

**North Carolina Central University**

**Field Education Manual**  
2013-2014

MASTER OF SOCIAL WORK DEGREE PROGRAM



CHAIR OF THE DEPARTMENT OF SOCIAL WORK  
DR. BLEND A CRAYTON

DIRECTOR OF FIELD EDUCATION  
H. DIONNE MOORE

## TABLE OF CONTENTS

MSW Program Overview.....	1
Mission of the MSW Program.....	1
Goals of the MSW Program.....	1
MSW Program Curriculum.....	2
The Child and Family Practice Concentration.....	6
Juvenile Justice Concentration.....	6
Field Education Program.....	7
Background Information.....	7
Foundation Practicum.....	7
Advanced/Concentration Practicum.....	8
Roles and Responsibilities.....	9
Director of Field Education.....	9
Field Clinical Instructor.....	9
Faculty Field Liaison.....	10
Agency Responsibilities.....	10
Field Instructor.....	12
Students Responsibilities.....	13
Off-Site Field Instructor Responsibilities.....	13
Field Practicum Competencies & Practice Behaviors.....	14
Foundation Competencies & Practice Behaviors.....	14
Advanced/Concentration Competencies & Practice Behaviors.....	17
Field Practicum Policies and Procedures.....	21
Selection of Field Internship Agencies.....	21
Diversity.....	21
Orientation and Training for Field Instructors.....	22
Student Placement Process:.....	22
Foundation Procedures.....	22
Advance Procedures.....	23
Student Learning Contract.....	24
Evaluation of Practice Skills and Competencies.....	24
Course Evaluation.....	25
Field Seminar.....	26
Time Sheets.....	26
Liability Insurance.....	26
NASW Membership.....	26
Denial of Admission to field.....	26
Reassignment of Field Student.....	26
Student Difficulty in the Field.....	26
Field Plan.....	27
Termination from Field.....	27
Appeal and Grievance Procedures.....	28
Professional Ethics and Conduct.....	28
Social Media.....	28
Absences.....	28
Monetary Compensation.....	29
Employment Based Field Placement.....	29
Early Completion of Internship.....	30
Sexual Harassment Policy.....	30
Non-Discrimination Policy.....	30
Safety/Risk Management.....	30

Guidelines for Field Instruction.....	31
Student Orientation to Agency.....	31
Field Instructor/ Student Relationship.....	31
Field Learning Experiences .....	32
Forms .....	33
MSW Application .....	34
Employment-Based Field Placement Guidelines .....	38
Agency Field Instructor Information Form .....	42
MOU Between NCCU and Field Agency .....	44
Appendices	
University’s Policy on Discrimination and Harassment .....	47
NASW Code of Ethics.....	51

## **MSW PROGRAM OVERVIEW**

### MISSION OF THE MSW PROGRAM

The mission of our Master of Social Work degree program is grounded in the concept of social and economic justice with a focus on African Americans and other at-risk populations in the context of an urban inner-city environments. Our mission reflects the University's mission of preparing students academically and professionally to become leaders prepared to promote social justice and to serve its traditional African American clientele while expanding its commitment to a diverse student body. Our Master of Social Work degree program is committed to the education of advanced social work practitioners skilled in the promotion of social change at the individual, group, organizational and community levels of interventions that further the achievement of social and economic justice. We seek to development of advanced strategies of intervention to achieve social and economic justice while combating the cause and effect of institutional forms of oppression. Our mission is further informed by the history, demographic and social economic environment of the university. Our program and the University are located in an urban inner-city environment and have a history of community outreach and engagement. The Department of Social Work uses its knowledge and expertise to impact upon community problems associated with our urban setting. Some of the most intractable problems include crime, gangs, and family disorganization.

### GOALS OF MSW PROGRAM

The following goals for the MSW Program are derived from the Program's mission. The goals of the MSW Program are to:

1. Prepare students to provide ethical, culturally relevant professional social work services.
  2. Prepare students for advanced practice with at-risk youth involved with the juvenile justice system or families involved with child and family services.
  3. Prepare students to intervene in social problems and to challenge social and economic injustice.
  4. Support and strengthen the social work community through evaluation and research, professional consultation and innovative training.
-

## MSW PROGRAM CURRICULUM

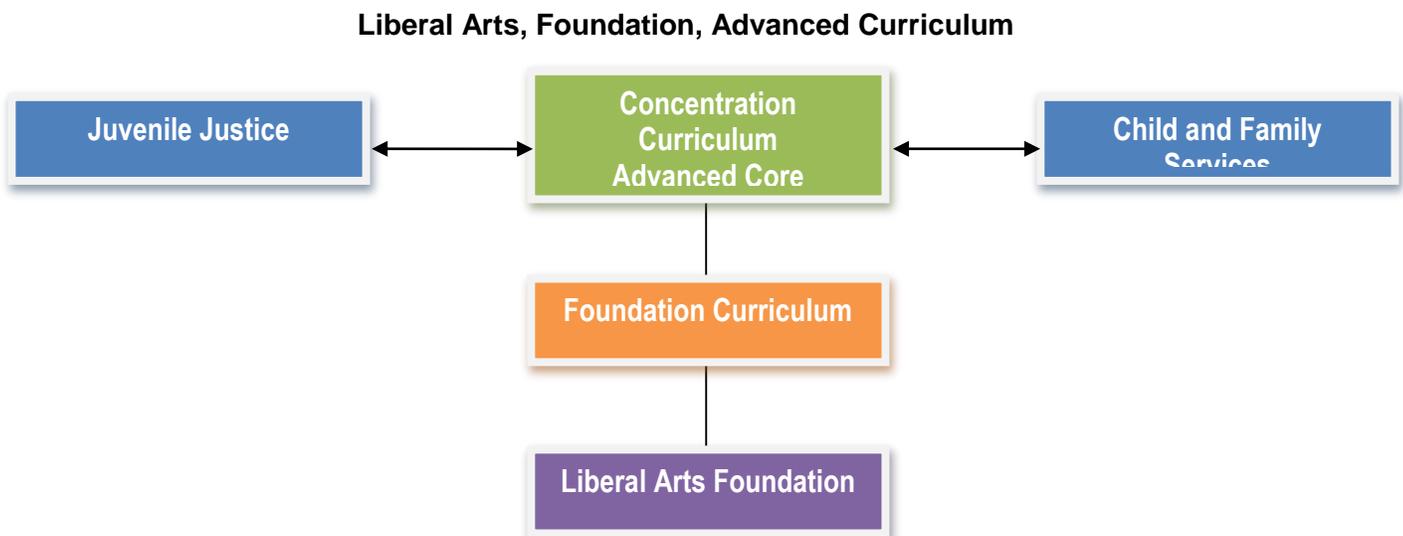
### DESCRIPTION OF MSW CURRICULUM: CONCEPTUAL FRAMEWORK

The profession of social work is challenging, as it requires practitioners to commit to social change and embrace concepts of self-determination, equality, diversity, and social justice. To fulfill this challenge, social workers must possess an array of skills, knowledge, and values to practice effectively and to advance the knowledge base of the profession. Preparation for being a social worker begins with a strong liberal arts education.

The MSW curriculum is grounded in the ecological perspective realizing that the reciprocal relationship between person in environment. The relationship acknowledges that children and families are at potential risk in multiple systems requiring specialized services and interventions. The goals and objectives of the MSW program are delivered in a curriculum that has three components.

The first component is a liberal arts foundation that is based on the student's undergraduate study and operationalized in work and life experiences. The second component is the MSW foundation curriculum, which consists of classroom and field experiences in the first year of the MSW curriculum. The final and third component is the advanced curriculum. Students are able to focus their studies in juvenile justice or child and family services during their advanced curriculum and final year in the program. A graphic presentation of the NCCU curriculum framework is presented in Figure 1.

**Figure 1**



1st Year/Foundation Curriculum

## Fall Semester

Course Number	Course Title	Credits
SOCW 5101	Foundations of Social Welfare & Social Work I (Policy)	3
SOCW 5103	Human Behavior & The Social Environment I (Individual and Family Development)	3
SOCW 5104	Foundation of Data Analysis	3
SOCW 5105	Social Work Practice with Individuals and Families	3
SOCW 5109	Social Work Practicum I (Field)	3
SOCW 5111	Foundation Field Seminar I (Field)	1
	Total Credit Hours	16

## Spring Semester

Course Number	Course Title	Credits
SOCW 5202	Research Methods in Social Work I	3
SOCW 5203	Human Behavior & The Social Environment II (Discrimination and Inequality)	3
SOCW 5205	Social Work Practice with Organizations and Communities	3
SOCW 5209	Social Work Practicum II (Field)	3
SOCW 5213	Foundation Field Seminar II (Field)	1
	Total Credit Hours	13

## Foundation Curriculum:

In the foundation curriculum, the methods courses and field placements focus on social work with individuals, families, groups, organizations, and communities from a generalist framework, utilizing an ecological perspective. Interventions emphasize client empowerment and are grounded in a range of theories relevant to the specific difficulties associated with social problems and social justice concerns. Students learn to analyze problems, conduct small and large system assessments, and design, implement, and evaluate interventions. They learn effective communication skills such as interviewing and active listening and help clients establish goals and objective to change, manage or influence the problem. Students learn a

variety of social work roles such as advocate, mediator, and facilitator. Finally, foundation students learn skills in monitoring, and evaluating interventions.

In courses and in field education, students develop an ability to assess needs, to identify strengths and weaknesses, and to understand, develop, and apply culturally sensitive intervention strategies. Students develop understanding of the issues associated with social and economic justice and also develop the ability to critically evaluate their efforts on behalf of clients and to engage in social work research. During the first year in field, students learn to initiate professional relationships with agency personnel, community volunteers, professional and student colleagues, supervisors, and faculty. Using the NASW Code of Ethics and the profession's value base, students develop strengths-based interviewing skills relevant for all levels of practice, professional writing and record keeping skills, self-awareness, integration of classroom and field practicum experiences, an understanding of the effect policy has on practice, and the ability to identify and apply components of social work practice.

### 2nd Year/Advanced/Concentration Curriculum

#### Fall Semester

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SOCW 5302	Foundation of Social Welfare and Social Work Policy (II)	3
SOCW 5305	Evaluation in Social Work Practice (Research)	3
SOCW 5309	Social Work Practicum III (Field)	3
SOCW 5311	Advanced Field Seminar III (Field)	1
SOCW 5301	Human Behavior and The Social Environment III (Middle and Adolescent Development) – <b><i>Children and Family Practice Concentration Only</i></b>	3
SOCW 5303	Child Welfare Practices – <b><i>Children and Family Practice Concentration Only</i></b>	3
SOCW 5304	Social Work and the Juvenile Justice – <b><i>Juvenile Justice Concentration Only</i></b>	3
SOCW 5405	Social Work in the Juvenile Justice System – <b><i>Juvenile Justice Concentration Only</i></b>	3
	<b>Total Credit Hours</b> ( <i>Hours reflect 10 credit hours of advanced core courses and six credit hours of concentration courses</i> )	<b>16</b>

## Spring Semester

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
SOCW 5406	Human Behavior and The Social Environment IV (Gangs and Family Redefined) – <b>Juvenile Justice Concentration Only</b>	3
SOCW 5407	Human Behavior and The Social Environment IV (Children and Families with Multi-Problems) – <b>Children and Family Practice Concentration Only</b>	3
SOCW 5408	Special Topics in Children and Family Services – <b>Children and Family Practice Concentration Only</b>	3
SOCW 5409	Social Work Practicum IV (Field)	3
SOCW 5410	Special Topics: Social Work in the Juvenile Justice System – <b>Juvenile Justice Concentration Only</b>	3
SOCW 5411	Advanced Field Seminar IV (Field)	1
SOCW 5513	Master's Research Project	3
	<b>Total Credit Hours</b> ( <i>Hours reflect seven credit hours of advanced core courses and six credit hours of concentration courses</i> )	<b>13</b>

## Advanced/Concentration Curriculum:

The advanced curriculum expands and enhances the student's knowledge in ecological perspective. This perspective suggests that the nature of the transactions between people and their environments is the source of human needs and social problems (Dubois & Miley, 2010). The advanced curriculum requires students to build on foundation knowledge by gaining critical theoretical and practice sophistication as well as a better understanding of the transaction between people and environments that is population focused. Concentration knowledge and skills enables students to better integrate practice and evaluation; demonstrate greater sensitivity and advocacy for policies and practice that are unjustly administered; understand the relationship between personal troubles and social/community problems, and provide more sophisticated evidence based interventions to clients and communities. Each concentration offers courses in HBSE, Practice, Policy, and Field Education that are population focused. In addition, concentration students are enrolled in three (3) core advanced courses together, Human Behavior and the Social Environment III (Middle and Adolescent Development), Evaluation in Social Work Practice (Research), and Master's Research Project. Content in the HBSE course is applicable to students in both concentrations. For the two research classes, students apply concepts to their specific concentration area when completing independent

assignments such as papers, presentations, and group projects. As part of the Master's Research Project class, students prepare a capstone project that reflects their skills and knowledge addressing a specific research question in their chosen field of practice

**Children and Family Practice Concentration:** The Children and Family Practice Concentration prepares students for advanced practice in the children and family field of practice. As a conceptual framework, students continue to develop and deepen their understanding of the ecological perspective. In direct practice, students are introduced to specific practice models such as multi-systemic family therapy, family preservation, and motivational interviewing. Students learn basic principles of practice theories that support these models including social learning theory. One of the primary context for practice in this concentration is the public child welfare system. Many students are currently working in the child welfare system or with children and families who are involved with public social services. Students learn to intervene with individuals, families, and community based agencies/programs including traditional child welfare agencies, child mental health programs, for-profit and not-for-profit child and family organizations, schools, and residential treatment facilities for youth. The Concentration stresses both prevention and intervention strategies to support and strengthen families from diverse backgrounds and family structures. The Child and Family Concentration serves as the gateway for students interested in the NC Child Welfare Collaborative, a state supported financial aid program designed to develop capacity and commitment to public child welfare. Collaborative Scholars are eligible to receive financial assistance during their tenure in the MSW program; in exchange, students must work for NC Department of Social Services – Child Welfare for one calendar year for every academic year that they receive funding.

**Juvenile Justice Concentration:** The Juvenile Justice Concentration is designed to prepare students to work with and understand the complexities of children who are in or at risk of coming to the attention of the juvenile justice system. Consistent with social work principles, each course is rooted in the framework of systems theory and the ecological perspective. Students are taught the Crossover Practice Model that is focused on children who are currently or have been involved in the juvenile justice and child welfare systems. On a macro level, students learn how the juvenile justice system functions and are introduced to a systems reforms model that brings juvenile justice and child welfare systems together. As a direct care worker, students learn specific clinical diagnosis, how to conduct assessments, and develop interventions for adjudicated and at-risk youth. Material covered in the juvenile justice policy course parallels the foundation policy course framework with the exception of evaluating policies affecting juveniles and their families. This provides students with a complete understanding of the American social welfare system and more specifically, the development of the juvenile justice system and how important policies today were born out of historical developments related to juvenile justice.

## **FIELD EDUCATION PROGRAM**

### **BACKGROUND INFORMATION**

The MSW Program at North Carolina Central University is located in an urban area containing a large and varied selection of field practicum opportunities. The community surrounding the university is a medium size urban area, which has experienced social and economic problems associated with the urban transition that has affected many urban areas throughout the nation. This area is characterized by a suburban ring with a core center made up of poor and minority populations that have been referred to as the urban underclass.

The goals of the Field Education Program are consistent with the mission and goals of the MSW Program. The agencies participating in the Field Education Program reflect the mission and goals of the MSW Program. The focus of our Field Education sites is upon children and families in poverty, minority populations, and problems with inner city youth including gangs, and juveniles and their families. Agencies are chosen on the basis of their fit with the goals and objectives of the MSW Program. The specific agencies include public assistance and related programs, child welfare, corrections, medical and health services, school social work, housing, and small non-governmental community based agencies.

While agencies provide advanced educational opportunities for direct intervention with all size systems - micro, mezzo and macro, our primary focus is on advocacy and social change. Agencies are also chosen on the basis of having adequate resources to provide a learning experience consistent with the program's contractual agreement.

The above Field Placement conceptual frame of reference is operationalized through a field practicum that provides an educationally directed and monitored practical experience. The desired outcome is to produce competent, ethical, and professional social work practitioners. We view the field experience as an integrated and capstone experience that impacts upon the total goals and objectives of the MSW Program. Our goal is to facilitate the application of theory, concepts and values learned in the classroom to practice methods skills.

### **FOUNDATION PRACTICUM**

Students in the Foundation practicum focus on the development of basic knowledge and skills that provide the groundwork for the Advanced Curriculum. The Foundation Practicum incorporates and builds upon content and skills acquired in all areas of the Foundation curriculum. In a selected urban community agency the student is provided the opportunity to develop social work knowledge, competencies and skills under the supervision of an experienced MSW social worker. Emphasis is placed on development of the knowledge and skills needed for practice with individuals, families, groups, organizations, or communities.

Field courses SOCW 5109 Social Work Practicum I and SOCW 5209 Social Work Practicum II are each 224 hours of required fieldwork. Each of the two foundation field courses is worth 3 credit hours. Students are expected to complete 16 hours per week for each of the two semesters in an agency, not including university holidays and breaks, and complete a total of 448 hours for the academic year. It should be noted that the two foundation field courses are usually carried out in the same setting. This allows for students to become more acclimated within the agency and permits more time to assess student growth over time. In dire circumstances and with written documentation substantiating a request, students may contact the Director of Field Education for exceptions to this rule. However, students must complete 224 hours in their Field Internship each semester before progressing to the next field course.

To enhance and strengthen the field experience, students are required to participate in SOCW 5111 and SOCW 5213 Foundation Field Seminar I and II. The seminar is designed to assist students in the integration of classroom learning with the direct experience of practicum and serves as a professional support group for discussing field issues. The Field Seminar class meets bi-weekly over the course of two semesters.

### ADVANCED/CONCENTRATION PRACTICUM

During the Advanced/Concentration Internship in Year II (Field Internship III & IV), students are placed in a setting that focuses on working with juveniles and their families, children and families, gangs, and other youth issues that impact the urban areas. Students develop specialized skills and gain expanded knowledge in the area of Juvenile Justice and Children and Family Practice. Students remain in the same agency the entire academic year and are expected to work 24 hours per week during each semester (336 hours) and complete a total of 672 hours for the academic year.

Assignments vary depending on the concentration requirements, level of student skill, opportunities in the placement agency, and community resources. Specific assignments must be consistent with the chosen concentration and field of practice.

**Students who do not complete the required hours for Field Practicum will not be eligible to proceed to next Field Practicum course (within the sequence) until all of the field hours are completed. Failure to complete the required hours within the required semester may result in a failing grade. A meeting with the Director of Field Education, Faculty Liaison, and Academic Advisor will be held to discuss field hours and final grade for all students who do not meet the field hour requirement by the end of the semester.**

## **ROLES AND RESPONSIBILITIES**

### **THE FIELD FACULTY**

The field faculty is composed of the director of field education, field clinical instructor, and other faculty members who have major field education responsibilities.

### **DIRECTOR FIELD EDUCATION RESPONSIBILITIES**

The director of field education is administratively responsible, under the supervision of the Department of Social Work chair, for planning, implementing, and evaluating all aspects of the field education experience. This includes:

- Final determination of the readiness of students for field instruction
- Assessing and selecting field agencies
- Determining qualifications and making field instructor appointments
- Assigning students to a field practicum agency and field instructor
- Collaborating with the department chair in the assignment of field liaisons
- Scheduling and implementing orientation and training activities for field instructors and students.
- Monitoring placements and consulting with agency personnel, students, and field liaisons as needed.
- Supervising field faculty
- Developing and monitoring of all field policies and procedures.
- Assisting in the resolution of any field-related problems.
- Keeping the faculty, field Instructors, students, and appropriate agency personnel informed of significant issues related to the field curriculum and field education policies and will obtain their input into policy design.
- Staying abreast of the Council on Social Work Education (CSWE) policies and standards related to field education. The director of field education will interpret and operationalize such policies and standards.
- Overseeing the design and development of the BSW and MSW practicum and seminar curriculum
- Serving as an instructor for designated seminar class section(s).
- Assigning faculty field liaison responsibilities
- Serving the role of field liaison for designated agencies and students (see below Faculty Field Liaison Description)

### **FIELD CLINICAL INSTRUCTOR**

The field clinical instructor is a full-time clinical faculty in the Department of Social Work whose primary responsibility is to the field office. She/he serves as a link between the school, the placement agency, and the student. Their responsibilities include:

- Assuring an adequate supply of appropriate field placements through recruitment and evaluation;
- Coordinating students field placement assignments
- Providing students with an field orientation;
- Assisting director of field education in planning field instruction curriculum and trainings
- Provide orientation for field instructors to ensure clarity regarding the school's expectations of the field agency;

- Serving the role of field liaison for designated agencies and students (see below Faculty Field Liaison Description)

### **FACULTY FIELD LIAISON**

Faculty field liaisons are either full-time faculty members and/or part-time adjunct faculty members that oversee and monitor the field experience of an assigned number of field students. The director of field education and the field clinical instructor also serves in this role.

The field liaison's primary responsibility is to ensure that the students' field experiences are educational. They serve as links between the university and the field agency. Their responsibilities include, but are not limited to, such activities as:

- Engage practicum students in regularly scheduled seminar sessions to facilitate the integration of classroom and field learning;
- Provide regular communication and support to field instructor and the student to resolved field placement concerns;
- Provide support to students and field instructors in the beginning negotiations for specific learning in the field practicum, and evaluate the student's experience at the end of the practicum;
- Meet with the student and field instructor during the practicum period to monitor the practicum experience, review the student's evaluation, and assign a course grade for the practicum at the end of the semester; and
- Assisting students and field instructors in implementing competencies and practice behaviors established on the student's learning contract.
- Managing and tracking the students field hours
- Assisting Director of Field Education in planning field instruction curriculum

### **AGENCY RESPONSIBILITIES**

1. The agency must provide social services and be committed to social work values and practice. The agency must support a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups.
2. The agency administrators agree to the field learning goals set forth by the social work department for the student's field education. The agency has programs that will offer students a wide range of learning opportunities commensurate with the department's objectives for field instruction.
3. The agency undertakes, individually and collectively, the responsibilities of the teaching role, including the provision of appropriate supports to enable field instructors to maintain an educational focus with their assigned students(s).
4. The agency is committed to providing professional supervision by a university approved and qualified field instructor who possesses appropriate credentials for the student's level of study. The field instructor must be approved by the agency to have the time, interest, and professional competence to assume the educational role and to complete necessary documentation related to the student's learning contract and evaluation as required by the department.-

5. The agency indicates agreement with responsibilities of each party in the provision of field instruction by completing the "Contract between NCCU and affiliated agency," which is subject to approval by the director of field education.
  6. The agency is responsible for providing the student with the appropriate orientation to agency personnel, policies, and procedures and with other relevant social services in the community. Information regarding the agency's history, organization, mission, and structure will be provided to the student to assist in completion of the organizational context of practice competency/goal.
  7. The agency will make available to the student other resources needed to complete class assignments involving the field. This may include existing statistical data, case information, and management information related to agency and client systems. The student will be supported in gathering data required for research projects.
  8. The student is to be accepted as a participant in the overall agency program and activities as appropriate. This includes the opportunity for planned contacts with agency staff, other than field instructors; through who appropriate learning opportunities can be provided.
  9. The agency must provide the following for the student(s) during the period of placement:
    - a) Space in which the student can carry out independent work
    - b) Office supplies as needed in the performance of responsibilities
    - c) Access to client and agency resources appropriate to the planned learning experience
  10. The agency agrees to provide time for weekly supervision meetings between the field instructor and the student(s). The minimum expectation is for one hour per week of formal supervision. Supervision can occur either individually or as part of a supervisory group, with two exceptions, the liaison visits and evaluation conferences, which are to be done individually.
  11. The field instructor, off-site field instructor (when assigned), student, field liaison, and any other person(s) with whom the student has worked will participate in the assessment and evaluation of the student's progress. It is understood that evaluation is an ongoing part of the placement experience but that a formal, written evaluation will be completed at the end of each semester of the student's field placement. The evaluation is to be written by the field instructor, discussed with the student, and signed by both before being submitted to the director of field education.
-

**FIELD INSTRUCTOR**

1. Must possess a minimum of a master's degree in social work from a CSWE accredited institution and at least one year in current position. If the field instructor does not possess a master's degree in social work, an augmented field instructor may be assigned.
  2. Field instructors are expected to display a commitment to social work values and education through their work. They must have an interest in and the ability to teach. They must possess knowledge of the community and its resources and the capacity to integrate academic content with the field instruction curriculum.
  3. The field instructor is responsible for orienting the student to the agency. This orientation includes a description of the agency's expectations of the student, a briefing on the roles of support staff, and instruction on the use of office equipment. Background information about the agency and agency policies should be included in this orientation.
  4. The field instructor agrees to participate in all required field instructor orientations, seminars, and training opportunities.
  5. The field instructor will have weekly educationally focused supervision conferences with the student. The expectation is for one hour of formal supervision to be provided individually or in a group supervision format per week. During these weekly conferences, the learning contract, the student's performance, and any issues or deficiencies noted during the past week are to be discussed.
  6. The field instructor is responsible for working with the faculty field liaison to coordinate an agency on-site conference between the student, field liaison, and field instructor at least twice during each field year.
  7. The field instructor is responsible for preparing an evaluation at the end of each semester. The evaluation is to be discussed in a formal evaluation meeting with each student. The field instructor must sign the evaluation and, with the student, make arrangements for the evaluation to be sent to the director of field education by the designated date. It is understood that the director of field education after reviewing the evaluation and other field components will do the assigning of the final field grade.
  8. The field instructor agrees to deal with any problems in the student's field performance in accordance with the department's policy (see section entitled "Field Policies and Procedures.")
-

### **STUDENTS RESPONSIBILITIES**

Students are the most important part of the field instruction process and are responsible for taking the initiative for his or her learning experience. Their responsibilities include:

1. Committing to the required hours of field work per week
2. Actively participating in field seminar
3. Engaging in learning tasks that meet the field educational goals and objectives of the MSW Program during the foundation year and the advanced year of study
4. Functioning professionally in accordance with the NASW Code of Ethics
5. Complying with all field instruction policies and procedures
6. Complying with all agency policies and procedures
7. Participating actively in weekly supervisory conferences with field instructor
8. Participating in ongoing self-evaluation and defining specific strengths and improvement areas
9. Keeping the field instructor abreast of classroom assignments and readings that are pertinent to the field placement, so that the Field Instructor can support the transfer of learning from classroom to field
10. Notifying the director of field education immediately about problems and/or concerns related to the field practicum.
11. Submitting time sheets of field hours to director of field education office during the designated due dates with field instructors signature

### **OFF-SITE FIELD INSTRUCTOR RESPONSIBILITIES**

In rare cases in which the field instructor does not have the designated social work degree, the field instructor and the student must agree to collaborate with a designated MSW who will reinforce a social work perspective. This perspective is designed to emphasize the values, ethics, and historical traditions of social work with a focus on and a respect for diversity, practicing with cultural competence, and working with client systems (micro to macro) within the context of their environment. The off-site field instruction will include the following:

1. Participation in the scheduled field instruction orientation and training
2. Input into the learning contract
3. Attendance and participation in field liaison visits
4. An individual meeting with the student at least weekly to discuss the social work perspective, as defined above
5. Input into the end-of-the-semester written evaluation

## FIELD PRACTICUM COMPETENCIES & PRACTICE BEHAVIORS

### **FOUNDATION FIELD COMPETENCIES AND PRACTICE BEHAVIORS:**

#### **Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They

know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the 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; and
- use supervision and consultation.

#### **Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- 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<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

#### **Competency 3—Apply critical thinking to inform and communicate professional judgments.**

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research- based knowledge, and practice wisdom;

- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### **Competency 4—Engage diversity and difference in practice.**

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

- 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; and
- view themselves as learners and engage those with whom they work as informants.

#### **Competency 5—Advance human rights and social and economic justice.**

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

#### **Competency 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and

- use research evidence to inform practice.

### **Competency 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

### **Competency 9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

### **Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

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

**10(a)—Engagement**

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

use empathy and other interpersonal skills to establish respectful rapport and engagement with diverse populations in diverse context;

develop a mutually agreed-on focus of work and desired outcomes).

**10(b)—Assessment**

collect, organize, and interpret client data;

assess client strengths and limitations;

develop mutually agreed-on intervention goals and objectives; and

select appropriate intervention strategies).

**10(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; and

facilitate transitions and endings).

**10(d)—Evaluation**

critically analyze, monitor, and evaluate interventions

**ADVANCED/CONCENTRATION GOALS AND OUTCOMES****Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- Represent the social work perspective when among other disciplines in team meetings/interventions
- Demonstrate professional demeanor in behavior, appearance, and communication;

**Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- Employ strategies of ethical reasoning to resolve ethical dilemmas or value conflicts using the NASW Code of Ethics as a guide and utilizing consultation and supervision as needed.

### **Competency 3—Apply critical thinking to inform and communicate professional judgments.**

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

- Evaluate and integrate evidence from multiple sources (e.g. interdisciplinary teams, evidence base research) to inform practice within children and families practice settings or juvenile justice practice settings.

### **Competency 4—Engage diversity and difference in practice.**

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

- Communicate and utilize appropriate theoretical frameworks and/or interventions with diverse populations.

### **Competency 5—Advance human rights and social and economic justice.**

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

- Recognize inequalities and injustices for children and families or youth (and their families) involved or at risk of being involved in the juvenile justice system and advocate for equitable and accessible services.

### **Competency 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- Engage in research to inform agencies of best practices that will improve service delivery for children and families or youth (and their families) involved or at risk of being involved in the juvenile justice system.

**Competency 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- Demonstrate competency of human behavior and the social environment by communicating and advocating for appropriate use of theories to guide practice with children or youth involved or at risk of being involved in the juvenile justice system.

**Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- Evaluate the consequences (intended and/or unintended) of policies that impact service delivery in practice settings
- Know the historical evolution of social welfare policies and how these policies promote, or inhibit social justice for vulnerable populations
- Assess, formulate, implement and advocate for policies that lead to social changes that improve the lives of individuals, families, and communities.

**Competency 9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- Advocate for services that respond to societal changes (e.g., populations, technology, policies, etc.).
- Continuously assess global and national trends that influence service delivery to at-risk children and families.

**Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based

interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**10(a)—Engagement**

- Apply effective communication/interpersonal skills when engaging with diverse client populations
- Engage in collaborative relationships with organizations that serve clients within children and family practice settings or juvenile justice settings.

**10(b)—Assessment**

- Identify and utilize appropriate assessment tools to collect data on behalf of client system within children and family practice settings or juvenile justice settings

**10(c)—Intervention**

- Collaborate with multiple systems to implement appropriate interventions with youth and their families with complex problems specific to juvenile justice and children and family practice;
- Implement prevention strategies that reduce risk and enhance protective factors for youth and their families.
- Utilize evidenced-base interventions to assist in resolving client problems.

**10(d)—Evaluation**

- Evaluate client interventions and/or programs utilizing appropriate evaluation tools and methods to assess effectiveness.

## **FIELD PRACTICUM POLICIES AND PROCEDURES**

### SELECTION OF FIELD INTERNSHIP AGENCIES

Agencies are chosen on the basis of their fit with the goals and objectives of the Social Work Program. Agencies must provide master's level social worker interns with the opportunity for direct intervention with all size systems - micro, mezzo and macro. Agencies are also chosen on the basis of having adequate resources to provide a learning experience consistent with the programs goals.

The selection of agencies for field experience training is a critical part of the successful administration of field education at NCCU. The field education office is responsible for determining the suitability of an agency for student training. The field education office also works closely with existing agencies and agencies interested in this process.

New agencies may be identified by marketing/recruitment by the field education office, through agency inquiry and by recommendations from faculty, students, alumni and/or community representatives. The following process and procedures are followed in approving new agencies:

1. Initial requests or recommendations are made to the field education office.
2. The agency is located in a geographic area currently used by the MSW program
3. The agency employs MSWs; MSWs are at least one year in their current position.
4. The agency is willing to provide necessary release time for field instructor to attend required university orientations and training workshops, supervisory conferences with student, and site visit conferences with faculty liaisons.
5. The agency is able to provide structured learning experiences deemed appropriate for graduate-level social work students, which meet MSW program goals and objectives.
6. The agency and field instructor are willing to allow the student to have hands-on experience with the agency clientele early in the internship.
7. The field faculty makes initial contact with potential internship sites for the purpose of meeting agency administrators and prospective field instructors.
8. If the field faculty approves the internship site, program information and forms (e.g. Memorandum of Agreement, field instructor form) will be sent to the agency for completion and return.

### DIVERSITY

Field Practicum agencies are chosen based on their ability to provide students with social work practice experiences with diverse populations (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation) that fit with the MSW programs mission, goals and objectives. The student is expected to demonstrate knowledge, values and skills in nondiscriminatory social work practice related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, race, religion, national origin, and sexual orientation.

The Field Education program is designed for students to:

- recognize the influence of his/her cultural identities on his/her perception of and approach to working with people who are both similar and different.
- identify and value differences and similarities in values, experiences, beliefs, strengths, and needs of diverse groups of people.

- discuss with a field instructor this awareness of self and others to enhance practice.
- take into account race, ethnicity, socioeconomic class, age, gender, sexual orientation, physical ability, and religion.
- assess policies, procedures, and practices of the agency as they relate to accessibility, availability, and appropriateness for the diverse populations served by the agency.
- assess the influence of oppression and economic injustice on clients, organizations, and communities, social policies, and the availability and quality of resources, with special emphasis on urban environments.
- identify, develop, and implement goals and strategies to promote social change and economic justice.
- base his/her practice on empowerment of clients, groups, organizations, and communities.

### ORIENTATION AND TRAINING FOR FIELD INSTRUCTORS

All new field instructors are invited to attend a yearly orientation held at the beginning of each academic year which will review field policies and procedures, provide updates in the curriculum, and an opportunity to meet and interact with faculty and field instructors.

Trainings for field instructors will be provided throughout the academic year on topics related to Field Instruction.

### STUDENT PLACEMENT PROCESS

The field education office will make every effort to assist students with securing a placement of their first choice; however, the ultimate goal of field education is to assist students with obtaining a field placement that will provide a rich learning experience. Agencies are chosen based on their ability to provide a field experience that will meet the competencies and practice behaviors of the MSW program. The following procedures are established to assist students with securing a field placement:

#### ***Foundation Procedures:***

Placement materials (application and field requirements) will be mailed to students after student have been accepted into the master of social work program. The student is responsible for adhering to the field placement process:

Step 1: Student will complete the Application for Field Experience and Practicum.  
(**Applications must be typed; handwritten applications will not be accepted.**)

Step 2: Student will submit the completed application to Director of Field Education  
(**must include attachments listed on page 4 of the application**)

Step 3: Director of Field Education will review application for approval. If not approved, Director of Field Education will contact student.

Step 4: Director of Field Education will contact student via phone/email to discuss field placement options and provides him/her with an agency (via email) and field instructor contact information.

Step 5: Student will contact field instructor to schedule interview.

Step 6: Student will send an email to Director of Field Education with agency name and interview date and time.

Step 7: Within 24 hours of the interview, student will send an email to Director of Field Education with an interview update and decision on field placement with agency.

Step 8: Director of Field Education will confirm placement with student and agency Field Instructor.

Step 9: Student will purchase liability insurance by the designated due date (provided by in field application)

Step 10: Student will purchase NASW membership by designated due date  
website: [www.socialworkers.org](http://www.socialworkers.org)

The student must have a face-to-face interview with every agency at which he or she may wish to be placed. If the student has multiple placement interests, he or she may interview at more than one agency. The timeframe for interviewing and deciding on a field placement established by the director of field education must be followed in order for the student to receive optimal consideration for placement at a particular agency. Failure to comply with pre-placement timeframes may result in denial of a field placement.

A student who is refused placement, due to unprofessional behavior, by three agencies with available placement slots will be referred to the Student and Review Committee.

***Final Agency Assignment: Every effort will be made to complete the foundation placement process prior to the beginning of the fall semester. The field education office will notify students of their assignment.***

***Advanced Procedures:***

By the beginning of the second week of the spring semester of the foundation year, students will be given the “MSW Advanced/Concentration Year” form to complete. This form documents student’s concentration area and field placement interest for the second year.

**Students requesting to remain in the same field placement:**

For students who want to remain in the same agency in their second year, a discussion with their field instructor and the agency is required before the MSW advanced/Concentration Year form is submitted. The discussion should focus around the agencies capability of providing a specialized field experience in Juvenile Justice or Children and Family Practice based on the concentration competencies and practice behaviors.

The availability of a specialization placement in the same agency does not guarantee the student will continue their second year placement within that agency. For the student to be assigned to the same agency for the specialized field placement, the student, field instructor, and director of field education must all be in agreement. The director of field education makes the final decision.

If the student and field instructor desire consideration for a specialized placement in the same agency, a draft advanced year learning contract will be provided to the student and field instructor for review and signatures. The signed draft copy of the learning contract will be given

to the director of field education by the last day of March in the spring semester of the foundation year.

### **Students requesting a new field placement:**

For students who will be completing their specialized field placements at another agency, an interview process similar to the one conducted in the foundation year field assignment will occur. After receiving the “Advanced/Concentration Year” form, the Director of Field Education will provide students with timelines for updating resume, renewing NASW membership and liability insurance, completion of Field Interest Form, completion of interviews, and meeting with the director of field education.

Approval Process: This process will be the same as for the foundation placement. The director of field education will make every effort to accommodate student and agency preferences. The student will be notified if there is any problem with his or her agency choices.

A student who is refused placement, due to unprofessional behavior, by three agencies with available placement slots will be referred to the Student and Review Committee.

Final Agency Assignment: Every effort will be made to confirm and notify students of their second year field placement before the end of the spring semester of the foundation year.

### **THE STUDENT LEARNING CONTRACT**

The agency is viewed as an integral part of the instructional process as related to practice skills. Thus, the agency is a partner in the instructional process and must be included in the teaching of the skills and competencies identified by the department. The process for the learning contract is as follows;

- Student and field instructor discuss and complete learning contract together during the students first two weeks of field.
- Student and field instructor will develop measurable learning tasks that will be evaluated by the field instructor at the end of each semester.
- Field faculty will review and approve learning contract – ensuring all of the core competencies and practice behaviors are addressed.
- Field Instructor, student, and field faculty will discuss student progress on learning contract during site visit -mid fall & spring semester.
- At end of each semester field instructor and student will complete the field evaluation and submit to field faculty by the designated due date.
- All practice behaviors must be demonstrated and evaluated

### **EVALUATION COMPETENCIES AND PRACTICE BEHAVIORS:**

Evaluation of the student’s progress in the internship is an ongoing process. The director of field education will provide field agency supervisors with guidelines for evaluating students practice experiences as they relate to the skill sets specified in the learning contract. The student and field instructor share responsibility for evaluation of the student’s internship experience with the

faculty field liaison. At the end of the semester, the field instructor and student must prepare, discuss, sign, and submit a completed evaluation to the director of field education. Final grades for field are assigned by the Field Faculty Liaison.

### COURSE EVALUATION

A grade of A, B, C or F is assigned at the completion of each field course for which the student has registered. For the three credit field practicum courses, grades are based on the final evaluation of field internship, practicum assignments, and timesheets. **Students are required to earn a minimum of a “B” grade or better in all of their Field Practicum courses to remain in the MSW program.**

### FIELD SEMINAR:

The Field Seminar is a 1 credit course. It is an integral part of the total field experience. The instructional process is carried out through the scheduled field seminars. The field seminar is conducted through a structured classroom setting where regular attendance is required by all students. A course outline is developed each semester for the specific seminar. Students meet bi-weekly in field seminar with field faculty to discuss practice skills and learning goals, to facilitate making connections between classroom and field learning, and to provide opportunity for consultation and problem solving.

### TIME SHEETS:

- Students are expected to submit time sheets **on the Saturdays that seminars are held (see time outline)**, documenting **there required hours** of field experience per **week**.
- Late and incomplete time sheets will affect final grade.
- Students must **document** the time they begin and leave their field placements, **in fifteen minute intervals (i.e. 9:15, 9:30, and 9:45)**.
- All timesheets **must** be typed and must have Field Instructor’s signature .
- Field instructors must **initial any changes** made on student’s time sheets.

**Students who do not complete the required hours will not be eligible to proceed to next Field Practicum course and may receive a failing grade.**

### LIABILITY INSURANCE

Personal Automobile Liability Coverage: Students should be aware that the transporting of clients is a responsibility assigned to interns by many field internship sites. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage. The issue of transporting clients should be addressed during the pre-internship interview.

Professional Liability Insurance: Students are required to purchase coverage that would protect them against possible lawsuits. Some agencies, especially health care, mental health, and school settings, require professional liability coverage for social work field instruction students. Liability insurance must be purchased through the university. The director of field education will

provide information to students on how to purchase malpractice insurance through the university during the pre-placement process. Liability insurance coverage is required before students are allowed to begin their field placement. Students must submit a copy of their liability insurance purchase to the field office in order to receive clearance to begin their field internship.

### NASW MEMBERSHIP

Students are required to purchase NASW membership as a part of their field internship experience. "NASW connects students with the resources they need for a successful career and gets their professional careers off to the strongest start possible. NASW realizes student members are the future of the social work profession and need specific resources and information to help them through school and to prepare them for careers in social work."([www.socialworkers.org](http://www.socialworkers.org)). NASW membership is required before students are allowed to begin their field placement. Students must submit a copy of their NASW membership to the field office in order to receive clearance to begin their field internship.

### DENIAL OF ADMISSION TO FIELD

Students may be denied admission to field for reasons that may include the following:

1. Unsatisfactory academic performance.
2. Incomplete application with pertinent documentation
3. Failure to purchase Professional Liability insurance
4. Unfavorable faculty recommendations.
5. Inability to complete the required weekly field hours
6. Failure to abide by the NASW Code of Ethics.
7. Failure to abide by the University's Code of Student Conduct.

If the student disagrees with a denial decision in the case of numbers 4-8 above, the student may appeal through the Student Review and Appeals Committee and/or through the NCCU student appeals process.

**If there is a concern with any of the above area, students will be referred to Student Review Appeals committee for further review.**

### REASSIGNMENT OF FIELD STUDENT

A request for reassignment of the internship agency may be made when problems that are unrelated to the student's performance make continuation in the agency an issue. The Director of Field Education and field liaison (if applicable) in consultation with the field instructor is responsible for determining whether the problem is due to performance or nonperformance factors:

Nonperformance factors may include, but are not limited to:

1. Inadequate agency resources to support field internship.
2. Learning experiences in agency are too narrow.
3. Agency reorganization.
4. Student/agency mismatch.
5. Student/field instructor mismatch.
6. Field instructor leaves the agency.

### STUDENT DIFFICULTY IN THE FIELD-

If a field instructor has concerns regarding their student's field performance, the following

process should be followed:

1. Field instructor and student discuss the problem. When the field instructor has attempted to work with the student around practice and learning issues and has seen little or no progress, s/he must contact the field education office immediately.
2. Student, field instructor, and field liaison discuss the problem. The faculty liaison must intervene with both the student and the field instructor, jointly, to clarify the problem and suggest ways of improving the situation, including the establishment of timelines and contract for improvement. If the solution is not found within the agency, the decision to terminate is made by the field instructor, field liaison and the Director of Field Education.
3. The student must complete the termination process with field agency. This process includes complying with all administrative requirements and termination contacts with assigned clients.
4. The field instructor must submit to the director of field education a written, up-to-date summary of the student's field experience, including the reason(s) for termination. This summary must be shared with the student and it becomes part of the student's official record. The student may submit a response to the field instructor's summary.
5. The student will be referred to the Student Review and Appeals Committee to determine if reassignment of the student is in the best interest of the student and the profession.
6. If the decision is made to reassign, the director of field education initiates the reassignment process by contacting a new agency and field instructor. Information about the previous internship is shared, when appropriate, with the new agency. The student is informed of the new assignment. The student will be required to perform extra days/hours in order to make up time lost. The student, new field instructor, field liaison and director of field education make these arrangements.

If a student has concerns regarding their field instructor's supervision, the following process should be followed:

1. The student and field instructor discuss the problem. When the student has attempted to resolve his/her concerns and has seen little or no progress, he/she must contact the field education office immediately.
2. Student, field instructor, and field liaison discuss the problem. The faculty liaison must intervene with both the student and the field instructor, jointly, to clarify the problem and suggest ways of improving the situation. If the solution is not found within the agency, the decision to remove the student is made by the field instructor, field liaison and the Director of Field Education. If student is removed, the field liaison and/or the director of field education will inform the field instructor of the decision.
3. The faculty field liaison and the director of field education will work with the student on securing a new field placement.

### TERMINATION FROM FIELD

There may be instances when the field instructor, faculty liaison and/or the director of field education decide that it is in the best interest of all parties that the student's field instruction assignment be terminated. This may occur when a problem or situation cannot be resolved through the normal field advisement process. Factors affecting the decision to terminate a student from the field may include but are not limited but are to:

- Demonstration of lack of social work knowledge, values, and skills essential to advanced social work practice.
- Demonstration of behavior that is inconsistent with the NASW Code of Ethics.
- Demonstration of behavior that violates the University's and Departments Code of

#### Student Conduct.

- The student, field instructor, field liaison and/or director of field education acknowledge that the selection of social work is inappropriate for the student.
- Violation of professional ethics or behavior that is detrimental to the welfare of the student's clientele (See NASW Code of Ethics).

**Students who are terminated from field or display any of the areas outlined above will be referred to the Student Review and Appeals Committee (see MSW Student Handbook).**

#### FIELD PLAN:

There may be times when a student needs additional support from the field office and a field plan may be developed. This plan may require students to engage in additional professional development activities/tasks to develop in the identified area. Students are expected to meet all of the requirements in their plan in order to receive a passing grade for their field experience.

#### APPEALS AND GRIEVANCES PROCEDURES:

The field program follows the Department of Social Work's procedures related to appeals and grievances by students. These procedures are specified in the MSW Student Handbook (Note: MSW Student Handbook, Academic Retention and Termination, page 12.)

#### PROFESSIONAL ETHICS AND CONDUCT

Throughout the MSW program, students are expected to adhere to the standards regarding professional values, ethical conduct, and behaviors identified in the *NASW Code of Ethics and the North Carolina Central University Code for Student Conduct*. Students are expected to be familiar with the NASW Code of Ethics and demonstrate their understanding of these standards in the application of knowledge and practice skills in their internship settings as well as in the classroom. An important issue for students in the field concerns confidentiality of case records and recordings. Case records and documentation should occur within the agency. Agency records **should not be removed for any purpose**.

#### SOCIAL MEDIA

Students are expected to display professionalism when engaging in social media (Facebook, Twitter, Instagram, etc.). Students should adhere to the ethics, values and principles of the NASW code of ethics when communicating on social media. It is recommended that students:

- Use the highest privacy settings on their social media profiles to ensure private information and photographs cannot be accessed by field agency personnel or clients.
- Abstain from linking or viewing social media profiles of their clients or agency personnel.
- Are familiar with their field agency's social media policy.

If a student is involved in unprofessional practice or ethical violation, the student may be referred to the student review and appeals committee.

#### ABSENCES

##### 1. Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from field

internship. Students are expected to work out these arrangements with the field instructor. **The field instructor must be notified immediately (at least one hour before arrival to field, if possible) of any illness/emergency that keeps the student away from internship. The faculty liaison should be informed of absences of more than two (2) days per semester.** Plans for making up extended absences should be discussed with the their field instructor and faculty liaison. The faculty liaison, in collaboration with the field instructor, will determine if prolonged absences due to illness, death in the family, etc., can be made up.

## 2. Inclement Weather/Snow Days

Students should ensure their safety first! If it is impossible for students to get to the agency, the hours will need to be made up. Students are responsible for developing a plan for making up missed internship hours with their field instructor and faculty liaison.

## 3. Agency Holidays/Other Closings

Students may observe any agency holiday or closings. Students should obtain a copy of the agency's holiday and closing schedule at the beginning of their internship period. This will allow the student time to modify their field schedule and meet the hour requirement for the semester.

## MONETARY COMPENSATION

Provision for monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the agency.

## EMPLOYMENT-BASED FIELD PLACEMENT

The relationship between education and employment is central to the evaluation of an employment-based field placement application. The employment-based field placement application must demonstrate that educational time will be protected and that the educational and learning objectives of the fieldwork will be accomplished within the perimeters of the Field Education policies and requirements.

If a student wishes to request a field placement in an agency in which he/she will be simultaneously employed, the following requirements listed below must be met. Signatures indicate that all parties have read and understood all stated policies, and requirements. All inquiries regarding employment-based field placement proposals should be directed to the director of field education.

### Requirements

1. The agency must be approved by the director of field education. All required paperwork as well as a site visit must be completed prior to the start date of the field placement.
2. The field instructor must have a M.S.W. degree and employed at the agency a minimum of one-year. (Special arrangements can be made with the Department of Social Work faculty for agencies that do not have a MSW field instructor available; however, these arrangements are limited.)
3. The student's field placement must be in a different program than the program where they

are employed in the agency.

4. The student's field instructor and employment supervisor must be different people.
5. The student's employment hours and field hours must be clearly defined and delineated.
6. The student must have been employed by the agency for a minimum of 60-days prior to submitting an employment-based field placement proposal.
7. Students must log the same number of field hours in an employment-based field placement as in a non-employment- based field placement.
8. The focus of the field placement must be on meeting the student's learning and educational objectives. Learning opportunities need to exceed present job skills and knowledge.
9. The agency director or chief executive officer must sign off on all employment-based field placement proposals. It is the agency's decision as to what type of compensation the student receives while in placement.

### EARLY COMPLETION OF INTERNSHIP

Students and field agencies are expected to adhere to the official Field university calendar for the current academic year. Any deviation from the printed calendar must be discussed in a timely manner with the faculty field liaison and **approved** by the director of field education. Students are responsible for keeping up with their field hours.

### SEXUAL HARASSMENT

The sexual harassment of field internship students by any field instructor, employee or representative of the field agency or any employee or representative of North Carolina Central University will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, a copy of the universities' policies on sexual harassment is included in Appendix. Additionally, each field internship agency is asked to review their sexual harassment policy with their student intern. If the agency does not currently have such a policy, the field office strongly urges its development.

### NONDISCRIMINATION POLICY

The field education program must abide by the nondiscrimination policies as set forth in the university policies. North Carolina Central University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation.

### SAFETY/RISK MANAGEMENT

Students and field instructors are asked to review the safety policies of their field agency during the students first week of field. This will allow students to be aware of situations/circumstances within the agency that may put their personal safety at risk. Students should be familiar with the agencies policies and procedures that can reduce risk to self and protect staff and clients.

## GUIDELINES FOR FIELD INSTRUCTORS

Field education is an essential component of the total instructional process in the Department of Social Work at North Carolina Central University. The concepts, theories, and data acquired in the classroom must inform the practice skill base that students are expected to acquire. The field placement site serves as the nexus between the knowledge base of social work and the art and science of social work practice. We view field instruction sites as important partners in the total teaching and learning process. Our field education component is guided by concept of integration of field into explicit and implicit curricula of our program. This goal is carried out through partnerships between the field education office, the social work faculty, and field agencies

### STUDENT ORIENTATION TO AGENCY

1. Introduction to agency personnel.
2. Discussion of personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, agency holidays, and office procedures and routines.
3. Discussion of the organization and structure of the agency. An organizational chart that gives the various departments and positions as well as sources of funding of the agency is helpful.
4. The philosophy and objectives of the agency should be discussed with the student.
5. Community resources: Student should be made aware of the network of community resources, particularly the community resources that are related to the agency in which the student is placed.
6. Reading materials: The agency field instructor should provide the student assigned reading that relates to the agency. This should include agency manual material, case records, and any other particular information specifically related to the agency. **Readings on policies related to work place safety procedures, sexual harassment, social media, and crisis management are a few examples that should be accessible to students.**

### FIELD INSTRUCTOR/STUDENT RELATIONSHIP

#### **Planning for the student's arrival is extremely important**

Knowledge of the student's background and particularly of the student's objectives is helpful in making the preliminary plans. Agency should feel free to ask the student for information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignment the first week of internship and that the assignments be increased within the second or third week. The student should have completed the learning agreement by

the fourth week and should be ready to work with situations to develop specific practice skills, such as interviewing, data collection, and assessment skills.

### Student Learning Contract

The students and field instructors should review the student learning contract during the first week of field internship. The student learning contract should guide the learning experiences at the field placement agency.

### Individual Conferences

Supervision is an important part of the field internship. Through supervision, the student and field instructor plan, organize, review and evaluate the field experience. The field instructor should have conferences with the student weekly. The field instructor should also help the student as s/he questions some of her/his attitudes toward the people with whom s/he is working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should develop an agenda that is submitted to the supervisor prior to the conference and should take responsibility of planning of the issues to be discussed in the conference.

### Field Learning Experiences

1. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments should be selected on the basis of students' individual needs and abilities. Each student should be given increasing responsibility and be encouraged to work independently as the semester progresses.
2. Students should be engaged in providing agency services. Their experiences should include assessments, formulation of goals, and assisting clients in following through with goals. Students should demonstrate skills by completing tasks appropriate to the settings. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing and conducting groups, and conducting research.
3. Each student should have a responsibility for adhering to agency regulations and schedules. This should include keeping records, letter writing, and completing forms that are appropriate for the agency. Not only should students perform within the agency, they should be encouraged to attend conferences and workshops and participate in professional meetings.

## FORMS

**NORTH CAROLINA CENTRAL UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
Office of Field Education**

**APPLICATION FOR FIELD EXPERIENCE AND PRACTICUM  
MSW SOC 5109-5209**

STUDENT IDENTIFICATION - Please Print

Name: _____	Today's Date: _____
Current Address: _____	Student I.D. #: _____
City: _____	State: _____ Zip: _____
Phone: _____	Cell _____
Work: _____	Email: _____
Permanent Address: _____	
City: _____	State: _____ Zip: _____

TRANSPORTATION

<p>Will you have your own transportation available for your field placement? YES [ ] NO [ ]</p> <p>If No, what are your plans of reporting to your Field Practicum on assigned days? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

## STUDENT FIELD INTEREST- Part 1

Indicate the type of agency setting you desire for your Field Practicum. If there is a particular agency that you are interested in, include the agency name, contact person and phone number in the space provided next to the category.

- Child Welfare: \_\_\_\_\_
- Correctional: \_\_\_\_\_
- School Social Work: \_\_\_\_\_
- Family Services: \_\_\_\_\_
- Gerontology: \_\_\_\_\_
- Health/Hospital/Medical: \_\_\_\_\_
- Mental Health: \_\_\_\_\_
- Residential Treatment: \_\_\_\_\_
- Substance Abuse: \_\_\_\_\_
- Social Action/Advocacy: \_\_\_\_\_
- Other: \_\_\_\_\_

## STUDENT FIELD INTEREST - Part 2

Indicate the reasons why you desire the particular placement(s) indicated in Student Field Interest-Part 1:

---



---



---



---



---



---

## FIELD PRACTICUM GOALS &amp; OBJECTIVES

Based on your social work experience, how do you think Field Education will add to your development as a professional social worker?

---



---



---



---



---

**SPECIAL ACCOMODATIONS**

Do you have specific responsibilities that may limit your ability to fulfill the requirements of field practicum?  
 Yes [ ]      No [ ] If so, explain \_\_\_\_\_

Do you have any special needs or physical disabilities that should be considered in the assignment of your field placement?    Yes [ ]      No [ ] If so, explain \_\_\_\_\_

Is there a specific type of agency or clientele with which you would not be comfortable working with because of personal/religious beliefs?    Yes [ ]      No [ ] If so, explain \_\_\_\_\_

**CAREER GOALS**

What are your career goals after graduation?

**RESUME' & CRIMINAL BACKGROUND**

You must attach a copy of your resume with this application. Remember to include volunteer experience(s) on your resume.

**Criminal Background Check:** Some agencies will require a criminal background check as part of the application process. Please notify the Field Education Office of any criminal history that may present an issue in the Field placement process.

ATTACHMENTS (to be included with application)

- A copy of NASW membership and liability insurance
- Employment-Based Field Placement Application (only for students interested in completing their field practicum at their place of employment)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

**\*\*Field Office Use Only\*\***

Application: <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete (if not complete, indicate reason): _____ _____ _____
--

**NORTH CAROLINA CENTRAL UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
Office of Field Education**

**Employment-Based Field Placement Guidelines**

The relationship between education and employment is central to the evaluation of an employment-based field placement application. The employment-based field placement application must demonstrate that educational time will be protected and that the educational and learning objectives of the fieldwork will be accomplished within the perimeters of the Office of Field Education policies and requirements.

If a student wishes to request a field placement in an agency in which he/she will be simultaneously employed, the following requirements listed below must be met. Signatures indicate that all parties have read and understood all stated policies, and requirements. All inquiries regarding employment-based field placement proposals should be directed to the Director of Field Education.

**Requirements**

1. The agency must be approved by the Office of Field Education. All required paperwork as well as a site visit must be completed prior to the start date of the field placement.
2. The field instructor must have a M.S.W. degree and have been employed at the agency a minimum of one-year.
3. The student's field placement must be in a different program than the program where they are employed in the agency.
4. The student's field instructor and employment supervisor must be different people.
5. The student's employment hours and field hours must be clearly defined and delineated.
6. The student must have been employed by the agency for a minimum of 60-days prior to submitting an employment-based field placement proposal.
7. Students must log the same number of field hours in an employment-based field placement as in a non-employment-based field placement.
8. The focus of the field placement must be on meeting the student's learning and educational objectives. Learning opportunities need to exceed present job skills and knowledge.
9. The agency director or chief executive officer must sign off on all employment-based field placement proposals. It is the agency's decision as to what type of compensation the student receives while in placement.

<b>1. STUDENT INFORMATION (Print)</b>
---------------------------------------

Student Name: \_\_\_\_\_

E-mail: \_\_\_\_\_ ID# \_\_\_\_\_

Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C): \_\_\_\_\_

<b>2. AGENCY INFORMATION</b>
------------------------------

Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Website: \_\_\_\_\_

FAX: \_\_\_\_\_

Agency Director: \_\_\_\_\_

E-Mail: \_\_\_\_\_

<b>3. STUDENT'S <i>CURRENT</i> EMPLOYMENT INFORMATION</b>
---

Name of Department/Program: \_\_\_\_\_

Position Title: \_\_\_\_\_

Hire Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Supervisor's Telephone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Supervisor's Hire Date: \_\_\_\_\_ FAX: \_\_\_\_\_

Provide Brief Description of Student's *Current* Employment Tasks/Roles/Functions/Responsibilities (or attach a copy of your current job description):

---



---



---



---

**4. STUDENT'S PROPOSED FIELD PLACEMENT INFORMATION**

Field Placement Department/Program: \_\_\_\_\_

Address: \_\_\_\_\_

Field Instructor's Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

**Field Instructor must complete an Agency Field Instructor Information form and attach a current resume.**

Provide a brief description of the student's *proposed* field placement tasks/roles/functions/responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Provide a proposed weekly schedule, indicating what days and hours will be employment responsibilities and what days and hours will be field instruction responsibilities:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**5. REQUIRED SIGNATURES**

The signatures below indicate that:

The foregoing information is accurate.  
All parties will adhere to North Carolina Central University Office of Field Education  
Employment-based field placement guidelines.  
All parties will support the academic needs of the employee/student that go beyond and are in  
addition to the ordinary requirements of the employment.

This application will be reviewed prior to each term of fieldwork, and revised as needed in conjunction  
with the student's Educational Agreement. All revisions to this application are subject to the review and  
approval of the Director of Field Education.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employment Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Proposed Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Director/CEO Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

(FOR OFFICE USE ONLY)

- APPROVED
- NOT APPROVED (if not approved, indicate reason):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Director of Field Instruction Signature

\_\_\_\_\_  
Date

**NORTH CAROLINA CENTRAL UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**AGENCY FIELD INSTRUCTOR  
INFORMATION FORM**

\_\_\_\_\_ Date of Application

Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

\_\_\_\_\_

Telephone #: \_\_\_\_\_ (Agency) \_\_\_\_\_ (Home)

Present Job Title: \_\_\_\_\_

CERTIFICATION/LICENSURE/CREDENTIALS: (please check all that apply)

Are you currently a:            \_\_\_\_\_ LCSW            \_\_\_\_\_ PLCSW            \_\_\_\_\_ CMSW  
   \_\_\_\_\_ CSWM            \_\_\_\_\_ CSW            Other \_\_\_\_\_

If so, please indicate License Number and date of expiration: \_\_\_\_\_

**UNDERGRADUATE COLLEGE EXPERIENCE:**

Name of College/University: \_\_\_\_\_

City and State Located: \_\_\_\_\_

Major(s): \_\_\_\_\_

Minor(s)/Area of Emphasis: \_\_\_\_\_

Degree(s) Earned: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

**GRADUATE COLLEGE EXPERIENCE:**

Name of College/University: \_\_\_\_\_

City and State Located: \_\_\_\_\_

Major(s): \_\_\_\_\_

Minor(s)/Areas of Emphasis: \_\_\_\_\_

Degree(s) Earned: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

**PROFESSIONAL SOCIAL WORK EXPERIENCE**

**Please attach a current copy of your resume**

Please indicate any experience you have supervising social work students: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the area(s) of social work practice in which you feel you are best prepared to provide field instruction to our students: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PERMISSION TO SUPERVISE STUDENTS BY	
<b>AGENCY DIRECTOR OR DIRECT SUPERVISOR</b>	
_____ has the permission of this agency to supervise an undergraduate social work student in Field Practicum from the Social Work Program at North Carolina Central University.	
_____ Name	_____ Agency and Position
_____ Signature and Date	

**STATEMENT OF INTENTION & CONSENT FOR RELEASE OF INFORMATION**

My signature indicates my intention to accept a social work intern from North Carolina Central University and provide direct supervision to that student. Furthermore, I have no objection to the Social Work Program to share this information with students considered for my supervision.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**MEMORANDUM OF AGREEMENT  
AND**

**FIELD AGENCY:** \_\_\_\_\_

The purpose of this memorandum of agreement is to serve as a basis for the cooperative efforts of the university and the agency in providing an appropriate and productive field experience for students in the Social Work Program at NCCU. It is intended to clarify responsibilities and roles, reduce misunderstanding and contribute to the overall quality of the field experience.

The University, acting through the Director of the Social Work Program agrees to:

1. Assume initial responsibility for selecting students to be placed in the agency, using discretion while carefully screening applicants to assure the agency of students who are competent, adequately trained and professionally oriented and motivated.
2. Provide the agency with background information concerning the students to be placed with the agency in the form of a resume.
3. Provide the agency with the field manual and any other information pertaining to the program that may be useful.
4. The Coordinator of Field Instruction will serve in a liaison capacity between the university, the student and the agency. She/he will:
  - a. Maintain contact with the agency field instructor, making a minimum of two visits, one at mid-semester and a second at final evaluation time to review the student's progress. Additional visits will be made if either the university or the agency or student deems such contact advisable.
  - b. Be available throughout the semester for on-campus consultation with the student, scheduling a minimum of two conferences with the student, one toward the end of the Fall term and one prior to the termination of the field experience.
5. Make final decisions in regards to the academic areas of the field experience such as required number of hours on the field, seminar requirements and final grades.

The agency agrees to:

1. Provide the university with information relative to the agency and its program which may be useful in interpreting the work of the agency to students and in making the selection of students to be placed in particular settings.
2. Provide the student with a valid and productive learning experience which attempts to achieve the overall objectives of the field experience as conceived by the university.
3. Provide the student with the opportunity to participate in whatever overall agency programs and activities are deemed appropriate to the student's level of competency and learning needs.
4. Provide the physical facilities such as desk, supplies, access to telephone and clerical services as are necessary to the carrying out of the assigned tasks.
5. Provide car expense remuneration to a student who habitually uses his/her own car to perform agency tasks, whenever feasible.
6. Provide access to client and agency records as needed and appropriate and to work with the student relative to classroom and seminar assignments, which may require use of agency materials.

7. Provide agency personnel qualified by training and experience to give adequate direct supervision to the student, allowing the field instructor adequate time to perform this task. In general, the field instructor will:
- a. Provide learning experiences and related instruction that are appropriate to the student's educational needs, background and competency.
  - b. Set appropriate limits for the student as to assignments and expectations.
  - c. Schedule regular and frequent supervisory conferences with the student, a minimum of one hour per week.
  - d. Meet with the Coordinator of Field Instruction at mid-semester and final evaluation time and more often if deemed necessary by either the agency or the university.
  - e. Submit to the university a final evaluation of the student's performance and potential for social work, sharing this evaluation with the student prior to the termination of the field experience.

Termination of the field experience prior to the end of the year may be initiated by the student, the agency or the university. Reasons may be stated in writing and the Director of Field Education will be responsible for meeting with the field instructor and the student to determine the validity of the request and the action to be taken.

The question of agency and/or student responsibility in the event of an accident either within the agency or when the student is functioning in an agency capacity should be carefully considered and understood by both agency and student. Agencies differ in their policies but students should understand both agency policy and the extent of their own responsibility. The University cannot be held responsible should an accident occur while a student is off campus even though the activity is university sponsored.

Any expectations or additions to the provisions of this memorandum of agreement which have been agreed to by the agency in question and the university are to be entered below. This indicates any statement the agency may wish to put in writing relative to III or IV above.

This contract will become effective when signed below and remain in effect until termination by either the agency or North Carolina Central University.

Agency Representatives:

University Representatives:

\_\_\_\_\_

Print

\_\_\_\_\_

Print

\_\_\_\_\_

Signature

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Date

APPENDICES

## UNIVERSITY'S POLICY ON DISCRIMINATION AND HARASSMENT

### Equal Opportunity/Affirmative Action/Nondiscrimination Policy

North Carolina Central University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based upon race, color, national origin, religion, sex, age, or disability.

North Carolina Central University supports the protection available to members of its community under all applicable federal laws including Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and Executive Order 11246.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, accommodation of persons with disabilities extends to student programs, employment practices, elimination of physical barriers, and special assistance to students and employees within the university. Initial inquiries regarding services for persons with disabilities should be made with the Director of Student Support Services, 207 Hoey Administration Building.

### Sexual Harassment Policy (Students)

#### **Policy:**

The policy of North Carolina Central University is that no university employee may engage in conduct that constitutes sexual harassment of students or student applicants. No student-status decisions shall be made on the basis of a granting or denial of sexual favors. The university shall make reasonable efforts to provide an academic environment free from sexual harassment.

Sexual harassment is defined as deliberate, unsolicited, and unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications by a university employee, which has or may have direct academic or student-status consequences resulting from the acceptance or rejection of such conduct. Sexual harassment of students is further defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute sexual harassment when-

1. submission to such conduct is made either explicitly or implicitly a term or condition of admission, academic advancement, retention or dismissal.
2. submission to or rejection of such conduct by an individual is used as the basis for making decisions affecting grades, financial assistance, participation in university activities, job placements, or other privileges granted by the university.
3. such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

Sexual harassment does not include personal compliments normally welcomed by persons of that sex, or social interaction or relationships freely entered into by university employees and students or student applicants.

#### **Grievances:**

Any student or student applicant of the university who feels that he/she has been sexually harassed in violation of this policy may file a grievance through the grievance procedure of the university or, if said grievance constitutes a violation of Title IX of the Education Amendments of 1972 (20 USC Section 1681 et seq.), then said student may file either a grievance through the grievance procedure of the university or said grievance may be filed pursuant to Title IX and the regulations promulgated pursuant thereto.

#### **Responsibilities:**

It is the responsibility of university administrators and supervisors to provide an academic environment free of sexual harassment. Should an administrator or supervisor have knowledge of conduct involving sexual harassment, immediate and appropriate corrective action must be taken to ensure that the offending action ceases. Taking positive steps to sensitize employees and students with respect to this issue is also a responsibility of university administration.

**Grievance Procedure:**

1. **Compliant Initiation:** A complainant may initiate a compliant under these grievance procedures by causing a written statement specifying an act or acts of sexual harassment and indicating against whom the grievance is directed, to be delivered to the university's Compliance Officer. It is the responsibility of the Compliance Officer to forward copies of the compliant to the person against whom the grievance is brought and to the proper official (i.e., department head, dean, or supervisor of the particular area).
2. **Informal Resolution:** Within two (2) working days after receiving a copy of a grievance complaint that alleges student-related sexual harassment, the university's Compliance Officer shall contact the person against whom the grievance is brought, and his/her immediate supervisor where appropriate, and request that an attempt be made to settle the matter informally by the parties involved. The Compliance Officer shall be authorized to mediate and advise in attempts at an informal resolution when the parties request such assistance.
3. **Request for Formal Hearing:** If an informal resolution satisfactory to the complainant is not made within five (5) working days of the initial request for an informal resolution, then the complainant may thereafter request a formal hearing by causing a written request for a hearing to be delivered to the Compliance Officer within two (2) working days after the five days set aside for informal resolution.
4. **Referral to Hearing Committee:** Within two (2) working days after receiving a request from a complainant for a formal hearing, the Compliance Officer shall refer the matter to the Hearing Committee for a hearing by causing a copy of the original 'complaint and request for a formal hearing to be delivered to the committee chairperson.
5. **Hearing Committee:** The Hearing Committee shall consist of nine persons appointed by the Chancellor from a cross section of the university community, including males, females, students, faculty, staff, and administrators.
6. **Hearings:**
  - (a) **Hearing Date:** The committee shall set a date reasonably convenient to the parties for hearing the matter not sooner than one week and no later than four (4) weeks after receipt of the request for a hearing.
  - (b) **Notice of Hearing:** The committee chairperson shall mail a notice of the date set for the hearing to the parties within five working days of the referral.
  - (c) **Conduct of Hearing:** The hearing shall be closed to the public unless the complainant, the person against whom the grievance is brought, and the committee agree that it may be open.

The complainant and the person against whom the grievance is brought may be represented by counsel or a representative of his/her choosing and present testimonial and documentary evidence.

The committee shall consider only such evidence as is presented at the hearing that it deems fair and reliable in making its decision.

All witnesses may be questioned by the committee members, the complainant and the person against whom the grievance is brought.

A written record of the proceedings at the hearing shall be kept, and, upon request, a copy thereof shall be furnished free of charge to the complainant and to the person against whom the grievance is brought.

7. **Hearing Procedure:** The hearing shall begin with the complainant's presentation of contentions as specified in his/her original complaint and supported by such proof as he/she desires to offer.

When the complainant has concluded this presentation, the committee shall recess to consider whether or not he/she established a prima facie case. If it determines that the contention has not been so established, it shall notify the parties to the hearing and thereupon terminate the proceedings.

If the committee determines that rebuttal or explanation is desirable, it shall so notify the parties and the hearing shall proceed. The person against whom the grievance is brought may then present in rebuttal of the complainant's contentions such testimonial or documentary proof as he/she desires to offer.

At the end of such presentation, the members of the committee shall consider the matter in executive session. They shall review the entire record and the totality of the circumstances, to determine whether the alleged conduct constitutes sexual harassment. The burden is on the complainant to satisfy the committee by majority vote that his/her contentions are true.

8. Post-Hearing Procedures When Contentions Are Not Established: If the committee determines that the complainant's contentions have not been established, the complainant may appeal this decision to the Chancellor for review by causing a written statement requesting such review to be sent to the committee chairperson within ten (10) working days after receipt of the committee's decision.

Where an appeal has been requested, the committee chairperson shall cause a copy of the original complaint, the request for the Chancellor's review, a written record of the proceedings at the hearing and the committee's decision to be delivered to the Chancellor within five (5) working days of the receipt of the request for an appeal.

The Chancellor shall make a decision and give written notice thereof to the parties within ten (10) working days after the matter has been referred to him.

9. Disciplinary Categories:

- (a) Class A - It is a Class A violation if, after investigation, it is determined that harassment occurred and included one of the following actions or actions equivalent thereto:

- 1) Verbal harassment of a sexual nature.
- 2) Unnecessary physical contact.
- 3) Actions that interfered with or were not done to help or improve a student's performance.

- (b) Class B - It is a Class B violation if, after investigation, it is determined that harassment occurred and included the following action or actions equivalent thereto:

- 1) The accused demanded favors through overt or implied intimidation or coercion.

- (c) Class C - It is a Class C violation if after investigation it is determined that harassment occurred and included one of the following actions or actions equivalent thereto:

- 1) The accused demanded sexual favors through overt or implied intimidation or coercion as a term or condition of admission, academic achievement, retention or dismissal.
- 2) The accused promised, implied, or gave special consideration or benefits in return for sexual favors.
- 3) The submission to or rejection of such conduct as stated in (a) or (b) is used as a basis for making decisions affecting grades, financial assistance, participation in university activities, job placements, or other privileges granted by the university.
- 4) Actions that are so blatantly sexual in nature that they tend to cause an immediate disruption of the academic environment.

10. Disciplinary Action:

- (a) Class A violations will result in the following disciplinary action: for the first offense, an oral reprimand; second offense, written reprimand; third offense, dismissal.

- (b) Class B violations will result in written reprimand for the first offense, dismissal for the second or repeated offenses.
  - (c) Any employee found to have committed two "Class A" and one "Class B" violations within a 12 month period may be discharge.
  - (d) Class C violations are grounds for automatic dismissal with cause.
11. Final Decision Subject to Appeal: Upon receiving the recommendation of the committee, the Chancellor shall thereafter take immediate action to impose appropriate disciplinary action and shall give written notice of his decision to the parties within five (5) working days after the matter has been referred to him.

**CODE OF ETHICS  
OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

***Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly***

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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:

- The Code identifies core values on which social work's mission is based.

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

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

- The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

- The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate

ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

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

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

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

**Value:** *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

#### **1.06 Conflicts of Interest**

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear,

appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

### **1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social

workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

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

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

### **1.09 Sexual Relationships**

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

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

their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision-making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

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

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

## **2.04 Disputes Involving Colleagues**

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

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

## **2.05 Consultation**

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

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

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

## **2.06 Referral for Services**

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

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

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

## **2.07 Sexual Relationships**

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

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

### **2.08 Sexual Harassment**

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

### **2.09 Impairment of Colleagues**

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

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

### **2.10 Incompetence of Colleagues**

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

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

### **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

## **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

### **3.01 Supervision and Consultation**

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

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

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

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

### **3.02 Education and Training**

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

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

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

### **4.05 Impairment**

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

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

### **4.06 Misrepresentation**

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

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

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

### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

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

#### **5.01 Integrity of the Profession**

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

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

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

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

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

#### **5.02 Evaluation and Research**

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

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

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

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

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

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

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and

responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

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

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





