecessary reassignments of field placements are discouraged. However, any graduate student may request a change of field placement when unusual circumstances arise that make the continuation in the agency inappropriate.

The following procedures must be followed when a change in field placement is requested. The Director of Field Education, faculty liaison, field instructor, or the student may initiate a request for the change. However, it should be noted that if the student desires an end to placement, s/he must continue to participate in field duties until the process for change is acted upon. The student is not to arbitrarily leave the field placement as this could result in a failing grade for the course.

It is the responsibility of the Director of Field Education to make final determination where:

a. student’s academic and/or nonacademic performance at the agency is in question including violation of the code of ethics and emotional stability; and

b. the need for a change is agency related.

The following process has been established in the event that a student or agency requests a change in field placement:

1. The situation and/or concern should first be discussed between the student and his/her field instructor, and a thorough attempt toward a mutually agreeable resolution should be made.

2. In the event that the problems are not resolved, and there remains a sense that termination of the practicum may be necessary, a written request to the faculty liaison should be made by the person requesting the termination outlining the reasons why the request is being made.

3. The faculty liaison will consult all parties involved in an effort to clarify the issues and to explore alternative solutions.

4. If, after this joint conference, an agreeable solution is not reached, the faculty liaison will make a recommendation (in writing) to the Director of MSW Field Education who with counsel from the Field Education Committee, as needed, will make the final decision about the termination request.

5. If the Director of MSW Field Education approves the termination of the placement, the field instructor and the student should complete the field evaluation according to the chart provided below that includes a three-way meeting with the faculty liaison.
6. The faculty liaison in collaboration with the field seminar professor will assign a grade for the field experience.

7. In the event that a second placement is started during the semester, the Director of MSW Field Education will determine if the grade for the semester is based on the evaluation of the first placement alone or the combined field experience evaluations.

8. Students who change field placement will be required to complete an additional 50 hours of field in order to allow sufficient time for orientation and adjustment to the new field setting.

If the termination of field placement was due to student-related academic and/or nonacademic reasons, the matter will be referred as needed to the Field Education Committee for special action including possible termination from field. If continuance in the field program is warranted, the student will meet with the Director of Field Education to begin the process of selecting a new field agency. The Academic and Professional Evaluation Committee (APEC) will be consulted as needed, and students may be asked to forfeit hours completed prior to change or termination from one agency.

*Evaluation Procedure for Change or Early Termination in Field Placement*

In the event that there is a change in field placement or early termination, an evaluation needs to be completed according to the following criteria.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Required Response for Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-99 hours</td>
<td>200-299 hours</td>
<td>Letter from the field instructor evaluating student progress to date. Students may be asked to forfeit hours and recomplete in future placement.</td>
<td></td>
</tr>
<tr>
<td>100-175 hours</td>
<td>300-375 hours</td>
<td>Student evaluation will be completed by field instructor as soon as possible. Student evaluation and recommended grades for field work will be done by field instructor.</td>
<td></td>
</tr>
<tr>
<td>Concentration Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-99 hours</td>
<td>250-349 hours</td>
<td>Letter from field instructor evaluating student progress to date. Students may be asked to forfeit hours and recomplete in future placement.</td>
<td></td>
</tr>
<tr>
<td>100-225 hours</td>
<td>350-475 hours</td>
<td>Student evaluation will be completed by field instructor as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>226-250 hours</td>
<td>476-500 hours</td>
<td>Student evaluation and recommended grade will be done by field instructor.</td>
<td></td>
</tr>
</tbody>
</table>
**IPT Program Instructions**

Students are responsible for keeping record of their internship hours on a monthly basis per the academic calendar via IPT. IPT stands for Intern Placement Tracking. The IPT program helps manage the information needed for student field placements. IPT allows the field director, students, field instructors, and field liaisons to access and update field information over the internet using a web-browser.

One of the most important reasons for using the IPT program is for tracking paperwork. Most field paperwork is done electronically using the IPT program. This helps to eliminate wasted paper and the loss of documentation. Timesheets, Evaluations, and Learning Agreements are all done using the IPT program.

**Instructions for Accessing the Internship Placement Tracking System (IPT)**

1. www.alceasoftware.com/web/login.php or www.runipt.com
2. Enter Organization ID which will always be Roberts
3. Enter User Name. Initially, this will be the Default Username
4. Enter your Password. Initially, you will enter the Default Password which will be ipt.
5. The system will walk you through the steps to reset and personalize your Username and Password.
6. Next click on the “Student Detail” tab. Please update any incorrect or missing information. If there is incorrect or missing information that you are not allowed to change, please contact Kelly King (king_kelly@roberts.edu or (585) 594-6692), and she will make the adjustments for you.

    **NOTE:** Both the Username and Password are case-sensitive.

**Recording Field Practicum Hours and Field Instruction Grades**

Students must complete all of the required field education hours for each semester. Students are responsible for keeping a record of field education hours weekly and providing this record to the Field Education Office on a monthly basis per the academic calendar. The student’s agency field instructor must sign the monthly form.

It is important to note that the Field Education Office does not automatically issue individual student reports or reminders during the semester concerning the status of field education hours. All required paperwork must be completed on time per the academic calendar. **Failure to do so will be reflected in your field seminar participation grade.**
In order to receive a grade at the end of each marking period, the student must have completed a minimum of 75% of the field practicum hours required for the first semester and all of the required field practicum hours by the end of the second semester. Foundation year students must have completed 150 hours of the required 200 hours of field practicum, and concentration year students must complete 187.5 hours of the required 250 hours for the first semester. Students unable to meet this requirement by the end of the semester will receive an incomplete (I).

Students will not receive a completed and graded evaluation for the semester until the minimum required hours have been completed. In the event that a student has not completed the minimum number of hours required, the faculty liaison will consult with the field instructor about the proper time for an evaluation visit. For grading purposes, time reports will be due at 5:00 p.m. on the Monday of the final week of the semester and totaled on Tuesday.

It should be noted that an evaluation grade that is a B- is considered a serious concern and a need for improvement. If a student receives a grade of a C+, the field education experience must be repeated.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Fall Semester Hours</th>
<th>Balance of Spring Semester Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Year</td>
<td>150</td>
<td>250</td>
<td>400</td>
</tr>
<tr>
<td>Concentration Year</td>
<td>187.5</td>
<td>312.5</td>
<td>500</td>
</tr>
</tbody>
</table>
V. Field Instruction Seminars
V. Field Instruction Seminars

Field seminars for concurrent field placements are held in 2 hour blocks as described in the syllabi for field instruction courses. Field seminars serve as a link between class and field. They are designed to assist the students in integrating classroom learning and field learning. Using a small group design with a faculty member serving as facilitator, the seminar enables students to serve as resource persons and a support network for one another. Students who are completing a summer block placement are expected to attend the field seminar classes offered during the summer sessions (SWK 680).

These seminars are part of the field instruction courses. Following are the course descriptions for each of the courses.

*SWK 570 Field Instruction I*

This course is one component of the foundation practice supervised field experience. The purpose of the field practicum experience is to enable the student to apply generalist practice social work knowledge, values, and skills in preparation for advanced practice in the concentration year. The course includes a field seminar designed to support the students during the beginning and middle phases of their experience and to help make the connection between the classroom and field. A minimum of 400 hours for SWK 570 and SWK 575 combined is required.

*SWK 575 Field Instruction II*

This course is a continuation of the practice experience in SWK 570 which provides a supervised practice experience to apply knowledge, social work principles, values, methods, and to develop competence and skill for professional practice. A minimum of 400 hours for SWK 570 and SWK 575 combined is required.

*SWK 670 Field Instruction III*

This course is one component of the advanced practice supervised field experience. The purpose of the field practicum experience is to enable the student to apply advanced social work knowledge, values, and skills in a field setting in his or her concentration. The course includes a field seminar designed to support the student during the beginning and middle phases of his or her experience and to help consolidate the learning that has taken place. A minimum of 500 hours for SWK 670 and SWK 675 combined is required.

*SWK 675 Field Instruction IV*

This course is a continuation of the advanced practice supervised field experience giving the student an opportunity to apply advanced social work knowledge, values, and skills in a field setting in his or her concentration. The course includes a field seminar designed to support the student during the middle and termination of their field experience and to help consolidate the learning that has taken place. A minimum of 500 field hours for SWK 670 and SWK 675 combined is required.
SWK 680 / E1 & E2 - Field Instruction for Summer Block

These sessions are offered during the summer sessions for students who are participating in a summer block placement field practicum. It includes the advanced practice learning objectives of SWK 670 and SWK 675 but is designed to accommodate the special support needs of students participating in a continuous block placement experience. A minimum of 500 field hours for SWK 680 is required.

Field Seminar Expectations

Attendance

Because of the sharing nature of field seminar and the dependence of students on each other for processing their learning, attendance is expected. Unavoidable absences should be negotiated in advance if at all possible. Unexcused absences will result in a lower grade. Please review the Attendance Policy below.

Attendance Policy

Courses in the MSW program are an essential component of students’ professional learning and development. Therefore students are expected to attend, be prepared for, and participate in all class sessions. Not meeting these expectations will have a negative impact on your course grade.

Each absence and a pattern of tardiness or leaving the class early will impact the class participation grade. Furthermore, absences beyond 10% of the class meeting time may result in a reduction of the final course grade as determined by the course professor.

When proper notice (prior to the absence) and documentation is provided, student absences are excused for the following reasons:

1. Travel that is part of the instruction of the MSW program and requires missing class;
2. Illness of oneself;
3. Serious illness or death of immediate family members;
4. Religious observances.

Students who miss more than 25% of the class time, regardless of how extenuating the circumstances will need to re-take the course. Missing more than one consecutive class will negatively impact the student’s understanding of the course material and therefore may also result in the student needing to repeat the course. The need to retake a course may delay completion of the student’s MSW program due to course prerequisites and the sequencing of courses.

In all cases of absences, students are expected to communicate with the professor about the absence at the earliest time possible. Additionally, students are accountable for any missed work and may be asked to document understanding of missed course readings or material through, for example, quizzes or written summaries of the readings or material missed in class.

Participation
Active participation is essential to the learning and group cohesiveness in the field seminar. It is expected that students will share their own ideas and feelings as well as give thoughtful feedback to the seminar members.

Confidentiality

Strict confidentiality of all that is shared during the field seminar by group members concerning clients and situations is expected. Being able to trust each other to respect personal revelations is critical to the success of field seminar experience and to the student’s professional development.

As outlined in the 2004 HIPAA Act, RWC may use and disclose PHI (personal health information) about student's clients with or without their distinct authorization in the following circumstance: "Providing training programs for students, trainees, health care providers or non-health care professionals to help them practice or improve their skills." For more information about HIPAA and the client rights it protects, please contact the Director of Field Education.

Leadership

As a part of field seminar, students will be selected to lead the seminar for a particular class. The focus of the discussions will be pre-selected themes chosen by the instructor and students. Student leaders will draw case examples from their own practice related to the theme of the day and will engage colleagues around the issues arising out of a particular theme. The instructor will serve as a resource person. The field seminar instructor is responsible for combining the seminar grade with the field grade and giving the overall grade for the field instruction courses.

Assignments That Involve Field Experience

Some assignments in the social work program are designed to draw on field experiences. It is important to check your course syllabus and to consult with your professor to see what the assignment expectations are for integrating class assignments with field experiences. A description of assignments involving field is mentioned in the syllabus of the appropriate class. If the student is doing a block field placement, the student will need to confer with professors to receive specific direction regarding assignments.

Second year (concentration year) field practicum students are required to facilitate a group during the fall semester as a requirement of the Group Work course. If the agency cannot provide an opportunity for the student to lead a group, the student is to be released for 30 hours during the semester to obtain a group experience in another agency. The student with help from the Group Work Professor, not the agency, is responsible for finding a group for the student to facilitate.
VI. Professional Guidelines for Field Education
VI. Professional Guidelines for Field Education

Field Education is an opportunity for students to apply knowledge gained in courses offered in the graduate program. It further provides students with work site experience and develops relationships with clients, social workers, and other colleagues in helping fields in practice settings.

As part of Field Education, students are likely to come into possession of information which is of a confidential nature. Safeguards and good judgment by students must be maintained so as to judiciously protect confidential information. To enhance the integration of theory and practice, students occasionally find it a valuable part of their learning to discuss with their peers and faculty members aspects of their case material. It is understood that great care is to be taken by students to protect the confidentiality of their clients whether their reports are verbal or written. Case material shared for classroom assignments should be sufficiently disguised to guard against any identification of clients or their families.

Professionalism works within career areas to promote wholeness of individuals, families, groups, communities, and organizations. It is important that students in field education sites be supportive of one another, the College, and the organization or agency where they are involved as an intern. Care and discretion must be used in discussing problems and concerns related to the College or the field education site.

Another part of professionalism is appropriate dress. Students will be expected to dress appropriately for the experience to which they are assigned. The field instructor to which the student is assigned sets the standards of dress.

The College expects Field Education students to exemplify the characteristics of honesty, integrity, good physical and mental health, and devotion to high moral standards. Students are further expected to be self-directed and responsible for their own learning and utilizing constructive feedback for personal and professional growth during this time. Students are expected to maintain standards of behaviors which reflect the philosophy and goals of the College and The Department of Social Work.

Social Work practice is a public trust that requires integrity, compassion, belief in the dignity and worth of human beings, respect for individual differences, and a commitment to service. Every social worker carries a responsibility to maintain and improve social work service and to constantly use and increase knowledge upon which practice and policies are based. The Code of Ethics of the National Association of Social Workers (NASW) embodies certain standards of behavior for the social worker in all service relationships with colleagues, agencies, and the community. As previously stated in this manual, graduate students during field education are required to exhibit behaviors and attitudes consistent with the NASW Code of Ethics.
VII. Field Instruction Placement Forms
<table>
<thead>
<tr>
<th>Form Title</th>
<th>Available</th>
<th>Due</th>
<th>Filled Out By:</th>
<th>Forwarded to:</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practicum Application</td>
<td>Acceptance Packet or Field Education Office or Online</td>
<td>At time of registration.</td>
<td>Student</td>
<td>Field Education Office</td>
<td>Includes background-check release statement and triggers an interview with the Field Education office</td>
</tr>
<tr>
<td>Release of Information Form</td>
<td>Field Manual, Field Education Office, and Online</td>
<td>At first interview with field office.</td>
<td>Student</td>
<td>Field Education Office</td>
<td></td>
</tr>
<tr>
<td>Personal Safety Agreement</td>
<td>Field Manual, Field Education Office, and Online</td>
<td>At first interview with field office.</td>
<td>Student</td>
<td>Field Education Office</td>
<td></td>
</tr>
<tr>
<td>Field Instruction Placement Agreement</td>
<td>Field Manual, Field Education Office, and Online</td>
<td>Upon acceptance of Field Placement assignment</td>
<td>Student and Field Supervisor</td>
<td>Assigned Faculty Liaison via the Field Education Office</td>
<td></td>
</tr>
<tr>
<td>First Year Learning Agreement</td>
<td>Online</td>
<td>3 weeks after the start of each semester</td>
<td>Student and Field Supervisor</td>
<td>Assigned Faculty Liaison</td>
<td>Subject to change, approval, and sign-off by the Faculty Liaison</td>
</tr>
<tr>
<td>First Year Field Evaluation</td>
<td>Online</td>
<td>Approximately two weeks before the end of the semester. (See Academic Calendar)</td>
<td>Student and Field Supervisor</td>
<td>Assigned Faculty Liaison</td>
<td>Finalized by Faculty Liaison and forwarded to Field Seminar Professor for final grade.</td>
</tr>
<tr>
<td>Second Year Learning Agreement</td>
<td>Online</td>
<td>3 weeks after the start of each semester</td>
<td>Student and Field Supervisor</td>
<td>Assigned Faculty Liaison</td>
<td>Subject to change, approval, and sign-off by the Faculty Liaison</td>
</tr>
<tr>
<td>Second Year Field Evaluation</td>
<td>Online</td>
<td>Approximately two weeks before the end of the semester.</td>
<td>Student and Field Supervisor</td>
<td>Assigned Faculty Liaison</td>
<td>Finalized by Faculty Liaison and forwarded to Field Seminar Professor</td>
</tr>
<tr>
<td>Form Title</td>
<td>Available</td>
<td>Due</td>
<td>Filled Out By:</td>
<td>Forwarded to:</td>
<td>Comment</td>
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<td></td>
<td>semester.</td>
<td></td>
<td>for final grade. (See Academic Calendar)</td>
</tr>
</tbody>
</table>
Master of Social Work Program
Field Practicum Application

Name ___________________________ Date ____________

Street Address __________________________

City __________________ State ______ Zip Code __________

Home Phone ____________ Work Phone ____________ Cell/Other ____________

Email ________________________________

Status:
   _____ Full Time    _____ Advanced Standing    _____ Part Time

Area of Concentration (check one):

Child and Family Services ________ Mental Health ____________

Field of Interest/Type of Agency:

Please list your first three choices for a specific field of interest.

1. ________________________________

2. ________________________________

3. ________________________________

Please attach a resume related to career goals, educational background, and summary of your volunteer/work experience.

What are your special areas of interest? ________________________________

__________________________________________

What skills and/or experiences do you want to acquire from your field placement? _____

__________________________________________
What special skills/resources do you have that would be an asset in your work with agency/clients (i.e., languages spoken other than English)?

Do you have a New York State driver’s license? ___ Do you have access to an automobile? ___
Do you have automobile insurance? ______ Do you have any physical limitations which should be considered in selecting an agency? ________ If so, please describe: _________________

For Advanced Standing and Transfer Students Only:

Please give the name of your undergraduate/transfer field placement and write a brief description of your field practicum experience there.

Background Check Statement: I am aware that many agencies require criminal background checks, child abuse registry clearance, and health screenings (including drug testing, ATB and Hepatitis-B test, etc.) prior to students being accepted in placements. Declining an agency request for a criminal background check or health screening is likely to limit my placement options or lead to my not being placed. I understand that any conviction of sexual offenses against children will deem me ineligible for continuation in or completion of the field program.

Student’s Signature ___________________________ Date ___________________________

Director of Field Education ___________________________ Date ___________________________
Master of Social Work Program

Release of Information Form

I, ________________________, give the social work faculty and/or Director of Field Education at Roberts Wesleyan College permission to mutually exchange information with my field instructor or other designated field practicum personnel. Information to be released includes information contained in the field practicum application, resume, narrative, year in school, courses completed, academic strengths or limitations, and problems and resolutions that may arise in the field practicum experience. Permission will expire after the final grade for the last field instruction course has been submitted to the Registrar’s office by the social work faculty.

Student’s Signature _________________________________ Date __________________

Witness _________________________________ Date __________________
Personal Safety Agreement

Students must recognize that the social work context has increasing potential for risk to personal safety. When in the field the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field work agency regarding personal safety.
2. Students are expected to use discernment regarding personal safety particularly when making visits in the community and in the homes of clients.
3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return whenever working outside of agency offices.
4. The College assumes no liability for the personal safety of students in the context of all educational activities on or off campus.
5. Students who are required by their field placement agency to provide limited transportation services to their assigned clients in the student’s vehicle must check to see if the agency has insurance coverage that includes the student’s personal vehicle. In the case that the insurance is not provided by the agency, the student must be aware that in the event of an accident his or her personal insurance company is notified first, and the student is responsible for the deductible. Students should receive mileage reimbursements for agency travel that is in keeping with agency policy.

Confidentiality Agreement

As a student in the Social Work Field Education Program at Roberts Wesleyan College, I understand that the nature of field work, whether observation or practicum placement, is confidential. I therefore agree to the following:

a. I will never reveal the identity of clients or provide any identifying information about clients under any circumstances, including discussions which take place for the purposes of education such as in practice and field seminar classes.
b. I will never take client files outside of the agency/organization setting.
c. I will only read client files given access to me by my field supervisor.
d. I will notify the field supervisor of any previous relationship with a client, such as a friend, relative, or fellow Roberts Wesleyan College student. I will never read such files.
e. I will keep all client information confidential during and after the field placement and during and after my Social Work Field Education experience at Roberts Wesleyan College.

Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from field placement, for denial of admission to the Social Work Program or Field Placement, and for disciplinary action in the Social Work Program.
A Social Work faculty member has explained the concept of confidentiality to me, and I have had the opportunity to ask questions about confidentiality.

Social Work Code of Ethics

As a student of the Social Work Program at Roberts Wesleyan College, I understand that the primary responsibility of all social workers is to practice ethically and to accept the National Association of Social Workers (NASW) Code of Ethics as the criteria for ethical practice. I understand that it is the responsibility of all social workers to assure that this professional code of ethics is maintained and incorporated into their professional practice with colleagues, clients, and other individuals who could be affected by the social worker’s professional judgment.

I have read and understand the aforementioned statements and agree to abide by them.

Name (printed) ____________________________________________

Signature ___________________________________________ Date __________

Director of Field Education _____________________________ Date ________
Roberts Wesleyan College
Field Instruction Placement Agreement

Master of Social Work Program (1st yr.) □ (2nd yr.) □ Bachelor of Social Work (Jr.) □ (Sr.) □

I. General Information

Date _________________ Course and Section __________________

Name of Student ___________________________ Name last first middle usually called

Address ___________________________________ Home Telephone __________________

College Faculty Liaison ___________________________ Phone # __________________

Name of Placement ___________________________

Type of Placement ___________________________
(clinic, group home, etc.)

Placement Address ___________________________

Placement Phone ___________________________

Placement Information

Please check specific focus of the agency project and service (check all that apply)

BSW Generalist Senior Level □ BSW Generalist Junior Level □
MSW Child & Family Services □ MSW Mental Health Services □

Student’s Placement Title ___________________________

Beginning date of field work _________________ Expected completion date ______

*Approximate # hrs/wk & scheduled days/times (fall/spring terms are 15 wks. each) ______

**MSW 2nd Year Students Only - Group work opportunity in the Fall? (Yes, No) ______
Springs? (Yes, No) ______

Is the student expected to work during holidays, exam week, and school breaks? Yes □ No □

Is remuneration for the student available? Yes □ No □ (See Field Ed. Manual for guidelines if yes)

Field Instructor’s Name ___________________________ Title ______

Field Instructor’s Address ___________________________

Field Instructor’s Phone ___________________________ Email ______

*BSW Junior level hours are 60 or 120, senior level hours are 400 in a spring or summer block
First year MSW student requirement - 400 hours minimum (200/semester)
Second year MSW student requirement - 500 hours minimum (250/semester)

**In the event that an agency is not able to provide a 2\textsuperscript{nd} year MSW student with the required group experience, student will be allotted up to 30 hours to complete the group work requirement elsewhere.

Understanding that this work placement is part of the requirements for the Bachelor or Master of Social Work degree and is considered to be an integral part of the student’s preparation for social work practice and ministry, the student agrees to attend campus seminar meetings and perform her/his tasks in a professional manner. The Field Supervisor agrees to hold weekly conferences and give guidance to the student in attaining his/her chosen objectives.

In addition to disclosing to the Disability Office to receive 504 accommodations within the educational setting, students participating in a field placement must also disclose to the faculty setting up placements. This ensures that a placement is found that will accommodate all abilities. This disclosure must occur immediately. Once a placement is found, ADA law will not protect the disabled student unless a final disclosure is made to the placement supervisor or the ADA officer at the placement. Documentation of disclosure must be provided to ensure all legal requirements are met.

Confirmations and Agreements

1. The organization/program will support the Program Objectives described in the Roberts Wesleyan College Social Work Field Manual.

2. The organization/program will support the policies and responsibilities stated in Roberts Wesleyan College Social Work Field Manual.

3. The organization/program is willing to participate in the evaluation process.

Signatures

____________________________________________  ______________________________
Student’s signature

____________________________________________  ______________________________
Agency Field Supervisor’s signature

Approved by:

____________________________________________  ______________________________
Director of Field Education (BSW / MSW)
Roberts Wesleyan College
Master of Social Work Program

Foundation Year Learning Agreement
Graduate Field Instruction

Field Experience Summary

Date __________________________ Course and Section __________________________

Name of Student __________________________

Last First Middle Usually Called

Home Telephone Number _______________ Placement Telephone Number _______________

Faculty Liaison __________________________

Name of Placement __________________________

Type of Placement __________________________

(e.g. mental health, children’s residence, etc.)

Placement Address ________________________________

Street/P.O. Number City State Zip Code

List Your Top Five Major Responsibilities

1. __________________________________________________________
   ____

2. __________________________________________________________
   ____

3. __________________________________________________________
   ____

4. __________________________________________________________
   ____

5. __________________________________________________________
   ____

Field Instructor’s Name __________________________ Job Title __________________________

Field Instructor’s Address __________________________

Field Instructor’s Telephone Number ______________ Email Address __________________________

Understanding that this field placement is part of the requirements for the Master of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend campus seminar meetings and perform tasks in a professional manner, and the field instructor agrees to hold weekly supervision and give guidance to the student’s field experience.
Rationale

The purpose of the Learning Agreement is to provide a framework for planning the student's individualized experiences within the agency or organization. The agreement will support and challenge the student's efforts to meet the graduate program’s goals of field instruction.

General Field Experience Objectives

The general field experience competencies practice behaviors can be found in the Field Education Manual. They are the same for the entire year although the focus will change as the year proceeds. There is also a difference in focus between the two years with the first year emphasizing generalist social work practice and the second year focusing on advanced practice in either the child/family or mental health concentrations. A separate syllabus for each term exists to highlight differences between the two terms and the two years (SWK570 First Year Fall, SWK575 First Year Spring, SWK670 Second Year Fall, SWK675 Second Year Spring).

During the first year, students need to have a minimum of 400 hours of field experience (approximately 200 hours each term) for which they will receive six (6) semester hours of credit. During the second year, students need to have a minimum of 500 hours of field experience (approximately 250 hours each term) for which they will receive six (6) semester hours of credit.

Faculty Liaison, the Field Instructor, the Student, the Agreement, and the Evaluation

The Learning Agreement is to be completed by the student and the field instructor in a process that emphasizes the student's responsibility for his or her own learning and professional development and the field instructor's role as educator. The activities and assignments detailed in the agreement will need to meet the competencies and practice behaviors and guide the field instruction process. They also provide the basis for the student's final performance evaluation. The faculty liaison is available to both student and field instructor to support and promote a positive educational experience.

Reasonable accommodations are available for students who have a documented disability. Students in need of accommodations are to inform the Roberts Wesleyan Coordinator of Services for Students with Disabilities, the Director of Field Education, and the faculty liaison. In addition to disclosing to the Disability Office to receive 504 accommodations within the educational setting, students participating in a field placement must also disclose to the faculty setting up placements. This ensures that a placement is found that will accommodate all abilities. This disclosure must occur immediately. Once a placement is found, ADA law will not protect the disabled student unless a final disclosure is made to the placement supervisor or the ADA officer at the placement. Documentation of disclosure must be provided to ensure all legal requirements are met.
To Be Completed by the Student

*To expedite faculty liaison site visits, please give directions to your field placement location from Roberts Wesleyan College and include parking information.*

To Be Completed by the Field Instructor

*Orientation Plans*

*Educational Arrangements*

_Weekly individual supervision/conference._

_Group supervision, trainings, and workshops._

_Staff meetings and case conferences._

_Co-facilitating family and group sessions, interdisciplinary team participation, direct observation of student, etc._
1st Year Student Practicum Proposed Field Experiences Related to Field Objectives

Students are required as part of the field experience to demonstrate mastery of each of the following competencies and practice behaviors. List some ways students will be able to demonstrate mastery during the semester. There are different ways to demonstrate mastery including working with clients, discussions in supervision, and special activities. If you have questions, contact your faculty liaison. This learning agreement is due within the first 3 weeks of the field experience (an exact due date is listed on the Field Education Academic Calendar found in the Field Manual) and should be signed and submitted to the Office of Field Education through the IPT system.

<table>
<thead>
<tr>
<th>Competence #1: Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Advocates for client access to services of social work</td>
</tr>
<tr>
<td>1.2 Practices personal reflection and self-regulation to assure continual professional development</td>
</tr>
<tr>
<td>1.3 Attends to professional roles and boundaries</td>
</tr>
<tr>
<td>1.4 Demonstrates professional demeanor in behavior, appearance and communication</td>
</tr>
<tr>
<td>1.5 Engages in career-long learning</td>
</tr>
<tr>
<td>1.6 Uses supervision and consultation</td>
</tr>
</tbody>
</table>

Practice Tasks/Assignments:

<table>
<thead>
<tr>
<th>Competence #2: Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Recognizes and manages personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>2.2 Make ethical decisions by applying standards of the NASW 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</td>
</tr>
<tr>
<td>2.3 Tolerates ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>2.4 Applies strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
</tbody>
</table>

Practice Tasks/Assignments:
### Competence #3: Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)

| 3.1 | Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom |
| 3.2 | Analyzes models of assessment, intervention and evaluation |
| 3.3 | Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues |

**Practice Tasks/Assignments:**

---

### Competence #4: Engage diversity and difference in practice. (EPAS 2.1.4)

| 4.1 | Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power |
| 4.2 | Gains sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups |
| 4.3 | Recognizes and communicates their understanding of the importance of difference in shaping life experiences |
| 4.4 | Views herself/ himself as a learner and engages those she/he works with as informants |

**Practice Tasks/Assignments:**

---

### Competence #5: Advance human rights and social and economic justice. (EPAS 2.1.5)

| 5.1 | Understands the forms and mechanisms of oppression and discrimination |
| 5.2 | Advocates for human rights and social justice |
| 5.3 | Engages in practices that advance social and economic justice |

**Practice Tasks/Assignments:**
<table>
<thead>
<tr>
<th>Competence #6:</th>
<th>Engages in research-informed practice and practice-informed research. (EPAS 2.1.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Uses practice experiences to inform scientific inquiry</td>
</tr>
<tr>
<td>6.2</td>
<td>Uses research evidence to inform practice</td>
</tr>
</tbody>
</table>

**Practice Tasks/Assignments:**

<table>
<thead>
<tr>
<th>Competence #7:</th>
<th>Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation</td>
</tr>
<tr>
<td>7.2</td>
<td>Critiques and applies knowledge to understand the person and environment</td>
</tr>
</tbody>
</table>

**Practice Tasks/Assignments:**

<table>
<thead>
<tr>
<th>Competence #8:</th>
<th>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Analyzes, formulates, and advocates for policies that advance social well-being</td>
</tr>
<tr>
<td>8.2</td>
<td>Collaborates with colleagues and clients for effective policy action</td>
</tr>
</tbody>
</table>

**Practice Tasks/Assignments:**
Competence #9: Respond to contexts that shape practice.  
(EPAS 2.1.9)

<p>| | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
</tr>
<tr>
<td>9.2</td>
<td>Provides leadership in promoting changes in service delivery and practice to improve the quality of social services</td>
</tr>
</tbody>
</table>

Practice Tasks/Assignments:

Competence #10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.  
(EPAS 2.1.10)

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>10 A Engagement (EPAS 2.1.10a)</td>
<td></td>
</tr>
<tr>
<td>10.1a</td>
<td>Substantively and affectively prepares for action with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td>10.2a</td>
<td>Uses empathy and other interpersonal skills</td>
</tr>
<tr>
<td>10.3a</td>
<td>Develops a mutually agreed-on focus of work and desired outcomes</td>
</tr>
<tr>
<td>10 B Assessment (EPAS 2.1.10b)</td>
<td></td>
</tr>
<tr>
<td>10.4b</td>
<td>Collects, organizes and interprets client data</td>
</tr>
<tr>
<td>10.5b</td>
<td>Assesses client strengths and challenges</td>
</tr>
<tr>
<td>10.6b</td>
<td>Develops mutually agreed-on intervention goals and objectives</td>
</tr>
<tr>
<td>10.7b</td>
<td>Selects appropriate intervention strategies</td>
</tr>
<tr>
<td>10 C Intervention (EPAS 2.1.10c)</td>
<td></td>
</tr>
<tr>
<td>10.8c</td>
<td>Initiates actions to achieve organizational goals</td>
</tr>
<tr>
<td>10.9c</td>
<td>Implements prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>10.10c</td>
<td>Helps clients resolve problems</td>
</tr>
<tr>
<td>10.11c</td>
<td>Negotiates, mediates, and advocates for clients</td>
</tr>
<tr>
<td>10.12c</td>
<td>Facilitates transitions and endings</td>
</tr>
<tr>
<td>10 d Evaluation (EPAS 2.1.10d)</td>
<td></td>
</tr>
<tr>
<td>10.12d</td>
<td>Critically analyzes, monitors and evaluates interventions</td>
</tr>
</tbody>
</table>

Field placement is a requirement for the Master of Social Work degree and is an integral part of equipping students for social work practice. Therefore, the student agrees to attend campus seminar classes and perform tasks assigned in the field in a professional manner, and the field instructor agrees to hold weekly supervisory meetings and give guidance to the student’s field experience.

Student’s Signature: ______________________________________________________

Field Instructor’s Signature: ______________________________________________

Faculty Liaison Approval: ________________________________________________
Roberts Wesleyan College
Master of Social Work Program

Foundation Year Practicum Student Field Evaluation

*General Information*

<table>
<thead>
<tr>
<th>Student</th>
<th>Agency</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Concentration</th>
<th>Seminar Professor</th>
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<table>
<thead>
<tr>
<th>Faculty Liaison</th>
<th>Field Instructor</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Field Experience Beginning Date ___________ Ending Date _______ Semester:  Fall ☐ Spring ☐ Summer ☐

- **Major Responsibilities/Assignments as per Learning Agreement**

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
Demographic Information

For research purposes, we would appreciate the following information that may be completed by the student or Field Instructor.

1. Service Area
   - Intakes/Assessments
   - Counseling Sessions
     - In agency sessions
     - Home Visits/Out of agency sessions
   - Group Sessions (support/therapy/task)
     - Average number in group session
   - Community Meetings/Presentations

2. Socio-Economic Status
   - Below the poverty level
   - Lower income
   - Lower middle income
   - Upper middle income
   - Upper income

3. Type of Diversity (To best of your knowledge)
   - African-American
   - Hispanic/Latino
   - Asian
   - Native American
   - Caucasian
   - Gay and Lesbian
   - Mentally challenged
   - Physically challenged
   - Women
   - Men
   - Other (Name)

4. Age of Clients
   - Children (under 13)
   - Teenagers (13 - 19)
   - Young adult (20 – 39)
   - Middle age adults (40 -64)
   - Senior adults (65 +)

Instructions for Completing the Field Evaluation Instrument

The MSW Curriculum at Roberts Wesleyan College is organized around 10 major concepts. They are Professional Development, Values and Ethics, Diversity, Social and Economic Justice, At-Risk Populations, Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Experience. The evaluation process for the student should begin when the student begins the field placement, and depending on their class, whether Foundation or Concentration Year, the student should be evaluated at the appropriate level. The evaluation should reflect an ever increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload as the academic year progresses with clinical supervision.

The Evaluation Process

The evaluation process recommended is as follows:

- Student is recommended to complete a self evaluation;
- Field Instructor also completes an evaluation on the student;
- Student and Field Instructor meet to discuss the evaluations and the outcomes;
- Field Instructor completes the final evaluation and meets with the Student to discuss it;
- Faculty Liaison meets with both the Field Instructor and Student where s/he is presented with the final evaluation for the semester and appropriate discussions take place;
- Evaluation form is signed by all parties at the Evaluation meeting.

The Student and Field Instructor are encouraged to use the Learning Agreement and the Evaluation Instrument at the beginning of the semester and at midterm informally for discussion and feedback. If a student is experiencing difficulty in the field placement, it is important that the student be informed of it early on in order to allow time for change. If the Student and Field Instructor are having difficulty that has an impact upon the Student’s performance in field, the Faculty Liaison should be contacted for consultation prior to the completion of the Final Evaluation.
Grading

For each evaluation period, please rate the student on every Learning Objective by entering the numbering at the right of each item that corresponds to your assessment of the Student’s demonstrated performance. Anytime that the student has received a rating of “poor” or “unacceptable”, please provide supporting documentation in the comments section.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Poor</td>
<td>Good</td>
<td>Excellent</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

The last page includes the overall student rating. Please indicate on the chart what numerical score from 1 - 4 the student received for each objective. Add up the total and divide by the number of objectives scored to get the average. This average will be the Overall Rating and you may circle that rating on the chart provided.

Please note, that the grade for Field Education has two components, the actual score given by the Field Instructor and Faculty Liaison, and the score given by the Field Seminar Professor, who is responsible for recording the final grade.

Your careful attention to the completion of this evaluation form and your feedback on our students’ progress in Field Education are greatly appreciated.

MAJOR CONCEPT 1: Professional Development (Key Words: Critical Thinking, Use of Self, Communication, and Technology)

Field Objective 1: The student demonstrated an ability to apply critical thinking skills in a social work practice setting. Please consider how the student has demonstrated the ability to identify the dimensions of the practice situation, and critically analyze the causes of behavior in social work situations.

<table>
<thead>
<tr>
<th></th>
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<th>2</th>
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<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>Key Word: Critical Thinking</td>
<td></td>
<td></td>
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</tbody>
</table>

Comments:

____________________________
____________________________
____________________________

Field Objective 2: The student demonstrated a developing self-awareness, the ability to be self-critical, and the ability to apply the positive use of self in a social work practice setting. Consider if the student arrived at placement able to use time responsibly by being present and punctual; was self-conscious of one’s thinking, feelings, values and beliefs when interacting with clients and colleagues; and, distinguished between personal and professional self.

<table>
<thead>
<tr>
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<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>Key Word: Use of Self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

____________________________
MAJOR CONCEPT 2: Values and Ethics (Key Word: Values and Ethics)

<table>
<thead>
<tr>
<th>Field Objective 5: The student demonstrated an awareness of and commitment to social work values and ethics and a basic ability to apply each in a social work practice setting.</th>
<th>Key Word: Values &amp; Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider how knowledgeable the student about the NASW Code of Ethics; was able to identify personal and client values and ethics; did not impose own values on the client; and, demonstrated respect for the client’s self-determination.</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments:

____________________________________________________________________________________

____________________________________________________________________________________

MAJOR CONCEPT 3: Diversity (Key Words: Diversity, Spirituality & Religion)

<table>
<thead>
<tr>
<th>Field Objective 6: The student demonstrated an awareness and appreciation of his/her own diversity as well as the diversity of others, and the ability to apply diversity knowledge and sensitivity in the assessment and intervention of individuals, families, groups, organizations, and communities.</th>
<th>Key Word: Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the student’s ability to learn about the diverse background of others; was able to identify the strengths in the client’s culture; and, used diversity knowledge to guide practice.</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments:

____________________________________________________________________________________

____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Field Objective 7: The student demonstrated awareness of the empowering aspects of spirituality (meaning in life) and religion (institutionalized patterns) and to reduce their dysfunctional aspects.</th>
<th>Key Word: Spirituality &amp; Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the student’s ability to identify the role of spirituality in a client/family system, identify</td>
<td></td>
</tr>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments:
detrimental patterns of the use of spirituality/religion, and follow agency policy concerning this topic area.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

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**MAJOR CONCEPT 4: Social and Economic Justice (Key Word: Justice)**

Field Objective 8: The student demonstrated awareness about the dynamics and consequences of institutional discrimination, oppression, social and economic injustice in a practice setting and a developing commitment and ability to bring about empowerment, reconciliation and justice. Consider the student’s ability to be aware and incorporate knowledge about discrimination, oppression, and injustice in an assessment and goals. Assess the student’s ability to develop meaningful relationships and build supportive networks.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

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**MAJOR CONCEPT 5: At-Risk Populations (Key Word: At-Risk Populations; Low-income)**

Field Objective 9: The student demonstrated a beginning awareness in a practice setting of at-risk populations including people of color, women, and gay and lesbian persons, and a developing ability to incorporate this knowledge in her/his helping. Consider how well the student demonstrates an ability to work effectively with clients from at-risk populations served by the agency, and develops interventions that promote empowerment.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

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Field Objective 10: The student demonstrated an awareness of the impact of low-income and a developing ability to apply this knowledge in the assessment and intervention of individuals, families, groups, organizations, and communities in a practice setting. Consider the student’s ability to identify the dynamics and consequences of impoverishment when working with individuals, families, groups, organizations and communities, and develop interventions to help client systems cope with the negative effects of poverty while assisting them in moving out of poverty.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

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**MAJOR CONCEPT 6: Human Behavior and the Social Environment (Key Word: HBSE)**

Field Objective 11: The student demonstrated an understanding of micro, mezzo, and macro theories related to human growth, development, and change and the student demonstrated the ability to analyze the impact of external forces in promoting or hindering the optimal well-being of systems of various sizes using the Spiritually Enriched Ecological Systems

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

---
Consider the student’s ability to understand the bio-psycho-social-spiritual theories about human behavior over the life cycle, and be knowledgeable about the ecological systems framework.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ________________________________

**MAJOR CONCEPT 7: Social Welfare Policy and Services (Key Words: Social Work & Welfare; Policy Analysis; Social Action)**

Field Objective 12: The student demonstrated an awareness of the structure and functioning of the agency, the social worker’s role(s) in the agency. Consider how well the student learned about the agency’s mission, goals, services and clientele; understood the responsibilities and boundaries of the agency; and, learned how to use the reporting process and chain of command appropriately.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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</thead>
</table>

Comments: ________________________________________

Field Objective 13: The student demonstrated an ability to analyze policy and evaluate the impact of social policies on clients, practitioners, agencies, and communities. Consider how well the student was able to understand how policy is made in the agency and the intended and unintended consequences; analyze the impact of policy and policy change on the agency and on the client systems; and, be able to link policy to social work practice with clients and the community.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ________________________________________

Field Objective 14: The student demonstrated an ability to identify and put into practice social and political action strategies which empowered clients and work toward reconciliation and social justice. Consider the student’s awareness of the need to work for social change, and use the political processes to improve client situations and the environment.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ________________________________________
MAJOR CONCEPT 8: Social Work Practice (Key Words: Assessment; Intervention)

<table>
<thead>
<tr>
<th>Field Objective 15: The student demonstrated an ability to assess functional and dysfunctional client patterns and interactions within and between systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider how well the student is able to discover the meaning and intent of client behavior, identify patterns and behaviors in client situations, and evaluate their impact in bringing about change in the client’s situation.</td>
</tr>
<tr>
<td>Overall Score</td>
</tr>
</tbody>
</table>

Comments:____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Field Objective 16: The student demonstrated an ability to engage individuals, families, groups, organizations, and communities; to provide generalist intervention skills and to terminate effectively.

Consider how well the student is able to work effectively with the client system; use community resources in problem solving; negotiate a contract and develop goals; and, work from a strengths perspective in developing interventions.

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments:____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

MAJOR CONCEPT 9: Research (Key Words: Research Consumer; Evaluation)

<table>
<thead>
<tr>
<th>Field Objective 17: The student demonstrated basic understanding of empirical research, including qualitative and quantitative methodologies, as it relates to social work in a social work placement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider how the student uses theory and hypothesis to assess client situations; gather information from clients through appropriate means including interviewing; utilize assessment tools and derive at proper conclusions.</td>
</tr>
<tr>
<td>Overall Score</td>
</tr>
</tbody>
</table>

Comments:____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Field Objective 18: The student demonstrated an ability to incorporate literature in social work practice including empirical research.

Consider how well the student is able to identify the strengths and weaknesses of social work empirical studies and apply theories, models, concepts, and empirical evidence to social work practice.

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments:____________________________________________________________________________________________________________________
__________________________________________________________________________________________
### Field Objective 19: The student demonstrated effective use of supervision and consultation at the foundation level of practice.

*Consider if the student was present and ready for scheduled supervisions; participated in the supervisory process as an active learner; used constructive feedback; and, consulted field instructor for advice when needed.*

<table>
<thead>
<tr>
<th>Key Word: Supervision</th>
<th>Overall Score</th>
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<tbody>
<tr>
<td>1 2 3 4 N/A</td>
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</table>

**Comments about Supervision:**

_____________________________________________________________________________________

_____________________________________________________________________________________

### Field Objective 20: The student demonstrated an ability to apply generalist social work knowledge, skills, and values in a field setting.

*Consider how well the student was able to apply knowledge, skills and values in field.*

<table>
<thead>
<tr>
<th>Key Word: Field Experience</th>
<th>Overall Score</th>
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<tbody>
<tr>
<td>1 2 3 4 N/A</td>
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</table>

**Overall Comments:**

_____________________________________________________________________________________

_____________________________________________________________________________________

### Summary

1. What strengths have you observed in the student?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2. What areas do you identify for personal and professional growth in the student?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Field Evaluation Total Points / # Objectives Scored =

(Average Quality Points)

Hrs Completed: Fall Term_______ Spring Term_______ Summer Term ___________

Field Instructor Signature_________________________________________________________ Date ___________________________
The student should check one of the following:

_______ I have read over the evaluation and am in agreement with it.
_______ I have read over the evaluation and am attaching my written response.

Student Signature ___________________________________________ Date ______________________

Faculty Liaison Signature _____________________________________ Date ______________________

Student Comments:______________________________________________________________________________________

______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Field Evaluation Grading Scale by Quality Points</th>
<th>D</th>
<th>D+</th>
<th>C-</th>
<th>C</th>
<th>C+</th>
<th>B-</th>
<th>B</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>1.3</td>
<td>1.7</td>
<td>2.0</td>
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<tr>
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<td>2.9</td>
<td>3.2</td>
<td>3.6</td>
<td>3.8</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Roberts Wesleyan College

To be completed by Seminar Professor

Seminar Quality Points ______

Seminar Letter Grade ______

Faculty Liaison

Field Evaluation Total Points_______

Field Points _____ x .85 =_____

Seminar Quality Points_____ x .15 =_____

Total Points =_____

Final Field Letter Grade ______

Final Field Practicum Grade ______

Any required course with C+ must be repeated. A grade of B- indicates serious concern and need to improve.

Master of Social Work Program

Grading Comments:______________________________________________________________________________________

______________________________________________________________________________________
Concentration Year Learning Agreement
Graduate Field Instruction

Field Experience Summary

Date ___________________________ Course and Section _____________________________

Name of Student ___________________________
   Last    First    Middle    Usually Called

Home Telephone Number ___________________ Placement Telephone Number ___________________

Faculty Liaison ___________________________

Name of Placement _________________________

Type of Placement _________________________
   (e.g. mental health, children’s residence, etc.)

Placement Address _________________________
   Street/P.O. Number    City    State    Zip Code

List Your Top Five Major Responsibilities (attach sheets as necessary)

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

Field Instructor’s Name ___________________________ Title ___________________________

Field Instructor’s Address ___________________________

Field Instructor’s Telephone Number _______________ Email Address _______________________

Field placement is a requirement for the Master of Social Work degree and is an integral part of
equipping students for social work practice. Therefore, the student agrees to attend campus seminar
classes and perform tasks assigned in the field in a professional manner, and the field instructor
agrees to hold weekly supervisory meetings and give guidance to the student’s field experience.

_________________________________________  ______________________________
Student’s Signature                            Field Instructor’s Signature

Approved by:_________________________________ Date:_________________________
The purpose of the Learning Agreement is to provide a framework for planning the student's individualized experiences within the agency's mission and organization. The agreement will support and challenge the student's efforts to meet the graduate program’s goals of field instruction.

General Field Experience Objectives

The general field experience objectives can be found in the Field Manual. The objectives are the same for the entire year although the focus will change as the year proceeds. There is also a difference in focus between the two years with the foundation year emphasizing generalist social work practice and the concentration year focusing on advanced practice in either the child/family or mental health concentration. A separate syllabus for each term exists to highlight differences between the two terms and the two years (SWK570 Foundation year Fall, SWK575 Foundation Year Spring, SWK670 Concentration Year Fall, SWK675 Concentration Year Spring, and SWK 680 for Concentration Year Summer Block Placement).

During the foundation year, students need to have a minimum of 400 hours of field experience (approximately 200 hours each term) for which they will receive 6 semester hours of credit. During the concentration year, students need to have a minimum of 500 hours of field experience (approximately 250 hours each term) for which they will receive 6 semester hours of credit.

Notice—During the fall semester of the concentration year, students will facilitate a group in connection with the course SWK664 Group Work. If the agency where the student is placed cannot provide an opportunity for the student to facilitate a group, 30 hours of the total 500 field hours are designated for group facilitation elsewhere. The Office of Field Education in conjunction with the student will locate an appropriate group in another agency or setting.

Faculty Liaison, the Field Instructor, the Student, the Agreement, and the Evaluation

The Learning Agreement is to be completed by the student and the field instructor in a process that emphasizes the student's responsibility for his or her own learning and professional development and the field instructor's role as educator. The activities and assignments detailed in the agreement will need to meet the course objectives and guide the field instruction process. The course objectives also provide the basis for the student's final performance evaluation. The liaison is available to both the student and field instructor to support and promote a positive educational experience.

The student will deliver the completed Learning Agreement for SWK570 and SWK670 to the faculty liaison no later than the 3rd week after the fall term begins.

The student will deliver the completed Learning Agreement for SWK575 and SWK 675 to the faculty liaison no later than the 3rd week after the spring term begins. Students who are taking SWK 680, to complete the Concentration Year Field Experience as a Summer Block Placement, are also required to submit the Learning Agreement. The due date will be three weeks after the student begins the field placement.

Reasonable accommodations are available for students who have a documented disability. Students in need of accommodations are to inform the Roberts Wesleyan Coordinator of Services for Students with
Disabilities, the Director of Field Education, and the faculty liaison no later than the first week of placement. Later notification may compromise the learning and delay requested accommodations.

To Be Completed by the Student

Directions to your field placement location from Roberts Wesleyan College (to expedite faculty liaison site visits)

To Be Completed by the Field Instructor

Orientation Plans

Educational Arrangements

Weekly individual conference/supervision.

Group supervision, trainings, and workshops.

Staff meetings, case conferences.

Co-facilitating family and group sessions, interdisciplinary team participation, direct observation of student, etc.
2nd Year Student Practicum Field Objectives and Activities

Students are required as part of the field experience to demonstrate mastery of each of the following field objectives. Read over each of the following field objectives and list some ways students will be able to demonstrate mastery during the semester. Some examples are provided but you should not be limited to them. There are different ways to demonstrate mastery including working with clients, discussions in supervision, and special activities. If you have questions, contact your field liaison. This is due the third week of the field experience and should be turned in to the office of Field Education.

Field Objective 1 - Critical Thinking

The student demonstrated an ability to apply critical thinking skills in a social work practice situations.

Example
Student verbalizes well thought out social work practice alternatives to case situations.

Plan: ____________________________

Field Objective 2 – Use of Self

The student demonstrated an ability to apply the professional use of self in advanced social work practice situations.

Example
Student exhibits emotional preparedness for field experience.

Plan: ____________________________

Field Objective 3 - Communication

The student demonstrated written and verbal communication skills appropriate for advanced social work practice.

Example
Student writes progress notes of professional quality.

Plan: ____________________________

Field Objective 4 - Technology

The student demonstrated the ability to use the technology available in an advanced social work practice setting correctly.

Example
Student uses agency client software program

Plan: ____________________________

Plan: ____________________________
Field Objective 5 – Values and Ethics

The student demonstrated an ability to identify and resolve value and ethical dilemmas in advanced social work situations. Example Student identifies personal professional ethical tensions in supervision.

Plan: ____________________________________________________________________________________________

Field Objective 6 - Diversity

The student demonstrated an ability to incorporate diversity knowledge sensitively in advanced social work with a Example Student works effectively with a client/family of different background.

Plan: ____________________________________________________________________________________________

Field Objective 7 – Spirituality and Religion

The student demonstrated an ability to use the empowering the empowering aspects of spirituality (meaning in life) and religion (institutionalized patterns) and to reduce their dysfunctional aspects. Example Student assesses the role of and/or spirituality in a client’s life, and discusses them in supervision.

Plan: ____________________________________________________________________________________________

Field Objective 8 - Justice

The student demonstrated a commitment and an ability to incorporate knowledge regarding the dynamics and that are economic injustice, empowerment, reconciliation, and justice. racism, etc. and Example Student identifies client issues related to injustice, proposes to supervisor ways to address them in client service/treatment plan.

Plan: ____________________________________________________________________________________________
Field Objective 9 – At-Risk Populations

The student used knowledge about at-risk populations effectively in assessment and intervention. Example
Student defines special issues related to at-risk populations and address them in practice situations.

Plan: 

Field Objective 10 – Low Income

The student used knowledge about impoverishment effectively when providing advanced social work practice. Example
Student identifies practice models that are more effective when working in low income settings, and utilizes them with clients.

Plan: 

Field Objective 11 - HBSE

The student demonstrated an understanding of micro, mezzo, and macro theories related to human growth, development, and change, and the ability to analyze the impact of external forces in promoting or hindering the optimal well-being of systems of various sizes. Example
Will apply life model to client system

Plan: 

Field Objective 12 – Social Work and Welfare

The student demonstrated an awareness of existing services in the chosen concentration and was aware of the changes taking place in the social work profession and welfare system. Example
Student identifies and accesses community resources effectively on client’s behalf.

Plan: 

Field Objective 13 – Policy Analysis

The student demonstrated an ability to apply policy to advanced practice situations and to analyze the policy and changes that are taking place in the agency and chosen concentration. Student identifies a service gap and proposes a policy change to address it.

Plan: 

Field Objective 14 – Social Action

The student demonstrated an ability to identify and develop action strategies to improve services for clients. Student attends an agency advisory board meeting and discusses its role in program evaluation with field instructor.

Plan: 

Field Objective 15 - Assessment

The student demonstrated an ability to complete a multidimensional assessment of clients. Student evaluates client functioning with a formal assessment tool.

Plan: 

Field Objective 16 - Intervention

The student demonstrated an ability to select and utilize appropriate advanced practice interventions effectively. Student develops treatment contract with client utilizing the strengths perspective.

Plan: 

Field Objective 17 – Evaluation

The student demonstrated an ability to understand the role of research in an advanced practice information social work setting.

Plan:_________________________________________________________________

Field Objective 18 – Research Consumer

The student demonstrated an ability to incorporate literature in social work practice including empirical research.

Example
Student reads empirical research on building protective factors and resiliency in youth.

Plan:_________________________________________________________________

Field Objective 19 - Supervision

The student demonstrated effective use of supervision and consultation in an advanced social work setting.

Example
Student attends supervision meeting with a prepared agenda.

Plan:_________________________________________________________________

Field Objective 20 – Field Experience

The student demonstrated an ability to apply advanced social work knowledge, skills, and values in a social work practice setting.

Example
None necessary.

Plan:_________________________________________________________________
Roberts Wesleyan College
Master of Social Work Program

Concentration Year Practicum Student Field Evaluation

General Information

Student

Agency

Concentration

Seminar Professor

Faculty Liaison

Field Instructor

Field Experience Beginning Date _____ Ending Date _____ Semester: Fall ☐ Spring ☐ Summer ☐

Major Responsibilities/Assignments as per Learning Agreement

1. ________________________________________________________________________________

2. ________________________________________________________________________________

3. ________________________________________
   __________________________________________

4. ________________________________________________________________________________

5. ________________________________________________________________________________

Demographic Information

For research purposes, we would appreciate the following information that may be completed by the student or Field Instructor.

<table>
<thead>
<tr>
<th>1. Type of Client System</th>
<th>Est. # of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual clients</td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td></td>
</tr>
<tr>
<td>Average number in the group</td>
<td></td>
</tr>
<tr>
<td>Organizations (as clients)</td>
<td></td>
</tr>
<tr>
<td>Communities (as clients)</td>
<td></td>
</tr>
<tr>
<td>Total client intakes/assessments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Socio-Economic Status</th>
<th>Est. # of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below the poverty level</td>
<td></td>
</tr>
<tr>
<td>Lower income</td>
<td></td>
</tr>
<tr>
<td>Lower middle income</td>
<td></td>
</tr>
<tr>
<td>Upper middle income</td>
<td></td>
</tr>
<tr>
<td>Upper income</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Diversity (To best of your knowledge)</th>
<th>Est. # of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>Gay and Lesbian</td>
<td></td>
</tr>
<tr>
<td>Mentally challenged</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
</tr>
<tr>
<td>Physically challenged</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>Other (Name)</td>
<td></td>
</tr>
</tbody>
</table>

4. Age of Clients
   - Gay and Lesbian
   - Mentally challenged
   - Native American
   - Physically challenged
   - Women
   - Men
   - Other (Name)

<table>
<thead>
<tr>
<th>4. Age of Clients</th>
<th>Est. # of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children (under 13)</td>
<td></td>
</tr>
<tr>
<td>Teenagers (13 - 19)</td>
<td></td>
</tr>
<tr>
<td>Young adult (20 – 39)</td>
<td></td>
</tr>
<tr>
<td>Middle age adults (40 -64)</td>
<td></td>
</tr>
<tr>
<td>Senior adults (65 +84)</td>
<td></td>
</tr>
<tr>
<td>Seniors (85+)</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing the Field Evaluation Instrument

The MSW Curriculum at Roberts Wesleyan College is organized around 10 major concepts. They are Professional Development, Values and Ethics, Diversity, Social and Economic Justice, At-Risk Populations, Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Experience. The evaluation process for the student should begin when the student begins the field placement, and depending on their class, whether Foundation or Concentration Year, the student should be evaluated at the appropriate level. The evaluation should reflect an ever increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload as the academic year progresses with clinical supervision.

The Evaluation Process

The evaluation process recommended is as follows:

- Student is recommended to complete a self evaluation;
- Field Instructor also completes an evaluation on the student;
- Student and Field Instructor meet to discuss the evaluations and the outcomes;
- Field Instructor completes the final evaluation and meets with the Student to discuss it;
- Faculty Liaison meets with both the Field Instructor and Student where s/he is presented with the final evaluation for the semester and appropriate discussions take place;
- Evaluation form is signed by all parties at the Evaluation meeting.

The Student and Field Instructor are encouraged to use the Learning Agreement and the Evaluation Instrument at the beginning of the semester and at midterm informally for discussion and feedback. If a student is experiencing difficulty in field placement, it is important that the student be informed of it early on in order to allow time for change. If the Student and Field Instructor are having difficulty that has an impact upon the Student’s performance in field, the Faculty Liaison should be contacted for consultation prior to the completion of the Final Evaluation.

Grading

For each evaluation period, please rate the student on every Learning Objective by entering the numbering at the right of each item that corresponds to your assessment of the Student’s demonstrated performance. Anytime that the student has received a rating of “poor” or “unacceptable,” please provide supporting documentation in the comments section.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Poor</td>
<td>Good</td>
<td>Excellent</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

The last page includes the overall student rating. Please indicate on the chart what numerical score from 1 - 4 the student received for each objective. Add up the total and divide by the number of objectives scored to get the average. This average will be the Overall Rating and you may circle that rating on the chart provided.

Please note, that the grade for Field Education has two components, the actual score given by the Field Instructor and Faculty Liaison, and the score given by the Field Seminar Professor, who is responsible for recording the final grade. Your careful attention to the completion of this evaluation form and your feedback on our students’ progress in Field Education are greatly appreciated.

Major Concept 1: Professional Development: (Key Words: Critical Thinking, Use of Self, Communication, and Technology)
Field Objective 1: The student demonstrated an ability to apply critical thinking skills to advanced social work practice situations.  
*Please consider how the student has demonstrated an ability to understand the dynamics of the practice situation, develop and critique alternative goals, and use personal practice wisdom.*

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ______________________________________________________

Field Objective 2: The student demonstrated the professional use of self in advanced social work practice situations.  
*Consider if the student arrived at placement mentally and physically prepared, was aware of role, able to work independently under supervision, was able to differentiate between the personal and professional use of self.*

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ______________________________________________________

Field Objective 3: The student demonstrated written and verbal communication skills appropriate for advanced social work practice.  
*Consider the student’s communication skills and their professional caliber, as well as ability to communicate effectively with clients in all situations.*

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ______________________________________________________

Field Objective 4: The student demonstrated the ability to utilize appropriate technology for advanced social work practice.  

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ______________________________________________________
Major Concept 2: Values and Ethics (Key Word: Values and Ethics)

| Field Objective 5: The student demonstrated an ability to critically analyze value and ethical issues and resolve dilemmas in advanced social work situations. |
| Consider how well the student was able to identify ethical and value dilemmas, identify personal and client values and ethics, and demonstrate the ability to understand and work within the NASW Code of Ethics. |
| Overall Score | 1 | 2 | 3 | 4 | N/A |
| Comments: | |

Major Concept 3: Diversity (Key Words: Diversity, Spirituality & Religion)

| Field Objective 6: The student demonstrated an ability to incorporate knowledge about diversity and sensitivity in advanced social work assessment and interventions. |
| Consider the student’s basic knowledge of diverse groups, implementing such knowledge into the practice setting with clients, and knowledge of own culture and how that plays a role in social work practice situations. |
| Overall Score | 1 | 2 | 3 | 4 | N/A |
| Comments: | |

| Field Objective 7: The student demonstrated an ability to use the empowering aspects of spirituality (meaning in life) and religion (institutionalized patterns) and to reduce dysfunctional aspects when engaged in advanced social work practice. |
| Consider the student’s ability to identify the role of spirituality in a client/family system, identify detrimental patterns of the use of spirituality/religion, and follow agency policy concerning this topic area. |
| Overall Score | 1 | 2 | 3 | 4 | N/A |
| Comments: | |
Major Concept 4: Social and Economic Justice   (Key Word: Justice)

**Field Objective 8:** The student demonstrated a commitment and the ability to incorporate knowledge about the dynamics and consequences of institutional discrimination, oppression, social and economic injustice, as well as empowerment, reconciliation, and justice in practice situations.

*Consider the student’s ability to understand and incorporate knowledge about discrimination, oppression, and injustice in a client assessment and treatment plan. Take into account the student’s commitment to empowering those who have experienced discrimination, and the ability to develop positive and supportive relationships.*

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

Major Concept 5: At-Risk Populations   (Key Word: At-Risk Populations; Low-income)

**Field Objective 9:** The student demonstrated the ability to effectively incorporate knowledge about at-risk populations in practice situations including factors related to race, ethnicity, gender, and sexual orientation.

*Consider how well the student demonstrated knowledge and the ability to be sensitive to the special issues presented by diverse at-risk groups served by your agency or program, and incorporated that knowledge with effective interventions.*

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

**Field Objective 10:** The student used knowledge about impoverishment effectively when providing advanced social work practice.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________
Major Concept 6: Human Behavior and the Social Environment (Key Word: HBSE)

Field Objective 11: The student demonstrated an understanding of micro, mezzo, and macro theories related to human growth, development, and change and the student demonstrated the ability to analyze the impact of external forces in promoting or hindering the optimal well-being of systems of various sizes using the Spiritually Enriched Ecological Systems perspective. Consider the student’s ability to understand the bio-psycho-social-spiritual theories about human behavior over the life cycle, and be knowledgeable about the ecological systems framework.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

Field Objective 13: The student demonstrated an ability to apply policy to advanced practice and analyze historical and current social policy. Consider how well the student was able to apply agency policy, and analyze the impact of policy and policy change on the agency and on the client systems.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

Major Concept 7: Social Welfare Policy and Services (Key Words: Social Work & Welfare; Policy Analysis; Social Action)

Field Objective 12: The student demonstrated an awareness of the history of services, the state of present services, the direction in which services are changing, and the role of social work in providing services. Consider the student’s grasp of agency policy, history, and how the agency interfaces with the broader social services system.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

Field Objective 13: The student demonstrated an ability to apply policy to advanced practice and analyze historical and current social policy. Consider how well the student was able to apply agency policy, and analyze the impact of policy and policy change on the agency and on the client systems.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________
Field Objective 14: The student demonstrated an ability to develop action strategies to improve services for clients. Consider the student’s ability to critique areas where services for clients may need to be changed, and develop a strategy for implementing these changes.

<table>
<thead>
<tr>
<th>Key Word: Social Action</th>
</tr>
</thead>
</table>

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments: ____________________________________________________________

Major Concept 8: Social Work Practice (Key Words: Assessment; Intervention)

Field Objective 15: The student demonstrated an ability to complete a multidimensional assessment using the Spiritually Enriched Ecological Systems perspective as the unifying practice framework. Consider how well the student is able to evaluate client functioning, evaluating the environmental impact on the client system, and utilize assessment information.

<table>
<thead>
<tr>
<th>Key Word: Assessment</th>
</tr>
</thead>
</table>

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments: ____________________________________________________________

Field Objective 16: The student demonstrated an ability to select and identify theories and strategies and to provide appropriate advanced practice interventions effectively. Consider how well the student is able to develop an empathetic therapeutic relationship with the client, apply the strengths perspective, work collaborative with the client system, contract and develop goals, and apply appropriate interventions throughout the entire practice process.

<table>
<thead>
<tr>
<th>Key Word: Intervention</th>
</tr>
</thead>
</table>

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments: ____________________________________________________________

Major Concept 9: Research (Key Words: Research Consumer; Evaluation)

Field Objective 17: The student demonstrated an ability to understand the role of research in an advanced social work practice and agency setting. Consider how the student has demonstrated an understanding of the use of research in social work practice, and has become knowledgeable of survey instruments used in the agency setting (i.e. client satisfaction survey, outcome studies, etc).

<table>
<thead>
<tr>
<th>Key Word: Evaluation</th>
</tr>
</thead>
</table>

| Overall Score | 1 | 2 | 3 | 4 | N/A |

Comments: ____________________________________________________________
### Field Objective 18: The student demonstrated an ability to incorporate literature relevant to social work practice including empirical research.

Consider how well the student has become familiar with the empirical research literature on the population, treatment and different intervention approaches used in the field practice setting.

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Research Consumer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments: ___________________________________________

### Major Concept 10: Field Practicum (Key Words: Supervision; Field Experience)

### Field Objective 19: The student demonstrated effective use of supervision and consultation in an advanced social work setting.

Consider if the student was present and ready for scheduled supervisions, participated in the supervisory process as an active learner, used constructive feedback, and consulted field instructor for advice when needed.

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments about Supervision: ___________________________________________

### Field Objective 20: The student demonstrated an ability to apply advanced social work knowledge, skills, and values with autonomy in a social work practice setting.

Consider how skilled the student was in demonstrating professional social work practice.

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

Comments: ___________________________________________

Overall Comments: ___________________________________________
Summary

1. What strengths have you observed in the student?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What areas do you identify for personal and professional growth in the student?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________


Field
Objective

Points

Field
Objective

Points

1
11

2
12

3
13

4
14

5
15

6
16

7
17

8
18

9
19

10
20

Total Quality Points:

Field Evaluation Total Points / # Objectives Scored =_____

(Average Quality Points)

Hrs Completed: Fall Term______ Spring Term_______ Summer Term ____________

Field Instructor Signature________________________ Date ____________________

The student should check one of the following:

_____ I have read over the evaluation and am in agreement with it.

_____ I have read over the evaluation and am attaching my written response.

Student Signature__________________________________________________________ Date __________________

Faculty Liaison Signature____________________________________________________ Date __________________

Student Comments:_____________________________________________________________________________
Field Evaluation Grading Scale by Quality Points

<table>
<thead>
<tr>
<th>Field Points</th>
<th>D</th>
<th>D+</th>
<th>C-</th>
<th>C+</th>
<th>B-</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.3</td>
<td>1.7</td>
<td>2.0</td>
<td>2.3</td>
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<td>3.7</td>
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<tr>
<td>1.2</td>
<td>1.6</td>
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<td>2.6</td>
<td>2.9</td>
<td>3.2</td>
<td>3.6</td>
<td>3.8</td>
</tr>
</tbody>
</table>

To be completed by Seminar Professor

Seminar Quality Points _____
Seminar Letter Grade _____

Faculty Liaison

Field Evaluation Total Points ______
Field Points _____ x .85 = _____
Seminar Quality Points _____ x .15 = _____
Total Points = _____
Final Field Letter Grade ______

Final Field Practicum Grade ______
Any required course with C+ must be repeated. A grade of B- indicates serious concern and need to improve.

Grading Comments:

____________________________________________________________________________________
Statement of MSW Student Responsibilities for Internships in an Off-Campus Organization

Responsibilities related to institutional policies and processes

1. The student is responsible for understanding and complying with all policies, procedures, and expectations of Roberts Wesleyan College and the Department of Social Work. This includes understanding and complying with the NASW Code of Ethics.
2. The student is responsible for understanding and complying with all policies, procedures, and expectations of the organization providing the experience.
3. The student will be familiar with the Field Education Manual and all the roles, responsibilities, policies and procedures outlined.
4. The student understands that he or she is strongly encouraged to carry medical insurance throughout the off-campus experience, and that the student’s insurance is primary in cases of illness or injury. The student understands that the College is not responsible for the payment or reimbursement of co-pays and deductibles.
5. The student has access to the use of private transportation for the field education experience and understands that the College is not responsible for any damages, claims, or deductibles related to loss or damage while using transportation not involving College vehicles.

Responsibilities related to communication

1. The student is responsible for maintaining clear and frequent channels of communication with both the faculty liaison and the organization’s field instructor. Any major problems related to the placement must be communicated as soon as possible to the faculty liaison and the field instructor.
2. The student will promptly notify the field instructor in case of unavoidable absences from field.

Responsibilities related to the educational experience

1. The student assertively and energetically is responsible for creating the highest possible quality of learning experience. This is done through frequently communicating feedback to the field instructor, faculty liaison, and the Director or MSW Field Education. The student will not passively wait for learning needs to be met but should express them and work towards achieving conditions for growth.
2. The student will meet with the MSW Field Education Director to discuss the types of field placement the student wishes to pursue and understands that final approval of referrals and field placements is at the discretion of the MSW Field Education Director.
3. The student is responsible for co-developing a plan with the faculty liaison and the field instructor (Learning Agreement) to meet the educational competencies required by the Department of Social Work. The student is further responsible for actively engaging
himself/herself in active learning/evaluation during the placement and for preparing an agenda for weekly conferences with the field instructor.

4. The student is responsible for participating in all field seminars which are required by the Department of Social Work and is knowledgeable of the Department of Social Work Attendance Policy.

5. The student is responsible for participating in performance evaluations with the faculty liaison and the field instructor.

**Responsibilities related to the off-campus organization**

1. The student is responsible for becoming cognizant and following all pertinent agency policies and procedures and expectations of the agency providing the field experience.

2. The student is responsible for becoming aware of agency policy related to transportation and the transport of clients in student's personal vehicles.

3. The student is responsible for carrying out all tasks assigned by the field instructor or task supervisor and for keeping an accurate account of all field activities in which the student participates.

4. The student is responsible for fulfilling the time requirements established by the Department of Social Work and shall agree not to exceed reasonable time commitments outside those needed to effectively accomplish the field instruction criteria.

5. The student will act in a professional manner when representing the field agency with clients, community contacts and agency personnel and the student is responsible for acting in a professional manner as a representative of Roberts Wesleyan College.

I understand that I am not an employee of Roberts Wesleyan College or the off-campus organization providing my internship during my field experience. I acknowledge that I have read and understand the above statements and hereby fully accept all responsibility and obligations.

Student Signature: ____________________________  Date: ________________

Director of MSW Field Education: ____________________  Date: ________________
VIII. NASW Code of Ethics
National Association of Social Workers (NASW) Code of Ethics  
Effective January 1, 1997

_Preamble_

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

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

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

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

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

_Purpose of the NASW Code of Ethics_

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

1. The Code identifies core values on which social work’s mission is based.

2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.
In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. Social Workers’ Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client’s consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.
(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and 3s are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

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

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

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

3.10 Labor–Management Disputes

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

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

4. Social Workers’ Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

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

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

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

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

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

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

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

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

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

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

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

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. Social Workers’ Ethical Responsibilities to the Broader Society

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

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

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

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

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

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

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