



**Mississippi  
College**  
A CHRISTIAN UNIVERSITY

# **SOCIAL WORK PROGRAM**

## **FIELD MANUAL**

**FALL 2012**

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Dear Student,

Congratulations! You have been admitted to the Social Work Field Placement at Mississippi College. Now you begin the most exciting, challenging and difficult part of your educational experience. The content from your course work will come alive for you as you apply the knowledge, values, and skills of the generalist social work practitioner in the field setting to which you have been assigned.

The faculty of the Social Work Program again commends you on your commitment to a career in helping, and your decision to take the path less traveled! Please know that we are confident in your abilities and that we look forward with great expectations to sharing the experiences before you. In the same vein, we will be available to assist you as needed throughout the semester.

Have a wonderful semester!

Mary T. Johnston Nicholas, LMSW  
Assistant Professor and Director of Field Placement

## **Introduction to Mississippi College**

Mississippi College (MC) is a co-educational liberal arts institution offering undergraduate instruction in the arts, sciences, and professions as well as graduate training in approximately twenty degree programs. Founded in 1826, Mississippi College is the oldest college in Mississippi and the second oldest Baptist College in the United States. The university is governed by a Board of Trustees elected by the Southern Baptist Convention. Historic Baptist traditions permeate the intellectual environment of the College: individualism, freedom of thought and expression within the Judeo-Christian tradition, and emphasis on the construction of personal values, and preparation for a life of useful and progressive service.

Located in Clinton, Mississippi, Mississippi College is situated adjacent to the Jackson Metropolitan area. With a metropolitan population of more than 530,000, Jackson is the largest city in Mississippi, as well as the state capital.

The academic reputation enjoyed by Mississippi College is a strong one. Mississippi College continues to rank in the top 8% of all private non-doctoral granting United States colleges in the number of graduates who go on to earn doctoral degrees in all fields. *U.S. News & World Report* ranks Mississippi College 9th in the “Best Colleges, Best Values” category among the South’s regional universities in its 2011 “America's Best Colleges” survey. The Princeton Review ranks Mississippi College as one of 133 colleges as “Best in the Southeast” in the 2011 Best Colleges: Region by Region.

For students who have taken all of their sciences at MC, the overall acceptance rate into medical school over the past ten years is double the national average.

Furthermore, MC has been on the Honor Roll of Character Building Institutions of the John Templeton Foundation for more than 12 consecutive years.

Among its alumni, Mississippi College counts nine Woodrow Wilson fellows, two Truman scholars, one Rotary scholar, two ITT funded international fellows, at least 100 college presidents, and five state governors. One graduate served as president of the American Medical Association.

The student body at Mississippi College numbers more than five thousand students. This includes students from 39 states and 20 foreign countries. The Graduate School and the School of Law represent 36% of the student body. MC has enrolled a number of non-traditional students from the Jackson area that makes up a significant portion of the student body. A large number of students are Southern Baptist, but two dozen other faiths are also represented.

### **History of Mississippi College**

Mississippi College is governed by a Board of Trustees elected by the Mississippi Baptist Convention. Since its charter by the state legislature in 1826, the university has been on the cutting-edge of liberal arts education. Founded as Hampstead Academy in Clinton, the college was renamed Mississippi College in 1830.

Throughout its history, the university has been a private institution. In 1842, the institution was given to the Presbyterian Church, which operated the university until 1850 when it was obtained by the Mississippi Baptist Convention.

The institution was co-educational from its founding in 1826 until 1850, and in 1831 was the first such institution to award a degree to a woman. In 1942, Mississippi

College absorbed Hillman College, a female institution also in Clinton, and was again co-educational.

The Civil War wounded Mississippi College grievously. Its endowment and physical plant deteriorated, and the student body was depleted. Through considerable sacrifice, the administration, faculty, and Baptists throughout the state restored the college to its position of leadership in the post-war years. The Southern Association of Colleges and Schools accredited the institution in 1897.

During the early decades of the 20th Century, the college prospered despite the traumas of two World Wars and the Depression. During the 1920s, the budget was balanced annually, although the institution's expenditures per student exceeded standards established by the Southern Association of Colleges and Schools. In 1941, the enrollment was 500, the highest student count since 1928. During the immediate post-war period, enrollment continued to increase with 1,177 students in 1948, and a faculty and staff of eighty-three.

The college continued unprecedented growth during the 1950s and 1960s. Plant additions included the Leland Speed Library, Aven Fine Arts Building, Hederman Science Building, B.C. Rogers Student Center and several dormitories.

In the 1970s, renovation of the physical plant continued, including construction of new athletic facilities. Modification of core curriculum, academic reorganization, development of new graduate programs including an accredited School of Law, and a tradition of fiscal responsibility have been hallmarks of the 1980s.

Mississippi College was reaffirmed for accreditation by the Southern Association of Colleges and Schools in 2002. Additionally, accreditation by The Council on Social



Work Education, The American Chemical Society, The National Association of Schools of Music, The National Council for Accreditation of Teacher Education, The American Bar Association, and The National League for Nursing testified to the quality of the college's academic program.

Mississippi College has struggled, often against apparently insurmountable obstacles, to maintain a well-deserved reputation for academic excellence and scholarship. As the institution anticipates the upcoming academic year, it does so as a Christian community of scholars including more than 5,000 undergraduate, graduate, and law students, and almost 350 faculty and staff. Mississippi College is committed to continuing its vital role in meeting the transforming educational needs of the state and region.

### **Non-Discrimination Statement**

Within the university's structure as a faith-based university, the Social Work Program and faculty makes continuous efforts to promote, demonstrate professional behavior and maintain a strong value base with regard to diversity, equality, and social justice.

Students are admitted to MC and the Social Work program without regard to race, ethnicity, gender, age, creed, physically challenging conditions, political philosophy, or sexual orientation. The Social Work program embraces the University's policies on non-discrimination as exemplified in the online *2012-13 Mississippi College Undergraduate*

*Catalog:*

*Mississippi College does not discriminate on the basis of sex, race, creed, or national origin. Federal law expressly recognizes exemptions claimed by religious institutions. All inquiries and complaints should be directed to the Office of the President / Box 4001 / Clinton, MS 39058. Telephone: 601.925.3200.*

## **Mission of Mississippi College**

Mississippi College stimulates the intellectual development of its students through the liberal arts and sciences and concentrated study in specialized fields, including preprofessional and professional programs. Furthermore, the university's environment promotes the spiritual, social, emotional, and physical development of its student and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The university emphasizes those undergraduate, graduate, and professional programs, which offer opportunities for service. Additionally, the university reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences (*Mississippi College General Bulletin*).

## **Development of the College of Arts and Sciences**

The College of Arts and Sciences was established in 1982 as one facet of institution-wide academic reorganization. Dr. Glen Eaves served as Dean until 2003 when Dr. Ronald Howard was selected to serve. In June 2003, the College of Arts and Sciences divided into three schools: the School of Christian Studies and the Arts, the School of Humanities and Social Sciences, and the School of Science and Mathematics. Twelve academic departments, including the Department of Sociology, Social Work and Family Studies, provided instruction in the Fine Arts, Humanities, Religion, Natural Science, Mathematics, and Social Sciences through the College of Arts and Sciences. At that time, Dr. Deborah Pierce became the Dean of the School of Humanities and Social Sciences of which the Department of Sociology, Social Work, and Family Studies is a

part. Dr. Gary Mayfield became interim Dean for approximately a year and a half, until being appointed full-time to the position.

Faculty in the Department of Sociology, Social Work and Family Studies participated in the College of Arts and Sciences Faculty Development Program that was funded by a \$150,000 permanent endowment. This fund allowed departmental faculty to enroll for graduate courses at other institutions, and finance trips to professional meetings where costs exceeded normal travel allowances, and to underwrite research. Overall, the College of Arts and Sciences grew in student credit hours 50% from the fall of 1982 through the fall of 1989. All departments in the College experienced growth during this period, including the Department of Sociology, Social Work, and Family Studies. The Department experienced rapid growth in enrollment since 1989; comparing Fall 1989 student credit hours with Fall 1993 credit hours indicated that the Department of Sociology, Social Work and Family Studies increased by 60%, while the increase for the entire college was about 3%.

In January 2004, the College of Arts and Sciences went through a major reorganization of academic departments, in which the Department of Sociology, Social Work, and Family Studies existed. During the Fall semester of 2007, the Department of Sociology, Social Work, and Family Studies was renamed the Department of Sociology and Social Work. This development occurred during the time in which Dr. Gary Mayfield was granted the deanship position.

### **Development of the Department of Sociology and Social Work**

In the post World War II period, the Department of Sociology emerged within the academic structure of Mississippi College. The department was located in the Division

of Social Sciences, where it remained until academic reorganization created the College of Arts and Sciences in 1982. From its inception through the mid-1960s, only one or two faculty members staffed the department. An undergraduate major in sociology was offered as well a course in social welfare. By the late 1960s, the department also provided a Master of Arts program in Sociology. Dr. N. W. Carpenter served as Department Chair from 1971 to 1986 when Dr. Gary K. Mayfield assumed the position. Since 1990 Dr. James Wooten, Dr. Pete Campbell and Donoso Escobar also contributed their efforts as Chair of the Department. In 2012, Dr. Deborah Holt returned to the Department and currently serves as Department Chair.

During the early 1970s, a major in social work was instituted, and by 1979 twenty-two students declared a major in social work. To a considerable extent, the boundaries demarcating sociology and social work were weak until the early 1980s when Dr. Deborah Holt assumed the position of Social Work Program Director. In 1983, the Department of Sociology was renamed the Department of Sociology and Social Work. Throughout the 1980s to present, Sociology and Social work have become increasingly differentiated programmatically, administratively, and in terms of student identification. The Social Work Program enjoyed autonomy within the departmental structure of the institution in general and the School of Humanities and Social Sciences, specifically. The Program Director determined the social work course offerings each semester, administered the academic structure of the program and enjoyed direct access to the President, Vice President for Academic Affairs, and the Dean of the School of Humanities and Social Sciences, and performed the budgetary function for the Social Work Program.

Currently, the department is staffed by Dr. Laurie Smith Lawson, Program Director, Mrs. Mary Johnston Nicholas, Director of Field Placement, Dr. Deborah Holt, Dr. Gary Mayfield, and Dr. James W. Wooten. The Department's faculty enjoys viable professional and personal relationships, with each expressing a vigorous professional identification with his or her discipline and a genuine respect for the other discipline. The department provides programs of study leading to the B.S.W. in Social Work and a B.S. and B.A. in Sociology.

The Department strives to enhance students' exploration of self, the social environment and the interaction between individual and community, through examination and appreciation of the diversity of culture, social organization and human personality. A central thrust of the department is the analysis of social and personal dysfunction, their reciprocal influence, and the development of effective change strategies at both the micro and macro-levels of analysis. Realization of these goals is attained through a broad liberal arts curriculum, and innovative classroom instruction synthesized with "real-world experience" in practicum placements. Additionally, the department endeavors to provide expertise to the community as educators, consultants, clinicians, and researchers.

Recognizing the universality of truth, the department believes the allied, yet distinct, disciplines of social work and sociology are valuable vehicles for discovering truth. The department assumes and nurtures the dignity of all individuals, is committed to the principles of equality, justice, and freedom; and seeks to stimulate a vital interaction among faith, learning, and practice.

## **Development of Social Work Program**

Preparation of students to work in the social work profession has been an objective at Mississippi College for more than forty years. The university cooperated meaningfully with other institutions of higher education in Mississippi to establish the Pre-professional Conference on Social Work, which led to a network of educators and social work practitioners active in the 1940s and 1950s. Virtually, all of the member schools implemented social welfare or social work courses and/or social work programs.

In the early 1970s, Mississippi College expanded its efforts in social work education by instituting a social work emphasis, designed and offered by the Department of Sociology, to conform to standards established by the Council on Social Work Education. This program expansion was stimulated by student demands and requests from social work agencies in the Jackson metropolitan area.

During this time, the first Social Work Program Director was Joyce Dortch, ACSW, who later became staff assistant for the Mississippi Chapter of the National Association of Social Workers. Clark Dean, ACSW, was the second Program Director. By the late 1970s, a second full-time faculty member was added to the program, Donna Moore, ACSW, as Coordinator of Field Work. In 1979, twenty-two students were majoring in social work at Mississippi College.

Accreditation of the Social Work Program by CSWE was explored in 1980. However, this attempt was terminated because adequate resources were not available to fully develop the social work program. Mississippi College has continued to offer a well-developed, effective program in social work, which has always embraced the philosophy, values, and ethics of the social work profession. In 1982, Dr. Deborah Holt, became

Program Director and Field Coordinator. Throughout the 1980s, she functioned as the only full-time faculty in social work, although several qualified professionals were utilized on an adjunct basis. Under Dr. Holt's guidance, the program expanded in terms of student enrollment, averaging forty majors in 1985. In the fall of 1996, there were approximately sixty-two majors. Social Work graduates are now employed in a variety of practice settings and have successfully completed accredited MSW programs and PhD programs.

The college began to explore the feasibility of accreditation of the program in 1988 under the leadership of Dr. Deborah Holt; Dr. Gary Mayfield, chair of the Department of Sociology and Social Work; Dr. Glen Eaves, Dean of the College of Arts and Sciences; Dr. Charles Martin, Vice President for Academic Affairs; and Dr. Lewis Nobles, President of Mississippi College. In 1989, the program was granted eligibility status by CSWE.

Dr. Pete Campbell, ACSW, joined the faculty in 1990 as Coordinator of Field Placement. Dr. Campbell came to Mississippi College from Campbell University (NC) where he guided that Social Work Program to the candidacy phase of accreditation by CSWE. Dr. Holt continued as the Social Work Program Director. During the fall of the 1990 semester, the social work faculty implemented curricular and other program modifications to conform to CSWE guidelines. At that time, forty-two students were majoring in social work at Mississippi College.

In the fall of 1991, the Program received candidacy for accreditation from CSWE after a self study and site visit by Dr. Grafton Hull, Commissioner with the Commission on Accreditation with CSWE. In the fall of 1992, CSWE Commission on Accreditation

reaffirmed the Program's candidacy status after a site visit by Dr. Mary Cunningham, Commissioner. The Program was granted initial accreditation in 1994. Currently, the social work faculty continues to strive and build from the program's success established since the program's inception. In 2008 the Social Work Program was granted reaccreditation by CSWE for the next 8 years.

Beginning in the year 2000, after Dr. Debbie Holt's departure from Mississippi College, Dr. Pete Campbell, Donoso Escobar and Dr. Brian Anderson contributed in the growth of the Social Work Program as they worked diligently as Program Director. Providing continuance to the success of the Program since 1996, Mrs. Mary Johnston Nicholas has been a faculty member of the Social Work Program and in 2000 becoming Director of Field Placement.

The department celebrated notable program accomplishments such as over 90% of the 2007 graduating class were either admitted to graduate school and/or offered employment. Furthermore, several of the Program's graduates were granted one of the university's highest academic awards at the graduation ceremony.

In January, 2012, Dr. Laurie Smith Lawson, a 1983 graduate of the social work program, became the Program Director. Dr. Deborah Holt, became chair of the Sociology and Social Work Department.

### **Mission of the Social Work Program**

The mission of the Social Work Program at Mississippi College is to prepare students for entry level generalist social work practice with systems of all sizes and/or for continued study at the graduate level. The social work education program provides a foundation of knowledge for students with an opportunity to identify with the social work



profession in advocating for populations at-risk, promoting social justice, and social change. The Social Work Program at Mississippi College exists to provide social work education in a Christian environment that prepares students for a life of service to God and to humankind.

It is our belief that the social work education program herein described provides students not only with an opportunity for identification with the social work profession and with knowledge, values, and skills of the profession, but also with an enhanced sense of self-knowledge and awareness necessary for effective practice. The Social Work Program at Mississippi College is firmly grounded in an emphasis on family issues and the role of the family in problem development and resolution. It is our purpose to help meet the need for professional social workers in Mississippi and in this region.

The mission of Mississippi College and the mission of the Social Work Program overlap in many ways. The university seeks to encourage students to *utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others*. As students move through the Social Work Program and successfully complete the internship requirements, emphasis is placed on clarification of personal values, self-knowledge and critical thinking. Students experience an enhanced sense of self-confidence and competence, and are prepared to launch into a career of service to others. Mississippi College enjoys a traditional emphasis on service, service to God, and service to humanity. As stated in the purpose of the College, *the university emphasizes those undergraduate, graduate, and professional programs, which offer opportunities for service*. Thus, the mission of the College and the Goals of the Social Work Program

offer a blending of purpose, mission, and vision. The Social Work Program is embedded within this institutional framework.

### **Definition of Generalist Social Work Practice**

Generalist Social Work Practice is defined as a purposeful systematic procedure ordered according to six major stages including engagement, data collection, assessment, intervention, evaluation, termination, and acts as a systematic guideline for organizing the thoughts and actions of social workers as they interact with diverse systems including individuals, groups, families, and communities.

According to M. O. McMahon (2002), the social work generalist is a human service provider with broad-based skills, foundation knowledge of persons and environments, and a commitment to social work values. Special emphasis is placed upon the effects of cultural diversity, oppression, and discrimination on client functioning and the need for planned intervention. The generalist demonstrates competence with individuals, groups, families, communities, organizations, and other related systems.

### **Goals of the Social Work Program**

The goals of the Social Work Program are consistent with the Educational Policy of Council on Social Work Education (see Appendix B). Program goals include:

1. prepare students for entry level generalist social work practice with individuals, families, groups, organizations, and communities by integrating knowledge, skills, and values inherent to the social work profession
2. prepare graduates to understand and appreciate research methodology for program and practice evaluation
3. prepare graduates to understand social problems, formulate and influence social policies and social work services in diverse political contexts

4. prepare graduates who are committed to defending and promoting social and economic justice as implied in the Social Work Code of Ethics and in the ethical principles of the Judeo-Christian faith.

### **Objectives of the Social Work Program**

The objectives of the Social Work Program are consistent with the Educational Policy of Council on Social Work Education (see Appendix B). Program objectives include:

- 1.1. apply critical thinking skills within the context of professional social work practice
- 1.2. understand the value base of the profession, its ethical standards, principles, and practice accordingly
- 1.3. practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- 1.4. understand and interpret the history of the social work profession, its contemporary structures and issues
- 1.5. apply the knowledge and skills of generalist social work practice systems of all sizes
- 1.6. use supervision and consultation appropriate to social work practice
- 2.1. evaluate research studies, apply research findings to practice, and evaluate their own practice interventions
- 3.1. identify and evaluate social problems
- 3.2. analyze, formulate, and influence social policies
- 3.3. function within the structure of organizations, service delivery systems and seek necessary organizational change
- 3.4. use communication skills differently across client populations, colleagues, and communities
- 4.1. understand the forms and mechanisms of oppression, discrimination, and apply strategies of advocacy and social change that advance social and economic justice

### **Credit for Life Experience**

Credit is ***not granted*** in the Social Work Program for life experiences or previous work experience.

### **Student Rights and Responsibilities**

All students entering the Social Work Program at Mississippi College have the right:

- to be treated with dignity and respect;
- to fair and impartial treatment relative to issues of admission, continuance, and termination in the Social Work Program;
- to inclusion in the decision-making process related to curricular and program issues through the faculty/student liaison of the Association of Student Social Workers;
- to participate in the social work student organization;

Social work students have the following responsibilities:

- to uphold the NASW Code of Ethics, which mandates ethical obligations to clients, colleagues, agencies, broader society, and obligations as a professional;
- to be knowledgeable regarding curriculum and program requirements;
- to be knowledgeable of the Educational Policy of the Council on Social Work Education, which appears as (Appendix B) in the *Social Work Student Handbook*;
- to act with academic honesty as described in the *General Bulletin* and the *Mississippi College Student Handbook*;
- to be an active participant in the learning process, and in the development of the professional self, which includes values, attitudes, self-awareness, and professional skills;
- to develop the basic knowledge, values, and skills of entry level generalist social work practice;

### **Curriculum Description**

The goals of the Social Work Program are accomplished by a curriculum strongly based in the liberal arts, grounded in professional foundation content, and capped by experiential learning.

#### **Liberal Arts Base**

Students are required to take the following 46 hours of course work comprising the liberal arts base:

English - 12 hrs.  
History - 6 hrs.  
Natural Science - 7 hrs.  
Bible - 6 hrs.  
Fine Arts - 3 hrs.  
Mathematics - 3 hrs.  
Social Science - 6 hrs.  
Physical Education - 3 hrs.

### **Professional Foundation**

Professional foundation content includes the following: Human Behavior in the Social Environment, Practice, Policy, Diversity, Research, and Field. Forty-two hours of course work are required in the professional foundation:

Contemporary Social Problems - 3 hrs.  
Introduction to Social Work and Social Welfare - 3 hrs.  
Human Behavior and Social Environment - 6 hrs.  
Human Diversity and Social Justice – 3 hrs.  
Social Welfare Policy and Programs - 3 hrs.  
Generalist Practice - 12 hrs.

The experiential learning component or field experience is met by the following 12 hours of course work:

Senior Seminar - 3 hrs.  
Social Work Practicum - 9 hrs.

Students must also complete thirty hours elective credit, of which 9 hours must be social work electives. A program requirement sheet and a sample curriculum plan may be found in Appendices C and D.

The professional foundation courses offer students an introduction into the ideology of professional social work, and prepare students for beginning entry level

practice. The foundation courses represent 42 hours of course work. The objectives of the foundation areas are described below:

### **Human Behavior and the Social Environment Area Objectives**

The Human Behavior and Social Environment is composed of the following courses:

BIO 101 - Biology for Today  
BIO 103 - Human Biology  
PSY 201 - Introduction to Psychology  
PSY 423 - Abnormal Psychology  
SOC 205 - Sociology: An Introduction in Global Context  
SWK 209- Contemporary Social Problems  
SWK 333 - Human Behavior and Social Environment I  
SWK 334 - Human Behavior and Social Environment II  
SWK 422-Human Diversity and Social Justice

Objectives of the HBSE foundation area may be stated as follows:

1. to acquire a foundational knowledge of human behavior in the social environment used by a generalist social work practitioner in making assessments of interventions with individuals, families, groups, organizations, and communities.
2. to acquire knowledge of human development throughout the life span.
3. to acquire knowledge of the multiple-causative factors in the person-problem situation.
4. to acquire a knowledge and understanding of human diversity, including the effects of human oppression, discrimination with regard to race, ethnicity, gender, sexual orientation, class, and religion.
5. to acquire skills in assessing value orientation (one's own and others) as one assimilates knowledge about human behavior and the social environment.
6. to acquire an understanding of the general systems theory as a framework for viewing human behavior.
7. to develop an understanding of the influence of personal, professional and client values, in the assessment and intervention process.

### **Social Work Research Area Objectives**

The Research area is composed of the following courses:

MAT 101 - College Algebra

PSY 301 – Psychological Statistics or MAT 207 Elementary Statistics

SOC 312 - Social Science Research Methods

Objectives of the research area may be stated as follows:

1. to develop an understanding of major research methodologies, quantitative and qualitative
2. to develop a basic understanding of statistical approaches used in social work research
3. to understand the role social research plays in building the professional knowledge base
4. to acquire an understanding and appreciation of ethical issues inherent in research
5. to develop the ability to engage in research for program evaluation
6. to develop the ability to engage in research to evaluate one's own practice
7. to develop an awareness of how issues of diversity and oppression for all minorities and people of color, including women, may be improved by the scientific inquiry and knowledge building of research methods

### **Social Work Policy Area Objectives**

The policy area is composed of the following courses.

PLS 201-American National Government or PLS 202 State & Local Government

SWK 225 - Introduction to Social Work and Social Welfare

SWK 426 - Social Welfare Policy and Programs

Objectives of the Policy area may be stated as follows:

1. to develop knowledge of various models of policy analysis, and skills in applying analytical models to political, economic, and social policies
2. to develop an understanding of and sensitivity to issues of discrimination and oppression as found in policy formation, enactment or resultant effects
3. to acquire an awareness of the impact of policy development and implementation on women

4. to develop an understanding of the role of social policy and the legislative process as a source of social change
5. to understand the role played by research in social policy planning and implementation
6. to understand policy changes as a response to population changes and trends

### **Social Work Practice Area Objectives**

The Social Work Practice area is composed of the following courses:

SWK 225 - Introduction to Social Work and Social Welfare  
SWK 331 - Generalist Practice I  
SWK 332 - Generalist Practice II  
SWK 433 - Generalist Practice III  
SWK 434 - Generalist Practice IV

The objectives of the practice area are as follows:

1. to develop an understanding of the historical developments culminating in our present social welfare system, including social, cultural, and economic factors
2. to become aware of the co-relationship between the historical development of public welfare institutions and the social work profession
3. to develop an understanding of and familiarity with current social welfare programs, including groups served, eligibility requirements, benefits, funding source, and goals of service
4. acquire a knowledge and ability to use the general method of social work practice, which incorporates knowledge of human behavior and the social environment, social welfare policies, and research
5. acquire a foundation understanding, skill and ability to enter effective, purposeful, professional, problem-solving relationships consistent with a social work value base
6. appreciate that human diversity influences social workers and clients in the helping process
7. acquire skill in systematically evaluating one's own professional practice



8. acquire the ability to understand one's own values (personal and professional) and the values of others
9. develop an understanding of how social work knowledge, values, and skills are integrated into professional practice with individuals, families, groups, communities, and organizations.
10. acquire an understanding of professional ethics as they relate to practice

**NOTE: Practice courses (except *Introduction to Social Work and Generalist Practice I*) are open ONLY to social work majors who have been accepted into the Social Work Program.**

### **Social Work Field Area Objectives**

The Field Practicum area may be stated as follows:

SWK 225 - Introduction to Social Work and Social Welfare  
SWK 448 - Senior Seminar  
SWK 450 - Social Work Practicum

Objectives of the field experience may be stated as follows:

1. to cultivate knowledge, values, and skills presented in the course context so that they may be further internalized, and applied in the practice setting
2. to become familiar with the service delivery system in the community and adept at locating appropriate community resources as needed for clients
3. to further develop skills in self-assessment allowing the student to enhance self-awareness
4. to develop skills in evaluating one's own practice
5. to develop the ability to interact effectively with agency personnel and with social workers in allied agencies
6. to enhance the student's ability to develop an appropriate helping relationship with a client
7. to further the student's professional identification
8. to constructively utilize supervision
9. to further explore the interplay of personal and professional values and ethics

10. to develop skills in responding to value conflicts and ethical dilemmas in social work practice

11. to enhance the student's awareness and sensitivity to issues of diversity and oppression as they affect the helping relationship

**NOTE: Field Placement and Senior Seminar experience is open ONLY to social work majors who have been accepted into the social work program.**

## **FRAMEWORK OF FIELD PLACEMENT**

**Prerequisites for Field Placement:** Educational outcomes and competencies of the beginning level social work generalist practitioner are achieved by planned and sequential learning experiences, culminating with direct experiential practice through field education during the Spring semester of the senior year. The student will have completed the following three clusters of course work before enrollment in the placement:

1. Seventy-five percent of the core curriculum including *Human Biology, Introduction to Psychology, Sociology: An Introduction in Global Context*
2. All interdisciplinary courses including one *Social Science Research Methods* course, *State and Local Government*, and *Abnormal Psychology*
3. All Social Work courses, except the practicum, and *Senior Seminar*.

**Field Experience Structure:** SWK 448 *Senior Seminar* (three semester hours credit) and SWK 450 *Social Work Practicum* (nine semester hours credit) are taken in the Spring Semester of the Senior year. Students are placed in social service agencies (usually within a fifty-mile radius of campus).

Students work for thirty-two clock hours Monday through Thursday beginning in mid-January and ending before final examinations begin at the end of April or early May. SWK 448 is taken Friday morning. Students are required to complete 500 clock hours of field experience. A student cannot receive credit for the Field Course with less than 500

clock hours of work. Agency and school holidays are observed. However, if a student misses for reasons of illness or for personal reasons, it is expected that the time will be made up.

**Liability Insurance:** Students are required to pay a set fee to Mississippi College for professional liability insurance at the beginning of the Spring semester before their field placement begins. The program is administered by the Vice-President for Business Affairs. Student accounts are billed during registration at the Business Office. Coverage is for one year.

**Placement Process:** In the Spring Semester, usually April, of the student's Junior year and/or at the beginning of the Fall semester of the student's Senior year, the Director of Field Placement will meet with each student applying for a field placement either individually or in a group. Students complete an Application to Field Placement (Appendix F), which will be shared with potential field supervisors.

Students' interests, motivations, and aptitudes are given serious consideration in the placement process. Every effort is made to find a field placement that promotes opportunities that match the student's motivations, capacities, learning needs and goals. Students are encouraged to make a first, second, and third choice from a number of field placement options.

After an initial mutual determination by the student and Field Director of a potential field agency (e.g., must meet certain criteria to be selected -- see criteria for selection of field supervisors and field agencies in this manual), the Field Director will contact the agency to clarify the agency's continued willingness and readiness to provide a field placement. The student is then notified to contact the agency and field supervisors

to arrange an appointment. During the scheduled appointment, the potential field supervisor will give a brief orientation to the agency, its services and potential learning experiences for BSW students. The field supervisor is available to answer and discuss other questions and concerns the student may have regarding the placement.

Additionally, the field supervisors may want to discuss the student's learning background, interests, motivations, and learning needs. The supervisor will be provided with a copy of the student's application to the field before their scheduled appointment and both will have copies of the evaluation form (Appendix G).

If, after this meeting, the supervisor, student, and field director are in agreement regarding the suitability and desirability of the placement, all will sign an agreement spelling out mutual roles and responsibilities. After Spring semester registration, a date is set for the student to report for their first day of placement. If, for some reason it does not appear that a fit between student and agency is forthcoming the field director will work with the student to secure a second option, third choice, etc.

**University Orientation to the Field:** Students participate with the Program Director/Senior Seminar Instructor and Field Director for a College Orientation to field work the Friday before placements begin in January. The purpose of this orientation meeting is to review again and clarify the purpose, roles, and processes of field placement. The field manual is used as the basic guide for the orientation.

Students are provided an opportunity to discuss their questions and feelings regarding their impending placements.

**Agency Orientation for Students:** Each Field Supervisor is expected to provide a period of agency orientation within the first week of placement for the Mississippi

College Social Work student. The orientation can include but is not limited to:

1. introduction to Agency staff;
2. discussion of the philosophy and objectives of the Agency;
3. introduction to policies and procedures of the Agency; and,
4. introduction to the organization and structure of the Agency.

**Criteria for Selection of Field Supervisors:** When a social welfare or human service organization is identified as a potential organization to provide a field placement site and is in conformity with standards of the Council on Social Work Education, the Field Director contacts the agency executive or designee to discuss B.S.W. degree requirements and expectations of the field experience. It is expected that field supervisors:

1. have a M.S.W. or B.S.W. degree from an institution accredited by the Council on Social Work Education;
2. have a minimum of two years post B.S.W. or M.S.W. practice experience;
3. have a commitment to the social work profession including the embracement of its values, skills, and knowledge;
4. have sensitivity to and an appreciation of racial, ethnic, and cultural diversity;
5. have the motivation to be forever a learner;
6. be open to the unique differences in students' needs, learning styles, and maturation levels.

**Criteria for Selection of Field Agencies:** The primary concern in selecting agencies for social work field experiences is that Council on Social Work Education guidelines are followed. Therefore, field agencies should:

1. have a commitment to the Social Work profession with its values, skills, and

knowledge and to the provision of social services;

2. have a staff member with the social work supervisory qualifications and experiences detailed earlier;
3. provide opportunities for student learning of generalist social work practice with individuals, families, groups, communities, and organizations;
4. have a commitment to the racial, ethnic, and cultural diversity and to non-discrimination in its provision of resources; and,
5. agree to the conditions and mutual responsibilities outlined in the Mississippi College Social Work Program-Field Placement Agreement (see Appendix H).

**Orientation and Training Sessions for Field Supervisors:** The Mississippi College

Social Work Program may conduct orientation and training sessions annually in the

Spring. The purposes of the sessions may include:

1. acquainting supervisors with the requirements of the Social Work Program and Field Instruction;
2. receiving feedback and evaluation of the Program and Field components in order to modify and improve instruction;
3. keeping supervisors updated on changes and developments in social work education;
4. having a channel whereby the Program may become better informed about the realities and needs of the social work practice community.

Content of the sessions include a review of the Program' s:

1. Objectives
2. Outcomes
3. Expectations
4. Curriculum design
5. Admissions procedures
6. Social work values and ethics

7. Special populations (i.e., women, cultural diversity)
8. Generalist practice

The field manual is distributed to students and Field Supervisors and includes the Program-Agency Agreement, Field Placement Evaluation Forms, and Curriculum Policy Statement of the Council on Social Work Education. Additional training sessions may be planned in response to field supervisors input as well the Social Work Program's perceived needs. Continuing education credit for social work licensure is awarded to field supervisors in attendance (.1 SWU/CEU for every one contact hour).

**Evaluation of Students and Grading:** The field supervisors will evaluate students utilizing specified criteria in the mid-term and final evaluation forms. It is expected that continuous formative evaluation and feedback with the student will eventuate in the final summative evaluation at the end of the semester.

A letter grade is recommended. Students have an opportunity to respond verbally and in writing to the recommendation. The Director of Field Placement has the final responsibility of awarding the grade with the field supervisor's recommendations taken under advisement. Students may appeal the field work grade through the same procedure accorded students in their other course work.

**Other Field Supervisor-Student Concerns:** Should there be a concern of the Field Supervisor and/or the student for reasons other than those described for termination of students from the social work major, the Field Supervisor and/or the student will notify the Director of Field Placement. The Field Supervisor, student, and Director of Field Placement will consult and collaborate to seek a solution to the concerns expressed and clarify conditions for continuance in the placement. Other possible placements may be

sought by the Director of Field Placement if the concerns cannot be resolved. However, the expectation of a minimum of 500 clock hours spent in a field agency remains.

**Student Evaluation of Practicum:** Students evaluate their Practicum experience in SWK 448 *Senior Seminar*. The information gleaned from the evaluations is shared with the field agencies and is used to modify and improve field instruction.

Students are encouraged to share evaluative feedback with field supervisors throughout their field work experience and at their summative and exit evaluation. The Social Work Program, Director of Field Placement and liaison, field agency, and field instruction, should be evaluated as well as the structure, content, and processes of their field work experience.

**Student Evaluation of Practice:** It is important that professional social workers be able to evaluate their practice interventions. This practice research knowledge will enable students to improve and change methods of intervention.

The importance of evaluating practice is introduced in the first social work course - *Introduction to Social Work and Social Welfare* - and addressed in all *Policy, Practice, and Human Behavior and Social Environment* course. Content on evaluation of practice and program evaluation is more intensely studied in one *Social Science Research* courses. The Social Work Field Director and Social Science Research instructors are available for consultation and collaboration with field work agencies and supervisors in this regard.

**Practice with Diverse Systems:** To be a generalist entry-level social worker, students must develop knowledge, skills, and values related to intervention with varied systems: micro (individuals), mezzo (families and small groups), and macro (organizations and communities). Therefore, in planning students learning activities and experiences the



Director of Field Placement, field work agency and field work supervisor should make every effort to ensure that student competency be increased in working with diverse systems.

**Roles and Responsibilities:** The roles and responsibilities of the student, Social Work Program, and field agency are enumerated in the Field Placement Agreement (see Appendix H).

### **FIELD AGENCIES WHERE STUDENTS ARE EMPLOYED**

While Internships are rarely approved for students in agencies where they are employed, a plan is in place in case that situation arises. The agency would have to submit documentation that the student's field assignment is totally distinct from his/her usual duties. A different division, department, or location would be required, with staff members who are not associated to the student in a particular role in the agency. The student would not receive credit for work done in the paid position in the agency, and there must be a clear demarcation between the student's role as an employee and as an intern. These distinctions would be established during the initial visit and monitored by the field supervisor for the remainder for the semester.

## **APPENDIX A**

### **MISSION STATEMENT OF MISSISSIPPI COLLEGE (Revised March 1998)**

Mississippi College, governed by a Board of Trustees elected by the Mississippi Baptist Convention, is a private, co-educational, comprehensive university of liberal arts and sciences and professional studies dedicated to the pursuit of academic excellence. As a Christian institution, Mississippi College values the integration of faith and learning throughout the educational process.

Consistent with its Baptist heritage and relationship to the Baptist Convention, Mississippi College provides a quality Christian education for its student population. Students select the college because of the quality of its academic programs, Christian environment, and location. The college strives to recruit students who demonstrate excellence in scholarship, leadership, and church/community involvement. The majority of students come from Mississippi and other southeastern states.

Mississippi College stimulates the intellectual development of its students through liberal arts and sciences and concentrated study in specialized fields, including pre-professional and professional programs. Furthermore, the college's environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The college emphasizes those undergraduate, graduate, and professional programs, which offer opportunities for service. Additionally, the college reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences.

Mississippi College is committed to excellence and innovation in teaching and learning. The college seeks to employ and retain faculty who are dedicated to teaching/learning and advising students, who support and engage in scholarship and creative activities that advance knowledge, and who seek to continue their own professional development. The college also seeks to employ and retain staff and administrators who are equally dedicated to supporting these efforts. Furthermore, the college selects employees who reflect Christian values and a commitment to service. Mississippi College is an equal opportunity employer in accordance with Title VII and applicable exemptions.

## **APPENDIX B**

### **COUNCIL ON SOCIAL WORK EDUCATIONAL POLICY**

#### **1. Purposes**

##### **1.0 Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

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

##### **1.1 Purposes of Social Work Education**

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

##### **1.2 Achievement of Purposes**

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.

- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. Structure of Social Work Education**

### **2.0 Structure**

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

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

### **2.1 Program Renewal**

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. Program Objectives**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### **3.0 Foundation Program Objectives**

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives.

Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies. Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **3.1 Concentration Objectives**

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **3.2 Additional Program Objectives**

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## **4. Foundation Curriculum Content**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### **4.0 Values and Ethics**

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

### **4.1 Diversity**

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

### **4.2 Populations-at-Risk and Social and Economic Justice**

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

### **4.3 Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational,

and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### **4.4 Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### **4.5 Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation.

Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.

#### **4.6 Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### **4.7 Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised,



coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

### **5. Advanced Curriculum Content**

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

**APPENDIX C**  
**Mississippi College**  
**Social Work Program Requirements**

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

Accepted into Program: \_\_\_\_\_ Anticipated Graduation: \_\_\_\_\_

<u>Core Curriculum (46 hours)</u>	<u>Sem.</u>	<u>Grade</u>
<b>English (12 hours)</b>		
_____ ENG 101 English Composition (3 hours)	_____	_____
_____ ENG 102 English Composition (3 hours)	_____	_____
_____ ENG 211 World Masterpieces (3 hours)	_____	_____
_____ ENG 212 Survey of British Literature (3 hours)	_____	_____
_____ ENG 213 Survey of American Literature (3 hours)	_____	_____
_____ ENG 099 Writing Proficiency Exam (WPE) (0 hours)	_____	_____
**Students who fail the WPE may enroll in English 299 & must earn a "C" or better		
**Students may select any (2) of the following: ENG 211, ENG 212, and/or ENG 213		
<b>History (6 hours)</b>		
_____ HIS 101 History of Western Civilization (3 hours)	_____	_____
_____ HIS 102 History of Western Civilization (3 hours) or	_____	_____
_____ HIS 103 World Civilization I (3 hours)	_____	_____
_____ HIS 104 World Civilization II (3 hours) or	_____	_____
_____ HIS 211 History of the United States (3 hours)	_____	_____
_____ HIS 212 History of the United States (3 hours)	_____	_____
<b>Bible (6 hours)</b>		
_____ BIB 110 Introduction to the Old Testament (3 hours)	_____	_____
_____ BIB 120 Introduction to the New Testament (3 hours)	_____	_____
<b>Social Sciences (6 hours)</b>		
_____ PSY 201 Introduction to Psychology (3 hours) and	_____	_____
_____ SOC 205 Sociology: An Introduction in Global Context (3 hours)	_____	_____
<b>Fine Arts (3 hours)</b>		
_____ ART 125 Art Appreciation (3 hours) or	_____	_____
_____ MUS 125 Music Appreciation (3 hours) or	_____	_____
_____ THE 125 Introduction to Theatre (3 hours)	_____	_____
<b>Science (7 hours)</b>		
_____ BIO 101 Biology for Today (3 hours) or	_____	_____
_____ CHE 111 Chemistry in American Life (3 hours) or	_____	_____
_____ PHY 104 Physics for Today (3 hours) and	_____	_____
_____ BIO 103/104 Human Biology (3 hours) with Lab (1 hour) or	_____	_____
_____ BIO 203/204 Human Anatomy and Physiology I with Lab (4 hours)	_____	_____
**One of the above science courses must accompany a lab course		
**BIO 101 and BIO 203 cannot be used in combination to meet core requirement		
<b>Mathematics (3 hours)</b>		
_____ MAT 101 College Algebra (3 hours) or	_____	_____
_____ MAT 105 Contemporary Mathematics (3 hours) or	_____	_____
_____ MAT _____ (Higher Level)	_____	_____
_____ **CSC 114-required for those students initially enrolled before Fall 2007	_____	_____

**Physical Education Activity Courses (3 hours)**

_____	KIN 123 Fitness for Life (2 hours) and/or	_____	_____
_____	KIN 124 Nutrition for Well-Being (1 hour) or	_____	_____
_____	PED _____	_____	_____
_____	PED _____	_____	_____
_____	PED _____	_____	_____

<b>Chapel (as specified)</b>	<b>Sem.</b>	<b>Sem.</b>	<b>Sem.</b>	<b>Sem.</b>
_____ Freshmen-(0-23 hrs.)..... (4 semesters)	_____	_____	_____	_____
_____ Sophomore-(24-53 hrs.)..... (3 semesters)	_____	_____	_____	_____
_____ Junior-(54-83 hrs.)..... (2 semesters)	_____	_____	_____	_____
_____ Senior (84 hrs. or more).....(1 semester)	_____	_____	_____	_____

**Social Work Concentration (54 hours)****Sem.    Grade****Interdisciplinary Required Courses (12 hours)**

_____ PLS 201 Amer. National Govt. or PLS 202 State & Local Government (3 hours)	_____	_____
_____ PSY 423 Abnormal Psychology (3 hours)	_____	_____
_____ SOC 312 Social Science Research Methods (3 hours)	_____	_____
_____ PSY 301 Psychological Statistics or MAT 207 Elementary Statistics (3hrs)	_____	_____

**\*\* One of the above stats courses must be taken prior to enrolling in SOC 312****Social Work Required Courses (42 hours)**

_____ SWK 209 Contemporary Social Problems (3 hours)	_____	_____
_____ SWK 225 Introduction to Social Work and Social Welfare (3 hours)	_____	_____
_____ SWK 333 Human Behavior and Social Environment I (3 hours)	_____	_____
_____ SWK 334 Human Behavior and Social Environment II (3 hours)	_____	_____
_____ SWK 331 Social Work Practice I (3 hours)	_____	_____
_____ SWK 422 Human Diversity and Social Justice(3 hours)	_____	_____
_____ SWK 426 Social Welfare Policy and Programs (3 hours)	_____	_____
_____ SWK 332 Generalist Practice II (3 hours)	_____	_____
_____ SWK 433 Generalist Practice III (3 hours)	_____	_____
_____ SWK 434 Generalist Practice IV (3 hours)	_____	_____
_____ SWK 448 Senior Seminar (3 hours)	_____	_____
_____ SWK 450 Social Work Practicum (9 hours)	_____	_____

**\*\*SWK majors must earn a "C" or better in all required SWK courses prior to entering field placement.****Electives (30 hours) – (9) hours MUST be SWK electives)**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**\*\*SWK majors must earn a "C" or better in all SWK courses****Social Work Courses Required Sequence (four semesters)**

<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Fall</u></b>	<b><u>Spring</u></b>
SWK 225 (if not taken prior)	SOC 312	SWK 426	SWK 448
SWK 333	SWK 334	SWK 433	SWK 450 (9 hours)
PSY 301 or MAT 207	SWK 332	SWK 434	
(if not taken prior)	SWK 422		
PSY 423 (if not taken prior)			
SWK 331			

**Revised: March 2012**

**APPENDIX D**  
**SAMPLE SOCIAL WORK CURRICULUM PLAN SCHEDULE**

**FRESHMAN**

<b>Fall</b>	<b>Spring</b>
English Comp I	English Comp II
World or American History I	World or American History II
Natural Science	Human Biology
Old Testament	New Testament
Fine Arts	Math
Physical Education	Physical Education

**SOPHOMORE**

<b>Fall</b>	<b>Spring</b>
English Lit	American Lit
Sociology: An Introduction in Global Context	State and Local Government
Elective	Intro to Psychology
Elective	Contemporary Social Problems
Physical Education	Intro to Social Work & Soc Welfare
Elective	Elective

**JUNIOR**

<b>Fall</b>	<b>Spring</b>
HBSE I	HBSE.II
Statistics (Math or Psy)	Social Science Research Methods
Abnormal Psychology	Generalist Practice II
Generalist Practice I	Human Diversity and Social Justice
Elective	Elective
Elective	Elective

**SENIOR**

<b>Fall</b>	<b>Spring</b>
Generalist Practice III	Senior Seminar
Generalist Practice IV	Field Practicum
Social Welfare Policy and Programs	
Elective	
Elective	

**130 Total Hours Required for Graduation**  
**Note: Courses are three semester hours unless otherwise noted.**

## **APPENDIX E**

### **COURSE SEQUENCING SHEET**

Each social work course is built on foundation courses that provide content necessary to maximize the learning process. As such, the sequence in which courses are taken is critical. To facilitate appropriate sequencing of courses, this sheet provides a guide for course completion. To enter required social work classes, the following courses **MUST** be completed as indicated:

SWK 225 Introduction to Social Work and Social Welfare

SWK 209 Contemporary Social Problems  
SOC 205

SWK 333 Human Behavior and Social Environment I  
BIO 101      BIO 103      SOC 205      PSY 201

SWK 334 Human Behavior and Social Environment II  
SWK 333      PSY 423

SWK 331 Generalist Practice I  
SWK 225      SWK 333

SWK 420 Stratification: National and International Perspectives  
SWK 225      SWK 333

SWK 426 Social Welfare Policy and Programs  
SWK 225    PLS 201 or 202

SWK 332 Generalist Practice II  
SWK 225      SWK 331      SWK 333

SWK 433 Generalist Practice III  
SWK 331      SWK 332      SWK 333      SWK 334

SWK 434 Generalist Practice IV  
SWK 331      SWK 332      SWK 333      SWK 334

SWK 448 Senior Seminar  
Completion of all required Social Work courses

SWK 450 Field Practicum  
Completion of all required Social Work courses

## APPENDIX F

### MISSISSIPPI COLLEGE SOCIAL WORK PROGRAM APPLICATION TO FIELD PLACEMENT

#### I. General Personal Data

1. Name \_\_\_\_\_
2. Home Address \_\_\_\_\_ Telephone \_\_\_\_\_
3. School Address \_\_\_\_\_ Telephone (cell) \_\_\_\_\_
4. Do you commute? \_\_\_\_\_ From (place) \_\_\_\_\_
5. Birthdate \_\_\_\_\_ Age \_\_\_\_\_
6. Are you married? \_\_\_\_\_ If you have children, how many? \_\_\_\_\_
9. Give an estimate of your grade point average:  
Overall \_\_\_\_\_ In Social Work \_\_\_\_\_

#### II. Work Experience

List previous work experiences including volunteer work, summer and part-time and length of experience ( i.e., 1 month; 2 months; 1 year; etc.).

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#### III. Experiences related to helping and counseling

1. Of the outstanding good helper you recall, what characteristic made them so?
2. Of the outstanding poor helper you recall, what characteristic made them so?
3. List newspapers and magazines that you read with regularity.

4. What books have had a significant influence on your life or your thinking?

5. What part do the fine arts play in your life?

6. What church activities do you engage in?

7. Have you been on active duty in military service?

8. Describe any other employment that you consider has contributed to your qualifications for social work.

9. Below, check area in which you have had experience:

\_\_\_\_\_ Caring for children and youth

\_\_\_\_\_ Working as teacher (substitute or regular)

\_\_\_\_\_ Teaching in church school

\_\_\_\_\_ Working as counselor (youth camp, conference, etc.)

10. Record activities, memberships, offices, and honors below if not specified elsewhere in this resume.

a. Activities

b. Honors

c. Memberships

IV. Please check the top five preferences of the following social work interest areas.

\_\_\_\_\_ health care  
\_\_\_\_\_ social services

\_\_\_\_\_ probation and parole  
\_\_\_\_\_ veterans services

<input type="checkbox"/> foster care	<input type="checkbox"/> military social work
<input type="checkbox"/> group homes	<input type="checkbox"/> employee assistance program
<input type="checkbox"/> mental retardation	<input type="checkbox"/> parent-adolescent counseling
<input type="checkbox"/> private practice	<input type="checkbox"/> alcohol and drug rehab
<input type="checkbox"/> medical social work	<input type="checkbox"/> unwed mothers service
<input type="checkbox"/> pediatric social work	<input type="checkbox"/> travelers aid
<input type="checkbox"/> aging	<input type="checkbox"/> Christian counseling
<input type="checkbox"/> families and children	<input type="checkbox"/> Salvation Army
<input type="checkbox"/> psychiatric social work	<input type="checkbox"/> mental health centers
<input type="checkbox"/> industrial social work	<input type="checkbox"/> day care
<input type="checkbox"/> school social work	<input type="checkbox"/> halfway houses
<input type="checkbox"/> adoptions	<input type="checkbox"/> substance abuse programs
<input type="checkbox"/> church related social work	<input type="checkbox"/> Bureau of Indian Affairs
<input type="checkbox"/> family services	<input type="checkbox"/> crisis intervention
<input type="checkbox"/> occupational vocational	<input type="checkbox"/> suicidal prevention services
<input type="checkbox"/> play therapy with children	<input type="checkbox"/> marital mediation
<input type="checkbox"/> adult services	<input type="checkbox"/> advocacy
<input type="checkbox"/> oncology	<input type="checkbox"/> consultation
<input type="checkbox"/> clinical social work	<input type="checkbox"/> supervision
<input type="checkbox"/> marriage counseling	<input type="checkbox"/> child abuse
<input type="checkbox"/> parent-child counseling	<input type="checkbox"/> spouse abuse
<input type="checkbox"/> single parent services	<input type="checkbox"/> sex abuse
<input type="checkbox"/> social work education	<input type="checkbox"/> criminal delinquency
<input type="checkbox"/> research	<input type="checkbox"/> prisons
<input type="checkbox"/> administration	<input type="checkbox"/> hospital social services
<input type="checkbox"/> group work	<input type="checkbox"/> family life education
<input type="checkbox"/> community organization	<input type="checkbox"/> corrections
<input type="checkbox"/> group child care	<input type="checkbox"/> rural social work
<input type="checkbox"/> grief counseling	<input type="checkbox"/> hospice
<input type="checkbox"/> therapeutic camping	<input type="checkbox"/> vocational rehabilitation
<input type="checkbox"/> juvenile probation	<input type="checkbox"/> adult probation
<input type="checkbox"/> private inpatient psychiatric hospital	<input type="checkbox"/> public outpatient psychiatric
<input type="checkbox"/> hospital	

other: please list



## APPENDIX G

### FIELD PLACEMENT-STUDENT EVALUATION MIDTERM/FINAL

Please check one: \_\_\_\_\_ Midterm \_\_\_\_\_ Final

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Telephone \_\_\_\_\_

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

This evaluation will be an important indicator of the student's performance in the course and will become a part of his or her permanent file. Please rate the student's demonstrated performance relating to each of the following criteria. Place a number 1 to 6 beside each criterion based as follows:

- |                |                                |
|----------------|--------------------------------|
| 1 - superior   | 4 - marginal                   |
| 2 - good       | 5 - poor                       |
| 3 - acceptable | 6 - no opportunity to evaluate |

#### I. Development of Professional Self

##### A. Values and Attitudes:

- \_\_\_\_\_ Maintains non-blaming attitude
- \_\_\_\_\_ Demonstrates respect and concern for all people
- \_\_\_\_\_ Refrains from imposing own values on others
- \_\_\_\_\_ Permits self determination
- \_\_\_\_\_ Is receptive to new ideas
- \_\_\_\_\_ Handles confidential material appropriately
- \_\_\_\_\_ Demonstrates acceptable professional behavior based upon NASW Code of Ethics
- \_\_\_\_\_ Guided by social work ethics and values in relationship with a diversity of clients, especially ethnics, minorities of color, and women

##### B. Self-awareness:

- \_\_\_\_\_ Recognizes his or her own feelings and attitudes
- \_\_\_\_\_ Handles own feelings and attitude appropriately
- \_\_\_\_\_ Uses self in a disciplined way in interaction
- \_\_\_\_\_ Recognizes difficult areas in doing a task
- \_\_\_\_\_ Seeks help when needed
- \_\_\_\_\_ Able to accept and make use of constructive criticism
- \_\_\_\_\_ Demonstrates ability to recognize and deal effectively with own biases and prejudices
- \_\_\_\_\_ Able to behave in a non-discriminatory way

### C. Professional Skills:

- \_\_\_\_\_ Distinguishes between personal, professional, agency, and student roles
- \_\_\_\_\_ Applies theories and intervention techniques from academic courses to practice
- \_\_\_\_\_ Is an active participant in the conference time with the field supervisor?
- \_\_\_\_\_ Organizes and carries through tasks
- \_\_\_\_\_ Actively seeks out new learning experiences
- \_\_\_\_\_ Helps express, define and redefine own learning goals
- \_\_\_\_\_ Transfers learning from one experience to another
- \_\_\_\_\_ Demonstrates ability to clearly communicate feelings and/or ideas
  - \_\_\_\_\_ Orally                      \_\_\_\_\_ Non-verbally                      \_\_\_\_\_ Written

## II. Working with Client Systems

### A. Assessment of the problem(s):

- \_\_\_\_\_ Perception of client(s) current needs
- \_\_\_\_\_ Perception of client(s) current feelings
- \_\_\_\_\_ Perception of client(s) current interactions
- \_\_\_\_\_ Perception of client(s) significant past life experiences as related to current behavior and problem(s)
- \_\_\_\_\_ Determines necessary information for assessment
- \_\_\_\_\_ Actively seeks needed information
- \_\_\_\_\_ Accurately assesses the client's capacity and desire toward change
- \_\_\_\_\_ Identifies resources for and constraints against change
- \_\_\_\_\_ Formulates explicit assessment statements
- \_\_\_\_\_ Considers problems present on personal, interpersonal and environmental levels
- \_\_\_\_\_ Can document his or her assessment
- \_\_\_\_\_ Overall assessment skills as revealed in verbal and written evidence

### B. Intervention

- \_\_\_\_\_ Establishes, clarifies, maintains, and manages an effective purposeful helping relationship
- \_\_\_\_\_ Formulates realistic goals and intervention plan with the client system
- \_\_\_\_\_ Is able to distinguish between personal reaction to client system and professional responsibility
- \_\_\_\_\_ Maintains a professional response to hostile, aggressive or otherwise troublesome client behavior
- \_\_\_\_\_ Is able to start where the client system perceives the need/problem
- \_\_\_\_\_ Is able to provide practical support to client system when appropriate
- \_\_\_\_\_ Demonstrates appropriate expressions of empathy
- \_\_\_\_\_ Recognizes and responds appropriately to:
  - \_\_\_\_\_ Verbal communication                      \_\_\_\_\_ Non-verbal communication

- \_\_\_\_\_ Recognizes incongruity between verbal and nonverbal communications when present
- \_\_\_\_\_ Works with individual, groups, organizations outside the client system to intervene/plan for change
- \_\_\_\_\_ Acts as an advocate for a client system where appropriate
- \_\_\_\_\_ Demonstrates ability to evaluate practice intervention and goal accomplishment
- \_\_\_\_\_ Prepares the client for termination

### III. Functioning Within Agency

- \_\_\_\_\_ Arrives at agency promptly and at assigned times
- \_\_\_\_\_ Calls if unable to come to agency due to illness or emergency
- \_\_\_\_\_ Presents a professional appearance consistent with agency dress code
- \_\_\_\_\_ Follows directives and completes assignments as outlined by supervisor
- \_\_\_\_\_ Demonstrates an understanding of agency policy and services
- \_\_\_\_\_ Makes appropriate use of agency resources for client systems as well as own learning
- \_\_\_\_\_ Demonstrates understanding of agency procedures to provide service
- \_\_\_\_\_ Complies with agencies' method for recording
- \_\_\_\_\_ Participates appropriately in agency meetings
- \_\_\_\_\_ Demonstrates an ability to relate appropriately to support staff as well as other agency professionals
- \_\_\_\_\_ Demonstrates ability to participate effectively in program evaluation

IV. This student will soon graduate. Would you recommend him or her for employment as a B.S.W. entry level professional social worker?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Not sure (explain on back)

Recommended final grade for practicum \_\_\_\_\_

## APPENDIX H

### FIELD PLACEMENT AGREEMENT

This agreement is to recognize the cooperative nature of field placement between the Social Work Program of Mississippi College and the Social Service Agencies who accept our students for the practicum experience.

Agreement between: The Social Work Program  
Department of Sociology and Social Work  
Mississippi College  
Clinton, MS 39058

**and**

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

Address \_\_\_\_\_ Telephone \_\_\_\_\_

#### **Responsibilities of the Mississippi College Social Work Program**

*The College will:*

1. provide the Agency with information that states the objectives, policies, and content of the Social Work Program and the field placement courses;
2. provide the Agency with information about the student's academic background, work and volunteer experience, learning goals for field instruction, career goals as well as personal interests and skills;
3. cooperate with the students and the Agency to assign student(s) and to set the direction for learning goals and objectives (The Agency makes the final decision regarding acceptance of a student);
4. provide performances evaluation forms for students to be completed by the Agency Field Supervisor at the semester's end;
5. provide a Field Director for on-going assessment/consultation with the Agency Field Supervisor regarding the student's progress;
6. provide a weekly seminar on campus for all field placement students to integrate the field experience with previous course content;
7. assume the responsibility for evaluating the overall performance of the student and assigning the semester grade;
8. assume the responsibility for final approval of all Agencies and Field Supervisors participating in the field placement component of the Social Work Program;
9. observe rules of confidentiality as understood within the framework of social work education in all matters related to field instruction.
10. ensure that assigned students have purchased professional liability insurance with limits of at least \$1,000,000/\$3,000,000.

***The Agency will:***

- The Field Supervisor will:*

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## APPENDIX I

### FIELD SUPERVISOR EVALUATION OF PROGRAM EFFECTIVENESS

Please rate the following statements below regarding Mississippi College Social Work Program's effectiveness in preparing social work students to enter their field work placement, using the following scale:

- 1 - Strongly Agree
- 2 - Agree
- 3 - Neither Agree nor Disagree
- 4 - Disagree
- 5 - Strongly Disagree

#### Areas of Content in the Social Work Curriculum:

1. Students are prepared in the area of social work values and ethics.

1                      2                      3                      4                      5

2. Students are prepared in the area of human diversity and the effects of oppression.

1                      2                      3                      4                      5

3. Students are prepared in the area of social work practice.

1                      2                      3                      4                      5

4. Students are prepared in the area of human behavior and the social environment.

1                      2                      3                      4                      5

5. Students are prepared in the area of social research.

1                      2                      3                      4                      5

6. Students are prepared in the area of social welfare policies and programs.

1                      2                      3                      4                      5

7. Students are prepared to enter the field placement.

1                      2                      3                      4                      5

Specifically related to practice, were students prepared to:

8. Relate comfortably with clients who have different values or lifestyles, or who behave in ways that are labeled as deviant by the dominant society

1                      2                      3                      4                      5

9. Accurately recognize feelings in client communication

1                      2                      3                      4                      5

10. Clarify purposes, role, and agency function and establish a mutual contract

1                      2                      3                      4                      5

11. Engage clients in a helping relationship

1                      2                      3                      4                      5

12. Gather data related to client needs and concerns

1                      2                      3                      4                      5

13. Make appropriate assessments

1                      2                      3                      4                      5

14. Help clients select goals

1                      2                      3                      4                      5

15. Plan and implement appropriate interventions

1                      2                      3                      4                      5

16. Make referrals by linking clients with other appropriate resources

1                      2                      3                      4                      5

17. Accept the authority of the professional role and make difficult decisions without abusing power and control over the client

1                      2                      3                      4                      5

18. Use research concept in the analysis, planning and evaluation of practice

1                      2                      3                      4                      5

19. Handle terminations with clients in an appropriate manner

1                      2                      3                      4                      5

20. Question and think critically about programs, theories, and alternative approaches in intervention efforts

1                      2                      3                      4                      5

Please comment on areas that you see as strengths of the Social Work Program at Mississippi College.

Please comment of areas that you see as in need of improvement in the Social Work Program at Mississippi College.

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



**APPENDIX J**  
**STUDENT EVALUATION OF FIELD AGENCY AND SUPERVISOR**  
**SOCIAL WORK PRACTICUM - SWK 450**

Student's Name \_\_\_\_\_

Name of Agency \_\_\_\_\_

Name of Practicum Supervisor \_\_\_\_\_ Spring 20 \_\_\_\_\_

1. To what extent did you participate in drafting an individualized contract?

1	2	3	4	5
low				high

Comment

2. Did your practicum supervisor provide regular (at least weekly) supervisory conferences?

Yes                  No

3. Was supervisory time used constructively?

1	2	3	4	5
low				high

Comment

4. To what extent did your practicum supervisor help you to integrate practicum experience with the knowledge and skill base in social work?

1	2	3	4	5
low				high

Comment

5. To what extent did your practicum supervisor help you to increase your understanding of social work values?

1	2	3	4	5
low				high

Comment

6. To what extent did you feel accepted by the staff at your placement?

1	2	3	4	5
low				high

Comment

7. To what extent did you feel that your assignments were appropriate for a practicum student?

1	2	3	4	5
low				high

Comment

8. Were you given an appropriate orientation to the agency?

Yes	No
-----	----

Comment

9. To what extent were you allowed to exercise initiative and creativity?

1	2	3	4	5
low				high

Comment

10. Were you given appropriate help in organizing your work?

Yes                      No

Comment

11. Were you given sufficient help in the art of communicating?

Yes                      No

Comment

12. Were appropriate reading materials made available to you?

Yes                      No

Comment

13. To what extent do you feel your evaluation reflected your performance?

1	2	3	4	5
low				high

Comment

14. What are two things your practicum supervisor did to aid your learning and you would like to see continued?

1.

2.

15. What two things would you suggest the practicum supervisor do to improve the practicum experience for future students?

1.

2.

---

Student's Signature

## **APPENDIX K**

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

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

#### **Preamble**

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

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

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

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

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

#### **Purpose of the NASW Code of Ethics**

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

professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

## **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships,

integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

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

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

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

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

### ***1. Social Workers' Ethical Responsibilities to Clients***

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

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



### **1.03 Informed Consent**

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

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

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

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

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

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

### **1.04 Competence**

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

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

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

### **1.05 Cultural Competence and Social Diversity**

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### **1.06 Conflicts of Interest**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in whom 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, age, marital status, political belief, religion, and mental or physical disability.

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

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

with client well-being.

#### **2.04 Disputes Involving Colleagues**

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

#### **2.05 Consultation**

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

#### **2.06 Referral for Services**

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

#### **2.07 Sexual Relationships**

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



## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

## **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

(d) When necessary, social workers that 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 whom 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 which 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 that are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor

strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

#### ***4. Social Workers' Ethical Responsibilities as Professionals***

##### **4.01 Competence**

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

##### **4.02 Discrimination**

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

##### **4.03 Private Conduct**

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

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

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

##### **4.05 Impairment**

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

#### **4.06 Misrepresentation**

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

#### **4.07 Solicitations**

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

#### **4.08 Acknowledging Credit**

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

### ***5. Social Workers' Ethical Responsibilities to the Social Work Profession***

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

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession.

These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

## **5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## ***6. Social Workers' Ethical Responsibilities to the Broader Society***

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to



the greatest extent possible.

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

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

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

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

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