

Field Education Manual

Bachelor of Social Work Program



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Welcome to SW 408 Field Placement

Field placement represents a milestone of accomplishment and an opportunity for learning and growing professionally and personally while making a difference in the lives of others. For students, it is a time to apply in an organizational setting the knowledge, values, and skills gained in the classroom as a means to integration, internalization, and mastery. For Field Instructors, it is an opportunity to contribute in the professional development of a colleague.

NAU Social Work Department Mission

The profession of Social Work is dedicated to promoting: human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (Council on Social Work Education, 2015, p. 5).

The mission of Northern Arizona University's BSW Program, aligned with the mission of the NAU Social Work Department and grounded in the history, purpose, and values of the profession, is to educate competent generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

Our generalist focus is grounded in social work knowledge, values, skills, and cognitive and affective processes; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social, economic, and environmental justice; and service with vulnerable and underserved populations locally, regionally, and globally.

Northern Arizona University's BSW Program is firmly rooted in, consistent with, informed, and shaped by 1) the purpose and values of the Social Work Profession; 2) the mission and purpose of Northern Arizona University and College of Social and Behavioral Sciences, and 3) its regional context.

CSWE Competencies

Council on Social Work Education (CSWE) – Educational Policy and Accreditation Standards (2015 EPAS):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

BSW Program Goals

The goals of the Northern Arizona University BSW program are:

1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally. (Competencies 2, 6, 7, 8, and 9)
2. To promote identification with the profession continued professional development, and development of knowledge and skills for generalist social work practice. (Competency 1)

3. To provide service to the community and promote human rights, social, economic, and environmental justice. (Competency 3)
4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing. (Competency 4)
5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective. (Competency 5)

Social Work Department Philosophical and Theoretical Framework

The Learning Path (Berger, 1993), Student Learning Tasks for Professional Development (Loganbill, et al., 1982; Garrison, 1989), and Developmental Phases of Change (Loganbill, et al., 1982; Marks & Garrison, 1996; Garrison, 1984) provide a philosophical and theoretical framework for understanding the significance, focus, process, and desirable outcomes of Field Placement. This understanding will enable all participants in the field education experience to structure, support, and engage in the learning/teaching process in a way that fosters professional development specific to the learning needs and challenges of social work students.

There are a number of ways that knowledge, values, and skills for generalist social work practice can be presented to promote holistic learning. The Learning Path is especially useful in attending to the affective, spiritual, behavioral, and cognitive processes of learning and in sequencing and presenting knowledge, values and skills for development of professional competency. The components of the learning path (introduction, association, involvement, application, integration, internalization, and contribution), student learning tasks, and developmental phases of change are presented in Appendix B.

Purpose of Field Placement

The purpose of field placement is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their competencies as generalist social workers. Field Education is the component of the Social Work Curriculum designed to make real the behavioral incorporation of knowledge, values, and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students' learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

Field Learning Outcomes

The learning outcomes are written within the framework of the goals outlined above and the understanding that generalist social work includes foundation knowledge, internalization of professional values, and the application of these areas into practice. For each outcome, students are expected to demonstrate behavior that reflects their mastery of this content as measured by the agency report, journals, process recordings, assessment assignment, student self-evaluation, and the designated evaluation of student performance in field placement. Individualized strategies for meeting the learning outcomes will be determined contractually between the student, the Faculty Field Liaison, and the Field Instructor at the onset of the semester of the field placement.

The Field Learning Outcomes are:

Competency 1: Demonstrate Ethical and Professional Behavior (BSW Program Goal 1, 2)
Behaviors

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice (BSW Program Goal 1, 2, 3)

Behaviors

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (BSW Program Goal 3)

Behaviors:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice (BSW Program Goal 4)

Behaviors:

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice (BSW Program Goal 5)

Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)
Behaviors

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Field Placement Models

The Social Work Department, in recognition of varying student interests and geographical location considerations, offers two types of field placement models. Students may select either of the field placement models in consultation with their academic advisor and the Field Education Director. Students are required to complete 480 clock hours in an agency setting.

Concurrent Field Placement

Social work students selecting this model participate in an agency at the same time they are taking course work on campus. Students are in their field placement settings for a minimum of 18 hours week (240 clock hours per semester) for which they earn 6 credit hours per semester. Typically, concurrent placements occur in the Fall and Spring semesters of the senior year. The actual days and times students work in their field placement settings are negotiated between the field instructor and student with approval of the Faculty Field Liaison. Students are required to arrange with their field instructors for scheduled absences in advance of the expected absence.

Block Field Placement

This model is available for students who have completed all Social Work cognate, major, and requisite courses and wish to enroll in field placement for an entire semester. The advantage of the block model is that it frees students from formal course work in order to participate full-time in an agency setting. This not only provides for a very intense field learning experience, but it also allows for field placements outside the immediate areas surrounding the Mountain campus.

In electing the Spring or Fall Block placement model, students commit themselves to an agency for a minimum of 35 hours (480 clock hours for semester) for 15 weeks for which the students are granted 12 credits.

In electing a Summer Block placement model, students are expected to be at placement for 40 hours a week for 12 weeks to complete the required 480 clock hours.

Students may select either of the field placement models in consultation with their academic advisor and the Field Education Director.

Range of Field Placements

The cultural diversity of the state and southwestern region offer an exciting context for field placements and provide sites for federal, state, tribal, county, municipal, voluntary, and private placement settings. Many of our students want to be placed in agency settings in remote rural and/or tribal settings. The Social Work Field Education Program is committed to utilizing these agencies to provide diverse and quality experiences for our students.

The Field Education Director maintains a listing of approved field placement agencies. The student may select from these agencies or consult with the Field Education Director about alternative settings. One of the responsibilities of the Field Education Director is to continually develop new field sites and resources for our students.

Field Placement Requirements

The Social Work Field Placement is seen as the bridge between students' college careers and their social work professional careers. This is a period of application, experimentation, learning, unlearning and relearning before beginning professional generalist social work practice. Therefore, before a social work student can be approved for field placement, the following conditions must be met:

1. The student must have formally applied and been accepted as a Social Work Major.
2. The student must have an overall GPA of 2.25.
3. The student will have attained senior status and have completed SW 321 with a grade of **B** or better. In addition, for block placement, the student will have completed all required cognate, requisite, and major courses.
4. The student will attend a Field Placement application orientation and follow the procedures for applying for field placement.
5. The student must agree to adhere to the agency rules and regulations as they apply to the field placement.
6. The student will not be placed in an agency of current employment without prior approval of the Field Education Director. Students requesting a place of employment internship must complete the BSW Employment Based Request. Please reference Appendix B. The following criteria are used to determine the appropriateness of a student placement with an agency in which currently employed:
 - a. Field instruction is provided by a person with the BSW or MSW degree is not the same person as the paid report to.
 - b. The tasks and activities associated with the student's field placement are clearly separated and differentiated from the tasks and activities of the student's current employment and are documented in the Field Placement Learning Contract.
 - c. The tasks and activities available to the student must meet the field placement requirement of engagement in planned change activities with diverse populations across system levels.
 - d. The agency administration agrees to the arrangement with a statement of acknowledging the role differences between employee and field placement student, and an understanding that the purpose of field placement is for student learning, development, and mastery of generalist social work

competencies while engaging in tasks and activities designed to meet the Social Work Department Field Education Learning Outcomes.

7. The student will participate in the Field Seminar offered concurrently with field placement.
8. No academic credit will be given to social work students for life or work experiences.
9. Students are required to complete a minimum of 480 clock hours in a field placement setting. The student may register for as few as 6 credits or as many as 12 credits of SW 408 in any given semester, with a total of 12 credit hours required. The approximate breakdown of agency hours to credit equivalence is as follows:

<u>Credits</u>	<u>Total Clock Hours/Semester</u>
6	240 minimum
12	480 minimum

Policy for International Social Work Field Placements

The NAU Social Work Department in conjunction with the NAU Center for International Education is open to helping students who may be interested in an international field internship experience. Recognizing that human needs transcend national boundaries and that social work has a long-standing tradition of global response, our social work program believes that international placements can be of benefit to the student and the international community. Advantages of an international placement include gaining knowledge, cultural competence and experiences that will aid the student in working abroad as well as working with immigrants and refugees in the U.S. in a wide variety of settings. Students may also experience personal growth that influences their professional practice.

International internships are a privilege, not a right for students, and will be considered on an individual basis. The Social Work Field Education retains the right at all stages of the placement process to deny a student access to or continuation of an international placement.

Investigative Stage:

Student interested in an international block field placement will need to consider the following before pursuing this as a possibility:

- The student must be admitted to the program and have completed all academic requirements except for SW 408, and SW 498c Senior Seminar. Student may complete SW 498c on-line during the international placement with the approval of the capstone instructor.
- The student must have a cum GPA of 3.5.
- The ideal student would have previous international travel or volunteer experience but this is not required.
- The ideal student is mature, responsible, possesses solid communication skills and is able to follow through on all necessary steps in a timely manner.
- The SW Field Education Director and SW Faculty will be assessing academic strengths, and professional skills that include cultural competency, ability to work independently, maturity, and flexibility.
- The student must recognize that this is not a simple immersion program but requires students to engage in professional practice experiences in fulfillment of the requirements of the NAU Social Work Program and CSWE. An internship abroad typically involves working full time at an agency. While students may also do some

traveling, and sightseeing, the focus is on developing professional skills, and knowledge through the practicum work at the organization.

Application Process:

The process for establishing and adequately preparing for an international internship can be lengthy; therefore, a great deal of lead-time is important.

The process for international placement exploration should begin ideally one calendar year prior to the time of expected field placement and will follow these steps:

- Students must first meet with the Center for International Education and complete the necessary paperwork for GRIP (Global Research and Internship Program)
- The student must complete the standard Social Work Field Placement Application
- Student must complete additional International Field Placement Application
- Meet with the SW Field Director to discuss their goals and interests

The Field Education Director will review the applications and may ask for social work faculty input. Students will be notified of whether or not they may move forward in the process within 4 weeks of the application being received.

Locating a Site:

The NAU Social Work Department works closely with the Center for International Education to determine possible appropriate placement sites. Locating an acceptable site with the capacity to host international students and provide on-going social work supervision can be challenging. The Center for International Education will be instrumental in assisting with this process. The student must be willing to work with both the Field Education Director and the Center for International Education.

The Social Work Field Education Director will need to have direct contact with the proposed Agency/Field Instructor to determine appropriateness of setting, educational opportunities, and ability of the agency to communicate and complete necessary field requirements and paperwork. The proposed international site must meet all the requirements as outlined in the Field Education Manual, and be willing to communicate directly with the Social Work staff throughout the student's field placement. International placement require a BSW or MSW as the field instructor.

Potential Risks:

Every effort will be made to secure a safe, and professional site for social work students however due to the fact that our communication with the site is only via phone or electronic communication the student must be aware that they are assuming some risk in this endeavor.

Application Procedures for Field Placement

Social Work students must fulfill the following before enrolling in SW 408 Field Placement:

1. Check with their academic advisor for specific requirements and assessment of preparedness for field placement. The requirements for field placement outlined above must be met.
2. Attend a Field Placement Application orientation. These are offered through the fall semester and in the first week of SW 355.
3. Complete an **Application for Social Work Field Placement** form (see time deadlines below). Field Placement Applications are available online at <https://nau.edu/social-work/field-education/>
4. Schedule an appointment to meet with the Field Education Director to review the completed application for Social Work Field Placement and discuss placement preferences prior to being matched with a recommended placement

agency and Field Instructor. Students may provide the Field Education Director with a list of potential field placement settings not currently identified as an approved field placement agency. **The Field Education Director will initiate all contacts with potential field placement settings.**

5. The Field Education Director will match student preference with the availability of approved field placement resources and notify the student and agency of the recommended match. Included in the notification of the recommended placement to the agency will be a copy of the student's resume and the student's responses to questions 1-4 on the application form.
6. Upon receiving notification of the recommended placement, the student will initiate contact with the recommended field placement agency to schedule an interview with the Field Instructor and other agency representatives as required by the agency. For the student and agency, this step is considered as similar to an employment interview. The Field Instructor or designated agency representative will notify the Field Education Director of the outcome of this interview.
7. The student will receive confirmation of the agency placement by the Field Education Director.

Time deadlines for the above procedure are as follows:

Student Applications Due

For a placement starting Spring semester	April 1
For a placement starting Summer semester	November 1
For a placement starting Fall semester	February 1

Criteria for Selection of Field Placement Agencies

Before a field agency and agency field instructor are approved to serve as a field placement setting, the BSW program shall complete an assessment of the agency and the prospective Field Instructor. The agency assessment should be conducted with the agency executive director or his/her delegated representative. The agency assessment addresses the following:

1. compatibility of the agency's philosophy of service with the BSW Program educational objectives;
2. evidence of adherence to social work values and ethics, and to non-discriminatory personnel and service policies;
3. size and scope of service programs providing breadth, diversity and depth in learning opportunities; if the range of learning experiences as required by the curriculum is not available, supplemental experiences within another setting should be planned in order to fulfill the educational objectives;
4. evidence of acceptance of, respect for, and commitment to the goals and educational focus of the BSW Field Education Program by:
 - a. providing a qualified field instructor with knowledge of the roles and responsibilities associated with the function; or, consenting to a campus-based field instructor sanctioned to carry out field instruction functions;
 - b. ensuring time and workload availability on the part of the designated Field Instructor for effective supervision and professional learning, including participation in Social Work Field Education orientations, briefings and developmental experiences. It is expected that a minimum of one hour a week of formal student supervision will be provided;
 - c. providing the Field Instructor with appropriate tasks, client systems and other learning opportunities for assignment to the student;

- d. granting appropriate autonomy to enable the student in accomplishing tasks;
 - e. making available to the student information necessary to achieve learning outcomes and carry out field placement responsibilities;
 - f. engaging the student in staff and committee meetings;
5. acceptance of students without discrimination as to ethnic origin, race, age, gender, gender identity, sexual orientation, political belief, physical disability, and/or religion;
 6. providing adequate physical facilities for effective student learning - desk space, telephone access, computer access, office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and appropriate meeting facilities for the delivery of professional services;
 7. availability as a resource for student placements on a continuing or as needed basis.

Standards of the Field Education Program

The NAU Social Work Department seeks to implement the curriculum policy statement established by the Council of Social Work Education by setting forth the division of responsibility between the field agency and the school for the administration of Field Education and by the establishment of criteria for the selection of field settings and the appointment of field instructors. The NAU Social Work Department acknowledges the vital role carried by the field organization and Field Instructor in the professional educational experience. The NAU faculty is committed to this partnership in delivering a cooperative program of professional excellence. It dedicates its energies and resources to this end.

Primary responsibility for implementing these standards is assigned to the Field Education Director. The faculty will assist the Field Education Director in fulfilling Faculty Liaison functions, as assigned, and will be responsible to the Field Education Director for the effective discharge of this vital responsibility.

A. Responsibilities of the Field Agency and University

The division of responsibility in the field program involves a high degree of cooperation between the participating units. Involved in this inter-system linkage relationship are: the field agency and Field Instructor on the one hand and the Social Work Department, Field Education Director, Faculty Field Liaisons, and students on the other. This structure is designed to provide the student with a professional educational experience of the highest quality. In general, the division of responsibility among and between the participants is as follows:

1. To collaborate in long and short term planning and implementation of the educational program for the student in the agency in accordance with the Social Work Department competencies and procedures for field placement necessary to ensure a high quality professional educational experience at the agency.
2. The selection of the Field Instructor is a collaborative effort of the field placement agency and the NAU Social Work Department to ensure that the Field Instructor selected meets program criteria.
3. The Social Work Department maintains the privilege to visit the field placement agency regarding student process and progress in the achievement of Social Work Department competencies and to provide consultation to the agency in the planning and selecting of learning experiences which are consistent with the program's curriculum and competencies.

4. The Social Work Field Education program will elicit and consider suggestions from the field placement agency regarding Field Education processes and procedures, and curriculum enhancement.
5. Through this two-way communication and consultation system mutuality of purpose and process is established.

B. Field Placement Agency Selection

Before a field agency and agency field instructor are appointed, the BSW program shall complete an assessment of the agency and the prospective Field Instructor. The agency assessment should be conducted with the agency executive director or his/her delegated representative. The agency director will complete the **Agency Information Form** that serves as a record of the agency services and learning opportunities for student selection. The agency assessment addresses the following:

1. compatibility of the agency's philosophy of service with the BSW Program educational goals and competencies;
2. evidence of adherence to Social Work values and ethics, and to non-discriminatory personnel and service policies;
3. size and scope of service programs providing breadth, diversity and depth in learning opportunities; if the range of learning experiences as required by the curriculum is not available, supplemental experiences within another setting will be identified in order to fulfill the educational goals and competencies;
4. evidence of acceptance of, respect for, and commitment to the goals and educational focus of the BSW Field Education Program by:
 - a. providing a qualified field instructor with knowledge of the role and responsibilities associated with the function; or, consenting to a qualified field instructor from outside the agency sanctioned to carry out field instruction functions;
 - b. ensuring time and workload availability on the part of the designated Field Instructor for effective supervision and professional learning, including participation in BSW Program orientation, briefing and developmental experiences. It is expected that a minimum of 1 hour a week of formal student supervision will be provided;
 - c. providing the Field Instructor with appropriate tasks, clients and other learning opportunities for assignment to the student;
 - d. granting appropriate autonomy to enable the student in accomplishing tasks;
 - e. making available to the student information necessary to carry out learning outcomes and field placement responsibilities;
 - f. engaging the student in staff and committee meetings;
5. acceptance of students without discrimination as to ethnic origin, race, age, gender, gender identity, sexual orientation, political belief, physical condition, and religion;

6. providing adequate physical facilities for effective student learning - desk space, telephone access, office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and appropriate meeting facilities for the delivery of professional services;
7. availability as a resource for student placements on a continuing or as needed basis.

C. Criteria for Selection of Field Instructors

Capacity for field instruction requires the ability to adapt social work practice knowledge, values, and skills to teaching. The prospective field instructor will submit a current Resume to the Field Education Program. The following criteria are used in selecting the Social Worker who will assume the responsibilities of a field instructor:

1. a BSW or MSW degree. If an equivalent instructor is appointed, ongoing responsible contact with a professional Social Worker must be maintained and made available to the student for the purpose of providing professional role identification and connections to social work knowledge, values and skills. Provisions for exceptions to the Social Work degree are based upon the recognition that in many underserved, reservation, and rural areas, degreed social workers are not always available. In order to fulfill the program's purpose of serving the northern and southwest regions of Arizona by providing social work professionals to work in the area, it is often necessary to place a student in a community or locality in which there are no degreed social workers. Our experience has been that when students are placed in distant rural communities for their fieldwork, they are more likely to stay in the community for employment. The primary thrust of field placement is toward quality learning and competent generalist social work practice. While field instruction by qualified MSW or BSW persons is desired, practice innovations may entail opportunities in settings and localities where neither an MSW nor a BSW is available, particularly in rural areas. When this occurs, the Field Instructor is required to have a minimum of a Master's degree in a closely related field such as counseling or psychology and the Faculty Field Liaison assumes responsibility for ensuring the reinforcement of social work knowledge, values, and skills. This is accomplished through contacts by the Faculty Field Liaison with the student in addition to the routine field liaison visits with the student and agency based instructor.
2. demonstrated capacity to assume responsibility for the teaching of students as evidenced by professional competence in social work practice; identification with the profession; effectiveness in the creative use of agency function and structure;
3. motivation for field instruction as demonstrated by the desire to participate in the instruction of students in accordance with the philosophy and educational objectives of the curriculum of the NAU Social Work Department;
4. ability to conceptualize, illustrate, and communicate concepts, theories, principles, and processes of generalist social work practice;
5. evidence of ability to work with a variety of students regardless of age, religion, gender, political belief, race and ethnic background, sexual orientation, and/or physical condition;
6. time available to students and the Social Work Department for the purpose of carrying out the responsibilities of field instruction which includes educational assessment and performance evaluation, planning of learning experiences and the scheduling of ongoing educational supervisory conferences;
7. participate in BSW Field Education Program orientation and training programs to become familiar with the BSW educational outcomes and requirements and the process of teaching social work students in field placement.

D. Agency Criteria for Placement Students

Many field placement agencies, especially those that work with children and vulnerable populations, require employees and students to meet background and health criteria. Students may be required by the agency to be fingerprinted for the purposes of a background check, to be tested for tuberculosis, and submit to drug testing. Agencies reserve the right to not accept students who do not meet their background, health, or drug free criteria. Please refer to the Social Work Department Fingerprint policy in Appendix h. Students who anticipate concerns or challenges with this policy are encouraged, early in their social work academic career, to discuss their concerns with their advisor and the Field Education Director so arrangements for placement in a setting that does not require background or health criteria.

E. Professional Behavior

The student is expected to demonstrate initiative and assume responsibility for his/her own learning and practice. In field placement, students are expected to behave in a way that reflects their accountability to the community, the field placement agency, and their client systems. The student is expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit professional behavior in interactions and activities with client systems and in meeting field placement requirements such as: hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and observing confidentiality.

Respect for the principle of confidentiality requires that no information be discussed with anyone except field placement personnel or with other persons who have a professional responsibility for the material. Permission of the agency must be obtained before agency material is used for class/seminar purposes. When specific client system material is discussed in class or seminar, names and other identifying material must be disguised. Full names must not be used; use of an arbitrary initial or pseudonym is recommended.

Guidelines for the Use of Social Media

Social media channels, such as Facebook, Twitter, YouTube, Instagram, Snapchat and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are not followed. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As an emerging social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your professional image (the professional self you develop that guides your social work values and ethical standards) extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic Oath to “first do no harm”, it is imperative

to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, explore with your field instructor what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

In addition, to help facilitate these important conversations the following topics are discussed at the Field Education Orientation and ongoing trainings with Field Instructors.

1. What are the agency guidelines regarding the use of Facebook and who can you friend?
2. What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?
3. Can I check my personal social media accounts during the field hours?

It is important to review social media guidelines with your field instructor and seek to identify other ethical standards that are applicable in your field placement setting. As a social work student and emerging professional, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

*Adapted from UNC-Chapel Hill School of Social Work

F. Non-Discrimination and Sexual Harassment Policies

Northern Arizona University Social Work Department does not discriminate on the basis of age, race, ethnicity, religion, political belief, national origin, gender, gender identity, veteran status, sexual orientation, or physical or mental condition. Northern Arizona University and the Social Work Department deploras, condemns, and will act energetically to prevent and stop sexual harassment as a special form of abuse. Any incidents of discrimination and sexual harassment, as with all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incident(s) occur. Those who, for personal reasons, choose not to mention the incidents to the person(s) having such responsibility are urged to discuss the incident(s) with the Social Work Department Chair, Field Education Director if the incident occurred in field placement. Northern Arizona University has formal procedures for reporting and addressing non-discrimination and sexual harassment complaints. The University policy can be accessed at <file:///C:/Users/jdf257/Downloads/SyllabusPolicyStmts2-2014.pdf>

G. Liability Insurance

All students whose field placement is necessary in order to meet degree requirements, including all social work students enrolled in SW 408, are covered by liability insurance carried by the University as long as the student is performing within the course and scope of his/her responsibilities as authorized. An agency may request the University provide proof of insurance (Certificate of Insurance). To make such a request, the agency must provide a letter specifying its insurance requirements including type and dollar amount of coverage.

Should a field placement agency be unwilling to grant students approval to practice within that agency without University based or additional insurance, coverage is available to the student through the NASW Student Professional Liability Insurance Program for a fee. Agencies requiring additional coverage should be aware that students often are without additional financial resources and may need help with the costs associated with securing additional insurance.

H. Evaluation and Grading

It is expected that evaluation of the student's learning and performance will be an ongoing process throughout field placement. However, the formal evaluation process differs because of its focus on an overview and understanding of all levels of student performance and learning. Thus, formal evaluation provides the student with a perspective on change and achievement as a generalist social worker and helps make learning more conscious as it requires explicit assessment of performance.

The course is graded P/F. Students will be graded on the successful completion of the course assignments and an evaluation of their learning and performance in placement as indicated on the SWEAP Evaluation FFPAL: Field/Practicum Placement Assessment Instrument. This instrument will be sent to the Field Instructor at Midpoint and Final. The instrument is to be completed on-line, and both the Field Instructor and student must provide a signature. A grade of "F" will be assigned for students who do not complete the assignments as designated or who do not demonstrate expected level of meeting Field Placement learning outcomes. The Field/Practicum Placement Assessment Instrument that is administered via the Social Work Education and Assessment Project (SWEAP) will measure learning outcomes. It is expected that the formal evaluation will be a mutual, shared process involving the student and any persons involved in assigning and/or guiding activities related to the student's field placement. The Field Instructor is responsible for initiating and facilitating that mutual process.

While the NAU Faculty Field Liaison is ultimately responsible for assigning the student's grade for SW 408, it is required that this be done in consultation with the student and the Field Instructor. In the event of differing perspectives held by the student and his or her field instructor, the NAU Faculty Field Liaison is responsible for reviewing performance and concerns and for assigning the grade. If the student disagrees with any part of the written evaluation, s/he may note in the comments sections those areas of disagreement.

The signatures at the end of the written evaluation indicate that the persons involved with the student (including the student) in the field placement have participated in the evaluation process, even if there may not be agreement on points contained therein.

I. Procedures for Termination of a Student from a Field Agency

A request for the termination of a student from a field placement agency may be initiated by the student, the Field Instructor or the agency representative.

1. At the Request of the Agency

In the event the request is made by the Field Instructor, Task Instructor, or the agency representative, the following steps are to be followed as a means for decision making:

- a. The Field Instructor, during the course of the field placement, communicates with the student, her/his concerns as to the unsatisfactory nature of the student's performance or work.
- b. The Field Instructor communicates his/her concern regarding the student to the NAU Faculty Field Liaison and those persons within the agency who are involved in the placement and work activities of students, e.g. agency executive and/or Task Instructor. The Faculty Field Liaison alerts the Field Education Director (or the Social Work Department Chair if the Field Education Director is the Faculty Field Liaison) of the presenting concerns. Concurrent with this step, the Faculty Field Liaison solicits feedback from the student's advisor.
- c. A meeting will be held with the student, the Field Instructor, the Faculty Field Liaison, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain the facts and afford the opportunity for all parties involved to raise their concerns, and to explore additional options for resolution of the situation.
- d. In the event the situation is not resolved the matter will be referred to the Field Education Director or the Social Work Department Chair if the Field Education Director is serving in the role as Faculty Field Liaison.
- e. The student, field agency, Faculty Field Liaison or Field Education Director, at any point, may ask the Social Work Department Coordinator to assist in the review process.
- f. Steps "b" to "e" are to be completed in a period not to exceed three weeks.
- g. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the removal of the student from the original field placement agency and the availability of field placement options. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the Social Work Department Academic Performance Review: Guidelines for Retention and Termination.

2. At the Request of the Student

In the event the request is made by the student, the following steps will be taken as a means for decision making:

- a. The student initially discusses the situation with the Field Instructor.
- b. Following the discussion with the Field Instructor with the issue not being resolved, the student consults with the Faculty Field Liaison regarding the issues involved, and the rationale for the decision to be placed elsewhere. The Field Education Director (or Social Work Department Coordinator if the Field Education Director is the Faculty Field Liaison) is alerted as to the impending situation.
- c. If after such consultation the matter is not resolved, the Faculty Field Liaison convenes a meeting of the student, the Field Instructor, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain all the facts, to afford the opportunity for all parties involved to voice their concerns, and to serve as a basis for decision-making.
- d. If the concern has not been resolved to this point, the Field Education Director, in consultation with the student and Faculty Field Liaison or Social Work Department Coordinator, will proceed with making a decision in the matter.
- e. The student, Field Instructor, Faculty Field Liaison, or Field Education Director, at any point, may ask for the Social Work Department Coordinator to assist in the review process.
- f. Steps "b" to "e" are to be completed in a period not to exceed three weeks.
- g. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the student's request for removal from the original field placement agency and availability of field placement opportunities. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the Social Work Department Academic Performance Review: Guidelines for Retention and Termination.

3. Appeal:

The student has the right to appeal the decision made as a result of this process being followed. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Social Work and then to the Dean, College of Social and Behavioral Sciences. If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance may be made to the Associated Students Executive

Roles and Responsibilities of Field Participants

University: Field Education Program Coordination

The Social Work Department assumes the following specific responsibilities in relation to the Field Education Program:

1. identify a Field Education Director and Faculty Field Liaisons, available to the field placement agency and the Field Instructor for providing each with the Social Work curriculum objectives and for learning about the field placement agency's functions and services. The Field Education Director and Faculty Field Liaisons are seen as on-going consultants to the Field Instructor and field agency in the selection and planning of learning experiences which are consistent with the Field Education Program objectives and developmental needs of the student. Additionally, the Field Education Director and Faculty Field Liaisons provide monitoring consultation to the Field Instructor regarding student's progress in the achievement of these objectives;
2. with agency consent, select students for particular placements and furnish to the agency pertinent information concerning the student selected;
3. orient field instructors to the BSW curriculum and the role of the field placement within the total program;
4. provide a faculty member to serve as a liaison with each agency;
5. provide on-going education for field instructors as needed;
6. provide opportunities for field instructors to be involved with the development of the field component of the educational program, including invitations to participate in committees, Social Work Department Advisory Board, and task force groups;
7. provide guidelines for content of field instruction for BSW students;
8. provide guidelines for the formal evaluation of student's field performance in accordance with objectives and content indicated;
9. evaluate agencies in terms of their appropriateness and effectiveness as field learning sites for the program;
10. evaluate the appropriateness of field agencies as placement sites and the performance of field instructors based on student and faculty liaison feedback.

University: Faculty Field Liaison

A member of the NAU Social Work Department faculty or community social worker is assigned to consult with field instruction personnel in every agency in which a student is placed for field education. The faculty liaison meets three (3) times (beginning, middle, end) with field instructors and students to provide educational direction for the field placement.

The responsibilities of the Faculty Field Liaison are to:

1. interpret the social work curriculum and assist in the design of student activities and assignments in relation to the student's field placement;
2. monitor the student's field processes and assignments to ensure compatibility with the Social Work Department objectives and Field Education outcomes;
3. review and provide feedback on student journals, agency report, and other records or written assignments, as necessary, to monitor student progress and learning;
4. nurture and support field instruction;
5. finalize formal evaluation processes of student learning and performance and assign the grade;
6. facilitate resolution of conflicts between student, Field Instructor, Field Agency, and/or Field Education Program;
7. participate in the evaluation of Field Instructors, Field Agencies, and the Field Education Director;
8. serve the Program by bringing agency-derived knowledge and practice to the attention of the Program;
9. participate in on-going processes and development of the Field Education Program and activities with Field Education Director; attend Field Education Program activities.

Agency: Administration

Field education is a partnership between the NAU Social Work Department and field agencies selected for their willingness and appropriateness to provide experiential learning opportunities for BSW students. The importance of the collaborative nature of this partnership and the support of the agency administration cannot be overemphasized.

Agency administration assumes the following specific responsibilities upon requesting and subsequently accepting an undergraduate social work student in placement:

1. provide a description of agency functions, services provided, learning opportunities available to students, and instruction available; and, to update this information as needed;
2. adhere to non-discriminatory personnel and service policies;
3. determine the number of students the agency can serve based on the agencies resources and availability of qualified personnel to serve as Field Instructors;
4. provide a qualified field instructor as set forward in the standards and guidelines for the field education program;
5. structure the workload of employees selected as field instructors to provide the time required for field instruction and attendance at Social Work Department Field Instruction Orientation and training seminars;
6. provide an appropriate work-space for the student and supplies needed to accomplish assigned tasks;

7. provide experiential learning opportunities that will enable the student to develop the competencies necessary to become a BSW generalist social worker.

Agency: Field Instructor

The Field Instructor fills a vital and central role in the field education process. The success of the placement for any particular student rests heavily on the knowledge, skills, values, and commitment of the Field Instructor.

The responsibilities of the designated Field Instructor are to:

1. interview the selected student(s) for mutual determination of appropriateness of match of student and agency;
2. orient the student to the agency: its policies, programs and services, and procedures;
3. carry out in field placement instruction the philosophy, function and services of the agency in accordance with the agencies policies and procedures;
4. plan and implement the educational program for each student in accordance with the Social Work curriculum objectives and procedures for field placement;
5. provide a minimum of 1 hour of formal supervision/field instruction to the student each week in addition to informal conferences, as needed, for the student to proceed independently with assignments;
6. with student input, select assignments that are designed to meet the field placement and student learning objectives;
7. collaborate with the student and Faculty Field Liaison in completing the written contract (**Social Work Field Placement Contract**) which specifies student learning objectives, identification of tasks and assignments for achieving each objective and methods for monitoring student progress;
8. submit a current Resume to the Field Education Director;
9. monitor student progress toward the achievement of objectives and provide direct and specific feedback to him/her;
10. assist in the process of setting up conferences with the Faculty Field Liaison as requested;
11. meet with the Faculty Field Liaison and the student in conference and provide information requested regarding work assignments and the student's progress toward meeting objectives;
12. notify the Faculty Field Liaison of any substantial difficulties that develop in the placement which may eventually require NAU Social Work Department intervention. Even if the concern is resolved without Faculty Liaison involvement, s/he will be better prepared to respond if given information regarding the conflict as soon as possible;
13. complete, in consultation with the student, the written evaluations of student performance and return to the Faculty Field Liaison on or before the dates required;
14. provide general feedback to the Faculty Field Liaison or Field Education Director regarding the operation of the Field Education Program, field placement, agency/Field Instructor needs, and student needs;

15. report any major injuries, accidents, or harm by a client system to a student or by a student to a client system to the Field Education Director in written form.

Agency: Task Instructor

The Task Instructor is an agency based staff member who works collaboratively with the Field Instructor in assigning student tasks and activities, and monitoring student performance on those tasks. In some instances, the Task Instructor may be more directly involved than the Field Instructor with the student in her/his daily activities and provides a vital link between student's practical experience and the educational direction of that experience which is a responsibility of the Field Instructor.

The responsibilities of the Task Instructor are to:

1. participate in interviewing the selected student(s) for mutual determination of appropriateness of match of student and agency;
2. participate in the orientation of the student to the agency;
3. participate in the development of the student's learning contract;
4. identify and select, with the student and Field Instructor, activities and assignments related to student's learning contract;
5. provide the student with administrative and supportive supervision of agency related tasks and assignments;
6. provide the student with regular informal and periodic formal feedback regarding performance;
7. participate in Field Education Program orientations and training programs sponsored by NAU Social Work Department;
8. participate in completing the written evaluations of student performance;
9. provide general feedback to the Faculty Field Liaison or Field Education Director regarding the operation of the Field Education Program, field placement, agency/Task Instructor needs, and student needs;
10. submit a current Resume to the Field Education Director;

Student: Rights And Responsibilities

Despite varying degrees of experiences and skills, all students who enter the NAU Social Work Department are adult learners who are expected to take an active role in planning and implementing their learning experiences in the field placement.

Students have the following rights in relation to field placement:

1. a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;

2. a clear statement of learning and performance expectations from NAU Social Work Field Education Program;
3. an orientation to field placement and to the field agency, staff, and service programs;
4. consistent professional and educational field instruction throughout the course of the field placement that would include constructive feedback, evaluation, and supportive resources;
5. an opportunity for diverse learning experiences to enable application, integration, and internalization of classroom content with field placement activities;
6. respect and ethical treatment by field instructors and faculty including being available in crisis situations, engaging in regular supervisory conferences, and advocating for appropriate and challenging placement assignments;
7. an opportunity to engage in an evaluation of performance as a field placement student.

* Student Rights adapted from: Schneck, D. (1994). What social work students should know about field instruction. The New Social Worker, Fall, 10 – 12.

The student assumes the following specific responsibilities in relation to field placement:

1. provide information regarding learning needs and placement preferences to the Field Education Director;
2. follow established procedures for application to field placement;
3. once notified of recommended placement, initiate the pre-placement interview with the agency Field Instructor;
4. familiarize himself/herself with and abide by agency policies and regulations as well as with those of NAU Social Work Department;
5. report promptly to the agency on scheduled field days and serve all hours required, consulting with the Field Instructor regarding any needed changes in schedule;
6. provide detailed accounts of practice experiences and samples of work to the Field Instructor and Faculty Field Liaison as requested;
7. prepare for and participate actively in field instruction supervisory conferences;
8. attend and actively participate in field seminar and in any individual or group conferences called by the Field Education Director and Faculty Field Liaison;
9. abide by the NASW Work Code of Ethics at all times and in so doing, protect confidentiality of client systems when required to present case material from placement in class or other team process;
10. complete placement assignments on time, including reading and recording tasks;
11. complete an evaluation of the placement agency as a learning site and the Field Instructor as a teacher at the end of field placement using the Student Evaluation of Field Placement form;
12. complete an evaluation of the Field Education Program, Field Education Director and/or the Online Field Coordinator, and Faculty Field Liaison using the Student Evaluation of the Field Education Program form;

13. take responsibility for discussing with either the Field Instructor or Faculty Field Liaison concerns that develop regarding field placement and/or the quality of the learning experience and to follow established procedures for managing identified concerns.

Field Seminar

Each student is expected to participate in a field seminar that will be conducted by the Field Education Director, Online Field Coordinator or Faculty Field Liaison and held concurrent with the field placement.

The purpose of this seminar is to provide students with a systematic and organized way for integrating academic and practice experiences, and exchanging information from the field setting in order to gain a wider exposure to the many kinds of agencies and services available. BSW students are required to attend this seminar in conjunction with their field placement.



**Northern Arizona University
College of Social and Behavioral Sciences
Department of Social Work
Bachelor of Social Work Program**

Syllabus

II. General Course Information:

Course Title:	SW 408 Field Placement
Course Timing:	Concurrent or Block
Course Credits:	6 or 12 Semester Credits
Course Instructor:	Office: Phone: Email:
Course Prerequisite:	Senior Social Work Major Status SW 321 with a B or better
Course Text:	Field Education Manual (2018) Northern Arizona University Social Work Program, Flagstaff, AZ.
Catalog Description:	Educationally focused and directed application of the knowledge, values, and skills of generalist social work in practice settings. Pass/Fail only
Course Description:	Field education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized. Field placement makes learning direct, immediate, and personal. With this service learning experience, students grow in self-awareness and develop a sense of professional identity and competence.
Instruction Methods:	Direct supervision in an agency setting, seminar, small group discussion, and technology.

II. CSWE Competencies:

Council on Social Work Education (CSWE) – Educational Policy and Accreditation Standards (2015 EPAS):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

III. BSW Program Goals:

The goals of the Northern Arizona University BSW program are:

1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally. **(Competencies 2, 6, 7, 8, and 9)**
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice. **(Competency 1)**
3. To provide service to the community and promote human rights, social, economic, and environmental justice. **(Competency 3)**
4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing. **(Competency 4)**
5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective. **(Competency 5)**

IV. Student Learning Outcomes:

By the end of the semester, the student is expected to:

Competency 1: Demonstrate Ethical and Professional Behavior (BSW Program Goal 1, 2)

Behaviors

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice (BSW Program Goal 1, 2, 3)

Behaviors

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (BSW Program Goal 3)

Behaviors:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice (BSW Program Goal 4)

Behaviors:

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice (BSW Program Goal 5)

Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (BSW Program Goal 1, 2)

Behaviors:

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

V. Course Structure and Processes and Policies

The Northern Arizona University Social Work Program has ultimate responsibility for the administration of Field Education and for all decisions affecting the student such as grades, course credit hours, field placement clock hours, and student withdrawal. The Field Education Director is the Social Work Program designee for carrying out these responsibilities. The student will be assigned a Faculty Field Liaison who will make regular visits to the agency and will monitor the student's experience, learning, and performance in the field placement course.

Professional Behavior:

In accordance with the Academic Performance Standards for Admission, Retention, and Graduation, the student is expected to demonstrate initiative and assume responsibility for her or his own learning and practice. In field placement, students are expected to behave in ways that reflect their accountability to their client systems, the field placement agency, and the community. The student is expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit professional behavior in interactions and activities with client systems and in meeting field placement requirements such as hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and respecting privacy and observing confidentiality.

Respect of privacy and the principle of confidentiality require that no information about client systems is discussed with anyone except field placement personnel, other persons who have a professional responsibility for the information, or for whom consent is provided by the client system. Permission of the agency is required before agency material is used for class or field seminar purposes. When specific client system information is discussed in class or field seminar, names and other identifying information will be disguised. Full names are not to be used; use of an arbitrary initial or pseudonym is recommended.

Evaluation and Grading:

It is expected that evaluation of the student's learning and performance will be an ongoing process throughout field placement. However, the formal evaluation process differs because of its focus on an overview and understanding of all levels of student performance and learning. Thus, formal evaluation provides the student with a perspective on change and achievement as a generalist social worker and helps make learning more conscious as it requires explicit assessment of performance.

The course is graded P/F. Students will be graded on the successful completion of the course assignments and an evaluation of their learning and performance in placement as indicated on the SWEAP Evaluation FFPAL: Field/Practicum Placement Assessment Instrument. This instrument will be sent to the Field Instructor at Midpoint and Final. The instrument is to be completed on-line, and both the Field Instructor and student must provide a signature. A grade of "F" will be assigned for students who do not complete the assignments as designated or who do not demonstrate expected level of meeting Field Placement learning outcomes as measured by the Field/Practicum Placement Assessment Instrument. It is expected that the formal evaluation will be a mutual, shared process involving the student and any persons involved in assigning and/or guiding

activities related to the student's field placement. The Field Instructor is responsible for initiating and facilitating that mutual process.

While the NAU Faculty Field Liaison is ultimately responsible for assigning the student's grade for SW 408, it is required that this be done in consultation with the student and the Field Instructor. In the event of differing perspectives held by the student and his or her field instructor, the NAU Faculty Field Liaison is responsible for reviewing performance and concerns and for assigning the grade. If the student disagrees with any part of the written evaluation, s/he may note in the comments sections those areas of disagreement.

The signatures at the end of the written evaluation indicate that the persons involved with the student (including the student) in the field placement have participated in the evaluation process, even if there may not be agreement on points contained therein.

Attendance:

Students are required to complete 480 clock hours in an agency setting. Students in concurrent placement are expected to average 18 hours a week for 29 weeks. Spring or Fall Block placement students are expected to be at placement for 35 hours a week for 15 weeks. Summer Block students are expected to be at placement for 40 hours a week for 12 weeks. The consequence for failure to complete the 480 clock hours required is an "F" or an "IP" for the course, depending on the circumstances.

The actual days and times students work in their field placement settings are negotiated between the field instructor and student with approval of the Faculty Field Liaison. Students are required to make arrangements with their field instructors for scheduled absences in advance of the expected absence. For unforeseen absences, students are required to contact the field instructor as soon as possible upon awareness of the inability to attend work. Students are responsible for informing the field instructor of any circumstances that may interfere with their ability to fulfill the conditions of the Field Placement Contract.

Due Dates:

All assignments are expected at the time and date on the Field Assignment Sheet given to the student and Field Instructor at time of Orientation. If the student is unable to meet the deadline identified, she or he is required to notify the field instructor and/or Faculty Field Liaison 24 hours prior to the original designated date and identify a date by which the assignment will be submitted. The due date for mailed assignments is the date the mailing is postmarked.

VI. Institutional Policies:

For complete information regarding university policies, and NAU's policy statements, including the Safe Working and Learning Environment, Human Subjects Research, Students with Disabilities, Institutional Review Board, and Academic Integrity, Please visit <https://nau.edu/OCLDAA/Forms/UCC/SyllabusPolicyStmts2-2014/>

VII. Course Evaluation/Assignments:

A) Email Assignment (Course Learning Outcome 1)

Students must submit an email during their first week of placement to their SW Faculty Field Liaison/Field Director with the following statement:

The statement: *"I have read the course syllabus and Student Rights and Responsibilities and am willing to abide by the policies contained therein."*

If you have any questions about the syllabus, your rights and responsibilities, or any other expectations associated with field placement, please ask!

B) Field Placement Learning Contract. (Course Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

An important aspect of field placement is the contracting and evaluation process. The contracting process is done on an individual basis with each student in collaboration with the Field Instructor and the Faculty Field Liaison. The Social Work Field Placement Contract is located in BBL. The contract is to be completed and submitted to the SW Faculty Field Liaison/Field Coordinator. The Social Work Field Placement Contract must be completed within the first weeks of field placement. The BSW Learning Contract Guide is also available on-line and should be used to assist in the completion of the Learning Contract. Students and Field Instructors must also retain a copy for reference and supervision planning. A hard copy of the Learning Contract and BSW Learning Contract Guide are provided and reviewed during Orientation.

The following format is intended as a tool to facilitate the development of a Social Work Field Placement Contract. Field Instructors and social work students are encouraged to follow these guidelines in developing the contract.

- 1) Identify, in consultation with the Field Instructor, appropriate educational activities and assignments for each of the Core Competencies listed within the contract. Be very specific about how you will achieve those goals in your list- (i.e. Student will conduct co-lead 8 groups during the fall semester). It is important that the tasks and activities be achievable and measurable.
- 2) Complete the Social Work Field Placement Contract. This completed contract serves as a placement agreement for the Field Agency, Student, and the Northern Arizona University Social Work Program and ensures that the social work field placement student is covered by the University liability insurance.
- 3) Submit the negotiated contract to the designated Faculty Field Liaison. If desired, the Faculty Field Liaison may participate in the process of identifying appropriate learning opportunities. The Faculty Field Liaison will review/approve and sign the completed contract. The Field Instructor and Student should also sign the Contract after it is reviewed and approved by the Faculty Field Liaison. Copies of the contract are to be retained by the student and her or his Field Instructor.
- 4) Utilize the Social Work Field Placement Contract and the designated evaluation of student performance (SWEAP/FFPAI) throughout the placement as a guide for ongoing dialogue between you and your Field Instructor about the learning experiences available at your agency, and your performance in field placement. The Learning Contract will be reviewed at the midpoint for additions and revisions as field progresses.

C) Field Placement Journals. (Course Learning Outcome 1, 2, 3, 4, 5, 6, 7, 8, 9)

The journal is an essential part of field education and is a record of the student's weekly experiences and his or her reactions to these experiences. The journal is an opportunity for sharing information with and gaining feedback from your Field Instructor and Faculty Field Liaison as to your learning and development as a generalist social worker. The journal will be reviewed by both your Field Instructor and Faculty Field Liaison. Journal submission dates are outlined on the syllabus under course schedule. The journal will include the following:

1) Chronicle of Daily Activities:

- a. Date
- b. Types of activities in which you were engaged (intake, change activity with clients, staff meetings)
- c. Who was involved and where the activities occurred
- d. Brief description of what occurred emphasizing your role in the activities
- e. Brief description of how you demonstrated initiative
- f. How did you demonstrate curiosity with your clients or co-workers? Be very specific.

2) Highlight a few of your most meaningful interactions. The interactions can be both negative and/or positive.

- a. What made it meaningful?
- b. Who was involved?
- c. What did you learn from this interaction that you'll use going forward?

3) Subjective Reaction:

Briefly identify and describe what you were feeling and thinking as you were participating in the above activities and processes. What did you learn or gain from your involvement in the activities? Evaluate yourself and your performance in the activity. Identify and discuss your strengths and the challenges you face in your knowledge, skill, and/or value orientation as a generalist social worker participating in the activities. Reflect on barriers you encountered that prohibited you from learning and moving forward in your professional growth. This part of the journal is to be emphasized.

4) Planning:

Develop suggestions or recommendations for yourself to be utilized in future experiences. Identify what you might do differently or similarly when confronted with these or similar experiences or activities. Raise questions about those experiences that seem to you to be important. Journals should be thoughtful and substantive. I am looking for evidence of critical thinking, application of classroom learning and self-reflection. At the time of the mid-point evaluation, the journal will be discussed and the format/structure may change depending on the individual student, to emphasize a focus on a single issue or significant event of the week. Journals are to be emailed weekly as indicated in the syllabus.

D) Field Seminars. (Course Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

Students are required to participate in field seminars that are conducted by the Field Education Director. The purpose of the Field Seminar is to provide students with a systematic and organized way for integrating academic and practice experiences, and exchanging information from the field setting in order to gain a wider exposure to the many kinds of agencies and services available. The specific content of the Field Seminar will vary depending on student interest, need, and experience.

Due to the disruptive nature of messaging devices, it is expected that all such devices will be turned off while in seminar. In the event of a crisis that requires you to be accessible to field instructors or significant others, please inform me at the beginning of seminar and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment.

The dates, times, and meeting places for the Field Seminar will be identified and listed in the course outline section of the syllabus. The seminar is held concurrent with field placement, counts towards total field hours and meets during field placement hours. If you are out of the Flagstaff area, you will be expected to call in.

E) Field Placement Agency Report. (Course Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

The Field Placement Agency Report is to be used as a guide to become familiar with and report on the student's field placement agency. The agency report is to be typed. Use the outline that follows as a format for constructing the report. The agency report may be completed in a question/answer format.

- 1) Agency name, address, phone, hours, Director, and Field Instructor
- 2) What is the mission of the agency?
- 3) What is the source of the Agency's mandate? (Law? Community? Board of Trustees?)
- 4) What are the sources of funding for the agency and its programs?
- 5) What services does the agency provide?
- 6) Agency Client Systems
 - a. Who are the clients of the agency?
 - b. What are the eligibility requirements to be a client of the agency?
 - c. What are the application procedures for being served by the agency?
 - d. What fees are charged by the agency for service?
- 7) Agency Decision Making
 - a. Who makes the decisions about the agency's policies, program(s), and procedures?
 - b. What, if any, voice do clients have in policy, program, and procedure development?

- c. If a staff member identifies the need for a change in agency policies, programs, and/or procedures, what channels are available for her/his being heard?
 - d. Who has ultimate responsibility for agency structure and functioning?
- 8) Agency Staffing
- a. What staff positions are necessary to carry out the program?
 - b. What are the education/experience requirements for these positions?
 - c. Does the agency usually have its positions filled?
 - d. What is the rate of staff turnover?
 - e. What kind of orientation program is there for new employees and/or Field Placement students?
 - f. What kind of staff development opportunities is available for agency staff and/or Field Placement students?
 - g. How are employees kept informed about what is going on in the total agency?
- 9) Agency Accessibility
- a. How do potential clients learn about the agency?
 - b. How do clients get to the agency? (Walk? Drive? Ride a bus?)
 - c. In your opinion, how accessible is the agency to most of its potential client systems?
- 10) How does the agency's physical plan facilitate and/or impede the provision of effective services?
- 11) What responsibility, beyond that to its clients, does the agency assume to the larger community?
- 12) Agency Vision
- a. What is the vision of the agency?
 - b. What short-term goals is the agency pursuing?
 - c. What are the long-range plans of the agency? (Expansion? Curtailment of services? Other?)

F) Process Recordings Assignment. (Course Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

Students are expected to submit to the Field Instructor and the Faculty Field Liaison three (3) process recordings of interviews/professional interactions conducted by the student. The process recording is a teaching/learning tool in which the student writes down, as best as she or he can recall, everything that took place in a particular interview/interaction including description of non-verbal actions as well as what was said by both the client system and the student. The first process recording submitted to the Field Instructor and Faculty Field Liaison is the most recent process recording completed for a class assignment (**SW 321 or SW 422**). The first process recording is regarded as a baseline of student skills and capacity to analyze interactions with potential client systems.

Please use the following format for the second and third process recordings:

- 1) In a brief introductory paragraph, describe the client system (be sure to disguise the name and all identifying information), the setting of the interaction, where this interview/interaction fits within a planned change process, and the purpose of this particular interaction.
- 2) Following this paragraph, divide the paper into three columns and proceed to write out the dialogue and non-verbal behaviors in the first column; your gut feelings, thoughts, and reactions in the second column; and your analysis of the interview and specification of what you might have done or said differently in the third column. For example:

Verbatim Dialogue/ Non-verbal Behaviors	Thoughts & Feelings during Interaction	Alternative Responses/ Analysis
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G) Assessment Assignment. (Course Learning Outcome 7)

Students are expected to submit for review to the Field Instructor and the Faculty Field Liaison a formal written assessment or intake of a client. This assessment or intake session with the client should be led by the student (agency staff may be present). The format (agency form or tool) used by the student's specific agency should be the format for the assessment or intake.

Along with submitting the completed agency assessment or intake, the following information is to be added in narrative form. The narrative portion of this assignment should be at least four pages, double spaced. Please include a cover page and remember to delete any identifying data and information on the assessment before submitting.

- 1) What was the purpose or goal of this particular assessment/intake with the client? What limitations did you experience during the assessment/intake process?
- 2) Address if the current assessment/intake tool was sufficient to obtain needed information? What other questions would you have liked to ask and why? Using knowledge gained from SW 427, did the assessment/intake cover all the human dimension of the person? What was missing?
- 3) Explain the outcome of the assessment or intake? For ex. Did the client receive more services, were they denied services, were services extended?
- 4) Using knowledge gained in SW 427, address theories of human behavior that assisted you in synthesizing the information.
- 5) Overall impression of the assessment/intake process and interaction with the client.

H) Time Sheets. (Course Learning Outcome 1)

Students are expected to keep track of the hours they spend in their field placement. As indicated above, the minimum number of hours required for completion of field placement is 480 clock hours. In order to monitor field placement hours, complete the Time Sheet provided in the Field Education Manual (copies of the time sheets are included under the Forms category, SW 408 on-line) and submit it to the Faculty Field Liaison. The Time Sheet is to be signed by the student and Field Instructor before submission to the Faculty Field Liaison.

I) Comprehensive Field Education Personal Reflection. (Course Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

Students are expected to complete a final self-evaluation that is written in the form of a paper. The assignments outlined above are designed as a resource for the student in completing this paper. The more conscientious the student is in accomplishing these earlier tasks, the easier it will be to develop and write this final paper. Use the Student Self Evaluation outline that follows as a guide and expand. Please type your answers to the questions on separate paper and attach a cover sheet with your name, field placement agency, field instructor, and the date your self-evaluation is submitted.

1. In what ways do you feel your educational objectives were met (or not met) during your field placement?
2. What experience(s) had the greatest impact on your learning? What was it about the experience(s) that influenced your learning?
3. You have been prepared to practice as a Generalist Social Worker. What is your understanding of what it means to be a generalist social worker and how being a generalist defines your practice processes and activities?
4. How did the placement affect your motivation to become a social worker, your professional identity, and your career choices?
5. What professional strengths and capacities (knowledge, ethics, and skills for relationship building and maintenance, communication and interviewing, assessment, intervention, and evaluation of own practice) can you identify about yourself? What capacities (knowledge, ethics, and skills) have you identified that you will continue to work on and develop?
6. How would you describe the degree to which you have integrated and internalized practice knowledge and use this knowledge to inform your practice as a generalist social worker?
7. How would you describe your attitudes about human and cultural differences and how these attitudes affect your practice?
8. What have you discovered about your style (use of self) as a Generalist Social Worker?

9. What courses did you take during your undergraduate career that were most relevant to your experience and learning in field placement?

10. Feel free to comment on any issue, not covered above, that you see as relevant in your self-evaluation.

J) Student Evaluation of Field Placement Agency.

K) Student Evaluation of the Field Education Program.

Evaluation will be handed out in seminar to be completed in seminar. At the completion of the field placement, students are expected to complete formal written evaluations of their field placement agency and the NAU Social Work Field Education Program. The purpose of these evaluations is for continued development of quality Social Work Program and field policies, procedures, practices, personnel, and processes. The contents of the evaluations will be utilized by the Social Work Program as a guide for enhancing student preparation for field placement, the selection and utilization of field placement settings and Field Instructors, and in the development and implementation of the SW 408 course.

VIII) Course Schedule

Week 1 –

- Email assignment due
- Journal #1 due
- Complete time sheet for week

Independent Work:

- Begin Working on Field Placement Learning Contract
- Begin Working on Field Placement Agency Report

Week 2 –

- Field Seminar #1
- Journal #2 due
- Submit your Process Recording for baseline comparison (PR from SW 427)
- Complete time sheet for week

Independent Work:

- Finalize your Learning Contract
- Continue working on your Field Placement Agency Report

Week 3 –

- Journal #3
- Field Placement Learning Contract due
- Complete time sheet for week

Independent work:

- Begin to identify client for Process Recording #2
- Continue to work on Field Placement Agency Report

Week 4 –

- Journal #4 due
- Complete time sheet for week

Independent prep work for next week:

- Work on Process Recording #2
- Continue to work on Field Placement Agency Report

Week 5 –

Field Placement Agency Report due
Journal #5 due
Complete time sheet for week
Independent prep work for next week:
Have fun, relax and enjoy this experience
Finish Process Recording #2

Week 6 –

Field Seminar #2 on
Journal #6 due
Complete time sheet for week
Independent prep work for next week: Enjoy the weekend

Week 7 –

Journal #7 due
Process Recording #2 due
Time Sheet Check In
Begin Mid-Term Evals and Visit
Complete time sheet for week
Independent prep work for next week:
Identify client for Process Recording #3

Week 8 –

Journal #8 due
Complete time sheet for week
Independent prep work for next week:
Work on Process Recording #3
Begin Mid-Term Evals and Visit

Week 9 –

Journal #9 due
Complete time sheet for week
Independent prep work for next week:
Finish Process Recording #3

Week 10 –

Process Recording #3 due
Journal #10 due
Complete time sheet for week
Independent prep work for next week:
Begin to think about your Comprehensive Field Education Personal Reflection

Week 11 –

Journal #11 due
Complete time sheet for week
Independent prep work for next week:
Celebrate the great work you accomplished this semester and plan for your assessment assignment

Week 12–

Journal #12 due
Complete Time Sheet for week
Independent prep work for next week:

Finish Assessment Assignment

Start your Comprehensive Field Education Personal Reflection

Soon your field placement will be coming to an end – breathe and enjoy

Week 13 –

Journal #13 (last one) due

Assessment Assignment due

Complete Time Sheet for week

Independent prep work for next week:

Finish the Comprehensive Field Education Personal Reflection

Week 14 –

Last Field Seminar

Final Field Visit will take place this week

Time Sheet due on last day

Comprehensive Field Education Personal Reflection due

Evaluation of Field Placement Agency due

APPENDIX B

NORTHERN ARIZONA UNIVERSITY
SOCIAL WORK PROGRAM

APPLICATION FOR SOCIAL WORK FIELD PLACEMENT MOUNTAIN CAMPUS

Submit to the Field Education Director with a current resume and your personal statement.

NAME: _____ NAU ID#: _____

NAU Email Address: _____

Local Address: _____ Phone: _____

Permanent Address: _____

Date of Birth: _____

Semester & Year for which applying: _____

(Check one) Block (One Semester) or Concurrent (Two Semesters)

Anticipated Date of Graduation: _____ Current GPA: _____

Advisor: _____ Credit Hours Completed: _____

Have you applied to the Social Work Program? (Check one): Yes No

If yes, were you accepted? (Check one): Yes No

Do you have a reliable means of transportation: (Check one): Yes No

Driver's License: (Check one): Yes No

Do you have your Arizona Level One Fingerprint Clearance Card? (If yes, please attach) Yes No In progress

Completion of SW 321 with a grade of "B" or better: (Check one): Yes No In progress

Please attach a copy of a recent Social Work Advisement Sheet

Courses to be taken concurrently with or following Field Placement: (Please list):

<u>Course</u>	<u>Semester to be taken</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<u>Course</u>	<u>Semester to be taken</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FAMILY/LIVING SITUATION:

(Response is voluntary). Purpose of the questions is to enable the Field Education Director to match agency placements compatible with student needs and family situation.

Dependents (number and ages): _____

Significant other(s): Yes No

Please identify any special needs and/or circumstances (financial, housing, day care, transportation, physical or mental condition, etc.) that require consideration in field placement selection.

You may use a separate sheet of paper if you need more space for your response.

PERSONAL STATEMENT:

Please respond to the following questions and submit your typed responses (at least two pages) with your resume and this application form. Your responses to the following questions will be shared with your prospective field instructor and you are encouraged to put some thought into how you respond. Please be sure to put your name on the paper with your responses.

1. Discuss the qualities and capacities which you would bring to a field placement. These can be identified by reflecting on what others have told you about yourself and your capacities, the tasks and activities you look forward to as a generalist social worker, and/or the things you have discovered about yourself over the years through your life, volunteer, and/or work experiences.
2. Identify the capacities, knowledge, values, and skills you hope to acquire during field placement.
3. Describe the learning environment and the instruction/supervision styles with which you do your best.
4. Identify your career and professional goals including both short term and long range goals.

FIELD PLACEMENT PREFERENCES:

Community preference: Flagstaff: _____ Other (please specify): _____

List two (2) types of client systems with whom you would most like to gain more practice experience: (e.g. victims of abuse, physically or mentally ill or disabled, children, families, elderly, criminal offenders, foster children, etc.)

In order of preference, list three (4) settings in which you would most like to be placed.

1. _____

2. _____

3. _____

4. _____

Language Proficiency (Including ASL):

Please list all languages:

AGENCY EXPERIENCES:

Please describe any experiences you have had with the agencies you listed above, experiences may include but are not limited to volunteer, employment, recipient of services, and/or friends or relatives employed by or receiving services from the agency.

BACKGROUND CHECK AND/OR FINGERPRINTING:

Many agencies require that students undergo comprehensive background checks and/or fingerprinting. The following is a list of items that are routinely researched when these checks are conducted.

- Adjudication or conviction of a felony, gross misdemeanor or misdemeanor in the United States.
- Court orders to register as a sex offender or the equivalent in the United States.
- Suspension or revocation of professional licenses or certificates in the United States.

If you have any of the above identified issues and/or issues that might include recovery from drug or alcohol dependence, or a history of mental health concerns, we urge you to discuss these with the Field Education Director immediately. These issues may impact your ability to obtain a particular type of placement.

POSSIBLE CONFLICT AREAS:

Identify and discuss any situations or client populations that you are reluctant to work in or with (include agencies):

RELEASE OF INFORMATION

I hereby authorize the NAU Social Work Program to release the information provided in the field placement application process and my personal statement and resume to potential field placement agencies and field instructors.

Student Signature

Date

**NORTHERN ARIZONA UNIVERSITY
SOCIAL WORK PROGRAM**

APPLICATION FOR SOCIAL WORK FIELD PLACEMENT ONLINE CAMPUS

Submit to the Online Field Coordinator with a current resume and your personal statement.

NAME: _____ NAU ID#: _____

NAU Email Address: _____

Local Address: _____ Phone: _____

Permanent Address: _____

Date of Birth: _____

Semester & Year for which applying: _____

(Check one): Block (One Semester) or Concurrent (Two Semesters)

Anticipated Date of Graduation: _____ Current GPA: _____

Advisor: _____ Credit Hours Completed: _____

Have you applied to the Social Work Program? (Check one): Yes No

If yes, were you accepted? (Check one): Yes No

Do you have a reliable means of transportation: (Check one): Yes No

Driver's License: (Check one): Yes No

Do you have your Level One Fingerprint Clearance Card? Yes No In progress
(If yes, please attach)

Completion of SW 321 with a grade of "B" or better: (Check one): Yes No In Progress

Please attach a copy of a recent Social Work Advisement Sheet

Please list the courses to be taken concurrently with or following Field Placement:

<u>Course</u>	<u>Semester to be taken</u>
_____	_____
_____	_____
_____	_____

<u>Course</u>	<u>Semester to be taken</u>
_____	_____
_____	_____
_____	_____

PERSONAL STATEMENT:

Please respond to the following questions and submit your typed responses (at least two pages) with your resume and this application form. Your responses to the following questions will be shared with your prospective field instructor and you are encouraged to put some thought into how you respond. Please be sure to put your name on the paper with your responses.

1. Discuss the qualities and capacities which you would bring to a field placement. These can be identified by reflecting on what others have told you about yourself and your capacities, the tasks and activities you look forward to as a generalist social worker, and/or the things you have discovered about yourself over the years through your life, volunteer, and/or work experiences.
2. Identify the capacities, knowledge, values, and skills you hope to acquire during field placement.
3. Describe the learning environment and the instruction/supervision styles with which you do your best.
4. Identify your career and professional goals including both short term and long range goals.

Language Proficiency (Including ASL):

Please list all languages:

1. _____
2. _____
3. _____

FIELD PLACEMENT PREFERENCES:

Community preference: 1st Choice (please specify Town and State): _____
2nd Choice (please specify Town and State): _____

List two (2) types of client systems with whom you would most like to gain more practice experience: (e.g. victims of abuse, physically or mentally ill or disabled, children, families, elderly, criminal offenders, foster children, etc.)

1. _____
2. _____

In order of preference, list five (5) agencies/settings in which you would most like to be placed. Please include agency name, address, website, phone number and contact name (if you have one).

1. _____
2. _____
3. _____
4. _____
5. _____

BACKGROUND CHECK AND/OR FINGERPRINTING:

Many agencies require that students undergo comprehensive background checks and/or fingerprinting. The following is a list of items that are routinely researched when these checks are conducted.

- Adjudication or conviction of a felony, gross misdemeanor or misdemeanor in the United States.
- Court orders to register as a sex offender or the equivalent in the United States.
- Suspension or revocation of professional licenses or certificates in the United States.

If you have any of the above identified issues and/or issues that might include recovery from drug or alcohol dependence, or a history of mental health concerns, we urge you to discuss these with the Online Field Coordinator or Field Education Director immediately. These issues may impact your ability to obtain a particular type of placement.

RELEASE OF INFORMATION

I hereby authorize the NAU Social Work Program to release the information provided in the field placement application process and my personal statement and resume to potential field placement agencies and field instructors.

Student Signature

Date

**NORTHERN ARIZONA UNIVERSITY
SOCIAL WORK DEPARTMENT**

APPLICATION FOR INTERNATIONAL SOCIAL WORK FIELD PLACEMENT

Student Name _____

Date of Application _____ Current GPA _____

Semester of Field Placement _____ NAU ID _____

NAU Email _____

On a separate sheet, please complete a typed statement that address the following questions:

- 1) List all the countries to which you have previously traveled, and specify the length of time/purpose of your travel experience.
- 2) List all languages that you can speak with some proficiency.
- 3) Identify the areas of social work practice in which you have an interest.
- 4) Discuss why you are applying for an international field placement and if you have identify which country interest you.
- 5) Identify what past experiences have prepared you for or led you to an interest in an international field placement.
- 6) Discuss how the international field placement will fit into your career goals.

Employment-Based BSW Field Internships

Description The Social Work Department recognizes that due to many personal factors, students may want to explore field internship opportunities in their places of employment. *While professional activity and learning are not incompatible, there is a difference between the goals of educational development and those of employment.* The focus of the field placement must be on the student's academic learning. With this in mind, the Field Education Office recognizes two types of employment-based internships:

Job Conversion Internships

"Job Conversion internships" are for students who have been employed at their agency for at least one year and consider themselves "career employees." These students plan to remain in their place of employment in the future, and the agency wishes to make educational investment in the employee. The goal of the Job Conversion is to provide significantly different opportunities for students to gain social work experience with different populations, services, sites, etc.

New Job Internship

"New Job Internships" are for students who have been at their job for less than a year.

Field Education Approval Process

Applications will be reviewed by the Field Education Director. All parties (student, field instructor, employment supervisor and agency director) will be notified about the final decision by email within a week of submission.

Requirements

1. Complete the attached Employment-Based BSW Field Application and attach to Field Education Application.
2. The agency *must agree* that the employee will be treated as a student and can complete the academic requirements of the internship. Internship requirements involve completing activities that might not otherwise be a part of the job description. Whereas employees may not have to go to city council meetings, read research articles, relate the NASW Code of Ethics to agency cases or write personally reflective journals for a professor, the intern will. Doing these activities may necessitate lighter caseloads, a longer probationary or orientation period, planned and varied assignments for educational purposes and additional hours above the normal workweek to achieve the internship requirements.
3. There must be an intern supervisor ("Field Instructor") who has a BSW (with at least two years of post-graduate experience) or MSW. At a minimum, the Field Instructor must provide at least one hour of regularly scheduled "field instruction" per week.
4. The agency must provide an employment supervisor who is a different person than a Field Instructor. This is to ensure, in part, that the Field Instructor is free to focus on the educational aspects of the internship while the employment supervisor can focus on the workload issues.
5. The field instruction tasks/assignments must be significantly new and different from the student's current or past job duties and will align with field placement assignments. Of the 480 hours required, 30% of the hours must be devoted to new tasks and learning opportunities.
6. The student must present evidence that role confusion (between student and employee) will not occur. A general rule is that role confusion will always exist in agencies with fewer than 25 employees unless you are physically located in separate places for the employment and the internship. (This will be addressed in questions 2 of the application)

7. The Field Education Office requires that students get out of their comfort zones when in an internship. It is recommended that students use the internship experience to explore different agencies, populations, theoretical perspectives and supervision. An application will be rejected if the employment-based internship keeps a student in the same kind of agency environment with the exact same population and the exact same kind of supervision.

8. The Social Work Department functions under the auspices of the Council on Social Work Education (CSWE). There is a strict requirement that the program ensure that a field internship help the student develop specific core competencies. These nine core competencies, listed below, *must* be a focus of any student's internship experience and must be referred to in the student's application.
 - Competency 1: Demonstrate Ethical and Professional Behavior
 - Competency 2: Engage Diversity and Difference in Practice
 - Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
 - Competency 4: Engage In Practice-informed Research and Research-informed Practice
 - Competency 5: Engage in Policy Practice
 - Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 - Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
 - Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 - Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Employment-Based BSW Field Placement Application

Type of Field Placement Internship: Job Conversion New Job

Agency Information:

Formal Agency Name Program/Division: _____

Agency Address: _____

City, State, Zip: _____

Executive Director Name: _____

Executive Director Email: _____

Employment Supervisor Name: _____

Employment Supervisor Email: _____

Employment Supervisor Phone: _____

Field Instructor Name: _____

Name Field Instructor Email: _____

Field Instructor Phone: _____

Complete the following questions after having a thorough discussion with your current employment supervisor, your prospective field instructor and anyone else in the agency that will be responsible for facilitating this employment-based internship. Please submit responses to the following questions via a word document and submit with this application.

- 1) LIST REASONS: Why do you want a field placement at your place of employment?
- 2) EMPLOYEE TREATED LIKE A STUDENT: Describe your understanding of how the agency will allow you to “be a student” for hours that you will be in the internship. Has the agency specifically agreed to reduce your caseload, provide you with extra training, agreed to allow you to engage in activities related to the CSWE competencies (that might not otherwise be a part of your employment), etc.? In addition, are you willing to spend any additional hours that might be necessary to complete your internship or employment duties?
- 3) ANTICIPATING PROBLEMS: What problems do you anticipate might come up with this internship arrangement (i.e., role confusion, conflict between employment duties and field placement duties, caseloads, etc.)? What are some ways you and your field instructor could reduce the impact of these problems?
- 4) TASK SUPERVISOR: In addition to an employment supervisor and field instructor, some students will also have a “task supervisor” to assist with their academic learning. Will you have a “task supervisor” for the field internship who is NOT the same person as your field instructor or your employment supervisor?
- 5) EMPLOYEE TREATED LIKE A STUDENT: Describe your understanding of how the agency will allow you to “be a student” for your internship? In addition, are you willing to spend any additional hours that might be necessary to complete your internship or employment duties?
- 6) DIVERSITY: List the many ways that the field internship will be new and different from your employment. Include information on new and different duties, client population, location, supervisors, and any other factors that will differentiate the employment from the internship.

- 7) CSWE CORE COMPETENCIES: The Social Work Department requires that field internships help interns develop the nine CSWE social work core competencies. Describe how this employment-based internship will allow you to develop these competencies.

Required Signatures:

“I have reviewed the requirements and agree with its contents.”

Agency Executive Director Signature _____ Date _____

Employment Supervisor Signature _____ Date _____

Field Instructor Signature _____ Date _____

Student Signature _____

Bachelor of Social Work

Field Learning Contract

Student: Click here to enter text.
Phone # Click here to enter text.
NAU Email Click here to enter text.
NAU ID # Click here to enter text.

Dates of Field Instruction:

Fall: Click here to enter a date.
Spring Concurrent: Click here to enter a date.
Spring Block: Click here to enter a date.
Summer Block: Click here to enter a date.
Fall Block: Click here to enter a date.
Spring: Click here to enter a date.
Summer Concurrent: Click here to enter a date.

Agency: Click here to enter text.
Agency Address: Click here to enter text.
Phone: Click here to enter text.

Weekly Work Schedule:

Mondays: Click here to enter text.
Tuesdays: Click here to enter text.
Wednesdays: Click here to enter text.
Thursdays: Click here to enter text.
Fridays: Click here to enter text.
Saturdays: Click here to enter text.
Sundays: Click here to enter text.

Number of Hours per week: Click here to enter text.

Field Instructor: Click here to enter text.
Phone: Click here to enter text.
Email Click here to enter text.

Task Instructor: Click here to enter text.
Phone: Click here to enter text.
Email Click here to enter text.

Field Liaison: Click here to enter text.
Phone: Click here to enter text.
Email: Click here to enter text.

NAU Field Student Responsibilities

- Student is expected to adhere to the NASW Code of Ethics
- Student is expected to adhere to agency/field attendance policies

- Student is expected to be involved in professional social work development through regular field instructor supervision and assessment of academic and personal aptitude and performance.
- Student is expected to follow Agency and NAU Field Education policies, procedures, programs, and guidelines.
- Student is expected to act professionally and ethically to maintain confidentiality and give priority to rights and needs of the clients.
- Student is expected to review the BSW Field Manual and complete all documentation/assignments as required by the agency and NAU Social Work Program.

NAU Field Instructor Responsibilities:

- Field Instructor is expected to provide a thorough orientation to the student, and a space for students to work at the agency.
- Field Instructor is expected to identify and assign tasks and activities to assist students in meeting course outcomes/competencies.
- Field Instructor is expected to review student assignments (weekly journals, agency report, process recordings, and assessments) and provide feedback on these assignments during supervision.
- Field Instructor is expected to help the student develop a clear learning contract during their first month of placement.
- Field Instructor is expected to monitor student process and progress, and review progress at the midpoint mark with students to determine any adjustments that need to be made in the learning contract in order to meet competency requirements
- Field Instructor is expected to meet with the student for formal supervision on a weekly basis, ordinarily one hour per week.
- Field Instructor is expected to participate in meetings with the field liaison and student.
- Field Instructor is expected to complete a final evaluation on the student at the end of the Field Placement.

NAU Field Liaison Responsibilities:

- Field Liaison is expected to ensure that the students are involved in high quality educational experiences that meet the requirements of the social work program.
- Field Liaison is expected to assist the Field Instructor in the development of the field learning contract.
- Field Liaison is expected to monitor student process and progress
- Field Liaison is expected to review student assignments
- Field Liaison is expected to support both students and field instructors to ensure a successful placement experience, and facilitate the resolution of any conflicts.
- Field Liaison is expected to facilitate the evaluation process, schedule meetings (face to face to face, phone, Skype) to facilitate the review process and determine course grade.

INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract should be a **collaborative process** between the student and Field Instructor, with the Field Liaison available for assistance and feedback. A Learning Contract is due during the first month of placement. In the guide “**Assessing Student Performance in Field Education,**” the 9 Core Competencies established by CSWE are listed and explained; with examples of learning/practice activities that could meet each competency. A learning activity can address more than one competency and can span more than one practice behavior.

We encourage all of our field instructors to **create assignments that are based on agency opportunities** as well as students’ interests and strengths. You do not need to pick assignments from the practice activities listed, unless this fits for your agency and the student. We hope this list of examples inspires you to be creative as well as realistic. It is meant to give you examples under each competency to help you review what others have done and envision what might be possible for your student/s at your agency. **Please create assignments so they are measurable and specific to your agency and the student.** The Learning Contract should be reviewed monthly and is a dynamic document that can be changed and developed as the practicum proceeds.

Learning Contract

Competency 1: Demonstrate Ethical and Professional Behavior

Outcomes:

- a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- d) use technology ethically and appropriately to facilitate practice outcomes
- e) use supervision and consultation to guide professional judgment and behavior

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Learning Activities and Target Date:

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency #2 Engage Diversity and Difference in Practice

Outcomes:

- a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- b) present themselves as learners and engage clients and constituencies as experts of their own experiences
- c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Outcomes:

- a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b) engage in practices that advance social, economic, and environmental justice

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Outcomes:

- a) use practice experience and theory to inform scientific inquiry and research
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c) use and translate research evidence to inform and improve practice, policy, and service delivery

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency 5: Engage in Policy Practice

Outcomes:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b) assess how social welfare and economic policies impact the delivery of and access to social services
- c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcomes:

- a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Outcomes:

- a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcomes:

- a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- e) facilitate effective transitions and endings that advance mutually agreed-on goals

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome:

- a) select and use appropriate methods for evaluation of outcomes
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c) critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Learning/Practice Activities:

In the first box, please list the activities and tasks that you will undertake to achieve the educational outcomes. In the second box, please list how these activities and tasks will be demonstrated.

Activity/Task

Click here to enter text.

Evaluation Criteria:

Click here to enter text.

Northern Arizona University
Social Work Field Education

Time Sheet

Student: _____ Semester: _____

Field Placement Site: _____

Week	Week of	Monday	Tuesday	Wednesday	Thursday	Friday	Additional	Total
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
112								
13								
14								
15								

Minimum hours required: **480 for Block / 240 for Concurrent**

Student Signature

Field Instructor Signature

Date Submitted:

Semester Total:

APPENDIX C

Field Practicum/Placement Assessment Instrument (FPPAI)

Confidentiality Statement

Information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. Collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)	
<input type="checkbox"/>	BA or BS in Human Services field
<input type="checkbox"/>	BA or BS in Social Work
<input type="checkbox"/>	BS
<input type="checkbox"/>	MA in Liberal Arts field
<input type="checkbox"/>	MA in Human Services field
<input type="checkbox"/>	MSW or MA/MS in Social Work
<input type="checkbox"/>	MS
<input type="checkbox"/>	PhD in Human Services field
<input type="checkbox"/>	PhD or DSW in Social Work
<input type="checkbox"/>	Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.

3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	1	2	3	4	5
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5
Intern demonstrates professional demeanor in behavior	1	2	3	4	5
Intern demonstrates professional demeanor in appearance	1	2	3	4	5
Intern demonstrates professional demeanor in oral communication	1	2	3	4	5
Intern demonstrates professional demeanor in written communication	1	2	3	4	5
Intern demonstrates professional demeanor in electronic communication	1	2	3	4	5
Intern uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
Intern uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5

Comments

Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1	2	3	4	5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1	2	3	4	5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1	2	3	4	5
Intern presents themselves as learners to clients and constituencies	1	2	3	4	5
Intern engages clients and constituencies as experts of their own experiences	1	2	3	4	5

Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5
--	---	---	---	---	---

Comments

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern engages in practices that advances social justice	1	2	3	4	5
Intern engages in practices that advances economic justice	1	2	3	4	5
Intern engages in practices that advances environmental justice	1	2	3	4	5

Comments

Competency 4 - Engage In Practice-informed Research and Research-informed Practice

Intern uses theory to inform scientific inquiry and research	1	2	3	4	5
Intern uses practice experience to inform scientific inquiry and research	1	2	3	4	5
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	1	2	3	4	5
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	1	2	3	4	5
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5

Comments

Competency 5 - Engage in Policy Practice

Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5

Comments

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5

Comments

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5

Comments

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5

Comments

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5
Intern applies evaluation findings to improve practice effectiveness at the micro level	1	2	3	4	5
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	1	2	3	4	5
Intern applies evaluation findings to improve practice effectiveness at the macro level	1	2	3	4	5

Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

APPENDIX D

BSW Student Evaluation of the Field Education Program

The purpose of this evaluation is for continued development of quality in the Social Work Field Education Program and the supports available to the Field Placement Agency and Field Instructor. As a student, you have the opportunity to experience and identify Field Education Program policies and procedures that may indicate an area of concern or gap in the program. In addition, your evaluation will provide faculty with feedback in assessing the quality of our Field Liaison and field coordination activities. The contents of this evaluation will be used by the Field Education Program as a guide for enhancing the program. Students are invited to complete this evaluation at the conclusion of their placement and return it to either the Field Education Director or Online Field Coordinator. Information from this form will be shared with Department of Social Work faculty.

Dates of Field Placement: _____

Date Evaluation Completed: _____

What is your primary NAU campus name/description?

Flagstaff Mountain (FLGMT)

Online (DISLN)

1) Evaluation of NAU Social Work Field Education Program:

Please circle the number that best describes your evaluation of the structure and procedures of the NAU Social Work Field Education Program. Circle "0" if you are not able to assess a particular area.

- 5 = Excellent
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Poor
- 0 = Not Able to Assess

1. Preparation for beginning placement	0	1	2	3	4	5
2. Procedures for matching students with field agency	0	1	2	3	4	5
3. Procedures for notifying student(s) of recommended placement	0	1	2	3	4	5
4. Procedures for monitoring student progress in field placement	0	1	2	3	4	5
5. Procedures for evaluating student performance in field placement	0	1	2	3	4	5
6. Field Education Manual	0	1	2	3	4	5
7. Orientation prior to beginning placement	0	1	2	3	4	5
8. Procedures for soliciting input and feedback from students regarding the Field Education Program	0	1	2	3	4	5

9. How would you rate your experience of the field placement application review meeting? Please circle the number that best reflects your rating.

1 2 3 4 5

A waste of time

Adequate

Extremely Helpful

Please comment: _____

10. How would you rate your experience with the field seminar? Please circle the number that best represents your experience.

1

2

3

4

5

Frustrating / Confusing

Average

Exciting / Beneficial

Please comment: _____

Additional comments regarding the structure and procedure of the Field Education Program: _____

2) Evaluation of Field Liaison:

Liaison's Name: _____

This section of the evaluation will be used by Field Liaisons to continue to develop their skills as consultants to the field placement process. Please circle the number that best describes your experience with your faculty Field Liaison. Circle "0" if you are not able to assess a particular area. Opportunity for comments is available at the end of this section.

0= Not able to assess

1= Rarely

2= Seldom

3= Sometimes

4= Frequently

5= Consistently

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Interpreted the Social Work curriculum to assist in identifying learning opportunities for me | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Assisted with designing appropriate learning tasks and assignments for me | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Monitored my progress in field placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Provided feedback on ways in which I could develop and enhance my learning in the agency | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Facilitated resolution of conflicts or concerns that surfaced during my placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Demonstrated openness to discussing issues that arose during my placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrated sufficient familiarity with agency policies and procedures to assist with my field placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Encouraged mutual responsibility for determining agendas for liaison 'visits/check-ins' | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Clarified field education policies | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Clarified expectations of my performance in field placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Clarified the educational outcomes of field placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Supported my learning responsibilities | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Was open to feedback from me about his/her liaison activities | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Encourages a collegial relationship | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Demonstrated sensitivity to issues of privacy and confidentiality | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Maintained focus on the educational outcomes and direction of field placement | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Was accessible and available as often as needed. | 0 | 1 | 2 | 3 | 4 | 5 |

18. How frequently did the Field Liaison meet with you either in person, via phone, or web-conferencing (zoom) during your field placement?

Concurrent placement (two semesters) _____ times

Block Placement (one semester) _____ times

Additional comments regarding your experience with your Field Liaison: _____

3) Evaluation of (please check one):

_____ **Field Education Director**
_____ **Online Field Coordinator**

The Field Education Program will use this section of the evaluation to continue our efforts of best practices. Please circle the number that best describes your experiences. Circle "0" if you are not able to assess a particular area. Opportunity for comments is available at the end of this section.

- 0= Not able to assess
- 1= Rarely
- 2= Seldom
- 3= Sometimes
- 4= Frequently
- 5= Consistently

1. Evaluated my agency in terms of its appropriateness as a field learning site	0	1	2	3	4	5
2. Reviewed with me placement opportunities	0	1	2	3	4	5
3. Interpreted the Social Work curriculum as it relates to field placement	0	1	2	3	4	5
4. Assisted in identifying learning opportunities for me	0	1	2	3	4	5
5. Provided me with pertinent information about the placement recommended for me	0	1	2	3	4	5
6. Oriented me to the role of field placement within the total program	0	1	2	3	4	5
7. Provided opportunities for me to offer feedback and input in the development of my field placement	0	1	2	3	4	5
8. Was open and responsive to my ideas and feedback about the Field Education Program	0	1	2	3	4	5
9. Provided guidelines for the content of field placement	0	1	2	3	4	5
10. Provided guidelines for the evaluation of my performance while in field placement	0	1	2	3	4	5
11. Was accessible and available as often as needed	0	1	2	3	4	5

What changes would you suggest regarding the field placement application, orientation, processes, and procedures? _____

Thank you for your assistance in enhancing our Social Work Field Education Program!
Voluntary Signature: _____

BSW Mountain Campus Student Evaluation of Field Placement Agency

The purpose of this evaluation is for continued development of quality field placements. The contents of this form are to be used by the Field Education Director as a guide for enhancing the Field Education Program. Each student is asked to complete this evaluation and return it directly to the Field Education Director. Only cumulative information will be shared with field agencies and instructors.

Agency Field Instructor: _____

Field Agency: _____

1) Please circle the number using the following scale which best describes your experience with your Field Instructor:

- 5 = Consistently
- 4 = Frequently
- 3 = Sometimes
- 2 = Seldom
- 1 = Rarely

1. Helped me to feel comfortable and welcome in the agency and the community.	1	2	3	4	5
2. Encouraged identification with professional values and encouraged professional behaviors consistent with those values.	1	2	3	4	5
3. Identified, communicated and maintained the expectations of this placement.	1	2	3	4	5
4. Encouraged and engaged in mutual assessment of my learning needs and progress on an ongoing basis.	1	2	3	4	5
5. Encouraged me to critically assess and evaluate my practice performance.	1	2	3	4	5
6. Provided me with feedback on my performance.	1	2	3	4	5
7. Assisted me in my discovery and exploration of self as a professional.	1	2	3	4	5
8. Meet with me in conference as often as needed.	1	2	3	4	5

Comments:

2) Please indicate the teaching methods utilized by your Field Instructor.

Check all that apply

- observed my interview(s) and session(s) with client systems
- required "process recording(s)" and discussed them in supervisory conferences
- demonstrated interviewing by having me observe her/him in client system interaction(s)
- arranged for me to observe other staff in interaction with client systems
- role-played with me to demonstrate skills and processes
- questioned me to draw out my knowledge
- asked me to design a workshop or other project
- asked me to present information about the agency to other community persons and/or professionals
- identified or provided practice/assignment related readings
- shared examples from her/his own practice and experience
- facilitated my networking within the agency and community
- facilitated exploration of my awareness of self as a social worker and my feelings related to my assignments and the client systems with whom I worked

Comments:

3) Please describe your general impressions of your Field Instructor's teaching style using the words and phrases below. Put an "X" on the dot that most closely represents your experience. For example, if you think your field instructor has been "boring," put an "X" on the dot right next to the word "boring." If you think your field instructor has been "stimulating," put an "X" on the dot right next to the word "stimulating." If you think your field instructor has been somewhere in between, put an "X" on the dot where you think it belongs. Please put an "X" on every line.

Boring	.	.	.	.	.	Stimulating
Approachable	.	.	.	.	.	Inaccessible
Assertive	.	.	.	.	.	Nonassertive
Traditional	.	.	.	.	.	Innovative
Focused	.	.	.	.	.	Unclear
Concrete	.	.	.	.	.	Non-directive
Sense of humor	.	.	.	.	.	Humorless
Clear expectations	.	.	.	.	.	Unclear expectations

Comments:

4) Please circle the number using the following scale which best describes your evaluation of your Field Placement Agency and Assignments:

- 5 = Consistently
- 4 = Frequently
- 3 = Sometimes
- 2 = Seldom
- 1 = Rarely

1. The agency's attitude toward students is positive and supportive.	1	2	3	4	5
2. The agency is open to suggestions and contributions by students.	1	2	3	4	5
3. The agency is knowledgeable and supportive of the educational goals and objectives of NAU's Social Work Field Education Program.	1	2	3	4	5
4. The learning environment in this field agency can best be described as stimulating and challenging.	1	2	3	4	5
5. My field assignments were relevant to my learning needs and goals.	1	2	3	4	5
6. My field assignments exposed me to working with diverse populations, such as:					
women	1	2	3	4	5
elderly	1	2	3	4	5
physically / mentally challenged	1	2	3	4	5
life style diversity	1	2	3	4	5
sexual orientation diversity	1	2	3	4	5
class diversity	1	2	3	4	5
other: please specify _____	1	2	3	4	5
7. My field assignments covered a variety of tasks and provided me with experience in practice with:					
individuals	1	2	3	4	5
families	1	2	3	4	5
groups	1	2	3	4	5
agencies	1	2	3	4	5
communities	1	2	3	4	5
other: please specify	1	2	3	4	5
8. My field assignments were relevant to meeting the educational goals and objectives of NAU's Social Work Field Education Program.					
	1	2	3	4	5

Comments:

5) Please read each of the statements below and circle the number that most closely describes your preference about some of your experiences in field placement. Put an "X" on a number for each statement.

- 1 = Less Often than happened
- 3 = About the Same Amount that happened
- 5 = More Often than happened

- | | | | |
|---|---|---|---|
| 1. I would have preferred to have been given feedback on what I was <u>doing well</u> in my field work. | 1 | 3 | 5 |
| 2. I would have preferred to have been given directions about what I was to do in my field work. | 1 | 3 | 5 |
| 3. I would have preferred to have been given choice in selection of my field work assignments. | 1 | 3 | 5 |
| 4. I would have preferred to have been given help to focus my learning efforts. | 1 | 3 | 5 |
| 5. I would have preferred to have been given emotional support in my field work. | 1 | 3 | 5 |
| 6. I would have preferred to have been given feedback about what I was <u>not doing very well</u> in my field work. | 1 | 3 | 5 |

Comments:

6) Please check any of the following statements about your field placement with which you AGREE. (Please add comments as needed to any of the statements.)

- | | |
|--|---|
| <input type="checkbox"/> I frequently felt overwhelmed and overworked. | <input type="checkbox"/> I hated to leave the agency when placement was over. |
| <input type="checkbox"/> I often had nothing to do. | <input type="checkbox"/> I felt I had a comfortable beginning professional relationship with my field instructor. |
| <input type="checkbox"/> I looked forward to going to field placement. | <input type="checkbox"/> I feel this experience has helped prepare me for beginning generalist social work practice and employment. |
| <input type="checkbox"/> I think my field instructor was a good teacher. | <input type="checkbox"/> I felt a sense of trust of and emotional safety with my field instructor. |
| <input type="checkbox"/> I often dreaded going to field placement. | Other: please specify |
| <input type="checkbox"/> I learned a lot from my field instructor. | |
| <input type="checkbox"/> I felt intimidated by my field instructor. | |
| <input type="checkbox"/> I felt other students had a better field experience than I did. | |
| <input type="checkbox"/> I felt comfortable asking for what I needed (assignments, instruction, etc.). | |
| <input type="checkbox"/> I felt I was a burden to the agency. | |

I learned a lot from my clients.

7) Overall Assessment:

1. The major strengths of this field placement instructor, assignments, and/or agency are:

2. The things I would change about this field placement instructor, assignments and/or agency are:

8) My recommendation regarding continuing use of this field placement agency and/or instructor:

_____ Definitely Continue

_____ Do not use this placement again

_____ Continue using this placement only if the following condition can be met. Please specify:

Student Signature: _____

Date: _____

BSW Online Student Evaluation of Field Placement Agency

The purpose of this evaluation is for continued development of quality field placements. The contents of this form are to be used by the Field Education Director as a guide for enhancing the Field Education Program. Each student is asked to complete this evaluation and return it directly to the Online Field Coordinator. Only cumulative information will be shared with field agencies and instructors.

Agency Field Instructor: _____

Field Agency: _____

1) Please circle the number using the following scale which best describes your experience with your Field Instructor:

- 5 = Consistently
- 4 = Frequently
- 3 = Sometimes
- 2 = Seldom
- 1 = Rarely

1. Helped me to feel comfortable and welcome in the agency and the community.	1	2	3	4	5
2. Encouraged identification with professional values and encouraged professional behaviors consistent with those values.	1	2	3	4	5
3. Identified, communicated and maintained the expectations of this placement.	1	2	3	4	5
4. Encouraged and engaged in mutual assessment of my learning needs and progress on an ongoing basis.	1	2	3	4	5
5. Encouraged me to critically assess and evaluate my practice performance.	1	2	3	4	5
6. Provided me with feedback on my performance.	1	2	3	4	5
7. Assisted me in my discovery and exploration of self as a professional.	1	2	3	4	5
8. Meet with me in conference as often as needed.	1	2	3	4	5

Comments:

2) Please indicate the teaching methods utilized by your Field Instructor.

Check all that apply

- observed my interview(s) and session(s) with client systems
- required "process recording(s)" and discussed them in supervisory conferences
- demonstrated interviewing by having me observe her/him in client system interaction(s)
- arranged for me to observe other staff in interaction with client systems
- role-played with me to demonstrate skills and processes
- questioned me to draw out my knowledge
- asked me to design a workshop or other project
- asked me to present information about the agency to other community persons and/or professionals
- identified or provided practice/assignment related readings
- shared examples from her/his own practice and experience
- facilitated my networking within the agency and community
- facilitated exploration of my awareness of self as a social worker and my feelings related to my assignments and the client systems with whom I worked

Comments:

3) Please describe your general impressions of your Field Instructor's teaching style using the words and phrases below. Put an "X" on the dot that most closely represents your experience. For example, if you think your field instructor has been "boring," put an "X" on the dot right next to the word "boring." If you think your field instructor has been "stimulating," put an "X" on the dot right next to the word "stimulating." If you think your field instructor has been somewhere in between, put an "X" on the dot where you think it belongs. Please put an "X" on every line.

Boring	.	.	.	.	.	.	.	.	.	Stimulating
Approachable	.	.	.	.	.	.	.	.	.	Inaccessible
Assertive	.	.	.	.	.	.	.	.	.	Nonassertive
Traditional	.	.	.	.	.	.	.	.	.	Innovative
Focused	.	.	.	.	.	.	.	.	.	Unclear
Concrete	.	.	.	.	.	.	.	.	.	Non-directive
Sense of humor	.	.	.	.	.	.	.	.	.	Humorless
Clear expectations	.	.	.	.	.	.	.	.	.	Unclear expectations

Comments:

4) Please circle the number using the following scale which best describes your evaluation of your Field Placement Agency and Assignments:

- 5 = Consistently
- 4 = Frequently
- 3 = Sometimes
- 2 = Seldom
- 1 = Rarely

- | | | | | | |
|---|---|---|---|---|---|
| 1. The agency's attitude toward students is positive and supportive. | 1 | 2 | 3 | 4 | 5 |
| 2. The agency is open to suggestions and contributions by students. | 1 | 2 | 3 | 4 | 5 |
| 3. The agency is knowledgeable and supportive of the educational goals and objectives of NAU's Social Work Field Education Program. | 1 | 2 | 3 | 4 | 5 |
| 4. The learning environment in this field agency can best be described as stimulating and challenging. | 1 | 2 | 3 | 4 | 5 |
| 5. My field assignments were relevant to my learning needs and goals. | 1 | 2 | 3 | 4 | 5 |
| 6. My field assignments exposed me to working with diverse populations, such as: | | | | | |
| women | 1 | 2 | 3 | 4 | 5 |
| elderly | 1 | 2 | 3 | 4 | 5 |
| physically / mentally challenged | 1 | 2 | 3 | 4 | 5 |
| life style diversity | 1 | 2 | 3 | 4 | 5 |
| sexual orientation diversity | 1 | 2 | 3 | 4 | 5 |
| class diversity | 1 | 2 | 3 | 4 | 5 |
| other: please specify _____ | 1 | 2 | 3 | 4 | 5 |
| 7. My field assignments covered a variety of tasks and provided me with experience in practice with: | | | | | |
| individuals | 1 | 2 | 3 | 4 | 5 |
| families | 1 | 2 | 3 | 4 | 5 |
| groups | 1 | 2 | 3 | 4 | 5 |
| agencies | 1 | 2 | 3 | 4 | 5 |
| communities | 1 | 2 | 3 | 4 | 5 |
| other: please specify | 1 | 2 | 3 | 4 | 5 |
| 8. My field assignments were relevant to meeting the educational goals and objectives of NAU's Social Work Field Education Program. | 1 | 2 | 3 | 4 | 5 |

Comments:

5) Please read each of the statements below and circle the number that most closely describes your preference about some of your experiences in field placement. Put an "X" on a number for each statement.

- 1 = Less Often than happened
- 3 = About the Same Amount that happened
- 5 = More Often than happened

- | | | | |
|---|---|---|---|
| 1. I would have preferred to have been given feedback on what I was <u>doing well</u> in my field work. | 1 | 3 | 5 |
| 2. I would have preferred to have been given directions about what I was to do in my field work. | 1 | 3 | 5 |
| 3. I would have preferred to have been given choice in selection of my field work assignments. | 1 | 3 | 5 |
| 4. I would have preferred to have been given help to focus my learning efforts. | 1 | 3 | 5 |
| 5. I would have preferred to have been given emotional support in my field work. | 1 | 3 | 5 |
| 6. I would have preferred to have been given feedback about what I was <u>not doing very well</u> in my field work. | 1 | 3 | 5 |

Comments:

6) Please check any of the following statements about your field placement with which you AGREE. (Please add comments as needed to any of the statements.)

- | | |
|--|---|
| <input type="checkbox"/> I frequently felt overwhelmed and overworked. | <input type="checkbox"/> I learned a lot from my clients. |
| <input type="checkbox"/> I often had nothing to do. | <input type="checkbox"/> I hated to leave the agency when placement was over. |
| <input type="checkbox"/> I looked forward to going to field placement. | <input type="checkbox"/> I felt I had a comfortable beginning professional relationship with my field instructor. |
| <input type="checkbox"/> I think my field instructor was a good teacher. | <input type="checkbox"/> I feel this experience has helped prepare me for beginning generalist social work practice and employment. |
| <input type="checkbox"/> I often dreaded going to field placement. | <input type="checkbox"/> I felt a sense of trust of and emotional safety with my field instructor. |
| <input type="checkbox"/> I learned a lot from my field instructor. | |
| <input type="checkbox"/> I felt intimidated by my field instructor. | |
| <input type="checkbox"/> I felt other students had a better field experience than I did. | Other: please specify |
| <input type="checkbox"/> I felt comfortable asking for what I needed (assignments, instruction, etc.). | |
| <input type="checkbox"/> I felt I was a burden to the agency. | |

7) Overall Assessment:

1. The major strengths of this field placement instructor, assignments, and/or agency are:

2. The things I would change about this field placement instructor, assignments and/or agency are:

8) My recommendation regarding continuing use of this field placement agency and/or instructor:

_____ Definitely Continue

_____ Do not use this placement again

_____ Continue using this placement only if the following condition can be met. Please specify:

Student Signature: _____

APPENDIX E

Universal Affiliation Agreement

This Agreement is entered into by and between the Arizona Board of Regents for and on behalf of Northern Arizona University, located in Flagstaff, Arizona ("University") and ("Facility") located in .

I. DURATION

This Agreement will be in effect for five (5) years, unless a lesser time-period is stated herein. The effective date of this Agreement will be and will end on , and may be renewed, revised, or modified by a written addendum signed by both parties. The parties agree that either party may terminate this Agreement at any time upon thirty (30) days written notice, which may include electronic mail with delivery receipt, to the other party, except that any student already assigned to and accepted by the Facility shall be allowed to complete any in-progress educational experience at the Facility (if feasible), provided, however, the parties retain the right to dismiss or withdraw any student pursuant to Section III. 5.

II. PURPOSE

This Agreement establishes a relationship between the University and the Facility, to allow students from the University to participate in an unpaid or paid educational experience at the Facility's site that may qualify for University academic credit, as determined by the University.

III. GENERAL TERMS

1. A schedule of student participation will be agreed upon by the University, the student, and the Facility.
2. The student's participation should complement the service and educational activities of the Facility. The student will be under the supervision of a Facility employee.
3. Each student is expected to perform with high standards at all times and comply with the written policies and regulations of the Facility.
4. Each student will obtain prior written approval from the University and the Facility before publishing or presenting any materials relating to the educational experience outside the normal educational setting of the University.
5. The University and the Facility reserve the right to dismiss or withdraw student participation if student conduct or performance is unsatisfactory.
6. Neither the University nor the Facility is obligated to provide for the student's transportation to and from the Facility or for health insurance for the student.

7. A meeting or telephone conference between representatives of the University and the Facility will occur at least once each semester to evaluate the educational program.
8. Statements of performance objectives for this educational experience will be the joint responsibility of the University and the Facility personnel.
9. Each student must adhere to the Facility's established dress and performance standards.

IV. FACILITY'S OBLIGATIONS

1. The Facility agrees to appoint a specific supervisor who is responsible for the educational activities and supervision of the University students participating under this Agreement.
2. The Facility agrees to submit to the University an evaluation of each student's progress. The format for the evaluation is established by the University in consultation with the Facility.
3. If the student is not paid for the educational experience, students are not deemed to be employees of the Facility during the duration of the experience by virtue of this Agreement.

If the student is paid by the Facility for the educational experience, the Facility will provide compensation to the student as agreed upon between the Facility and the student. The Facility also agrees that the student is considered an employee for the duration of the experience and is covered by the Facility's liability insurance and other employee related benefits.
4. The Facility is responsible for the acts and omissions of Facility employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Facility's employees and agents. The Facility is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University.
5. Nothing in this Agreement is intended to modify, impair, destroy, or otherwise affect any common law, or statutory right to indemnity, or contribution that the University may have against the Facility by reason of any act or omission of the Facility's employees or agents.

V. UNIVERSITY'S OBLIGATIONS

1. The University will designate a faculty or other representative to coordinate scheduling, provide course information and objectives, and assist in advising students.
2. The University will be responsible for developing and carrying out procedures for student selection and admission.

3. The University is an Arizona public institution of higher education and is self-insured through the Arizona Department of Administration Risk Management Division pursuant to Arizona Revised Statutes ("A.R.S.") §41-621, et seq. to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the Facility's employees and agents.

VI. STATE OF ARIZONA PROVISIONS

1. **Nondiscrimination.** The parties agree to comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act.
2. **Conflict of Interest.** The University's participation in this Agreement is subject to A.R.S. §38-511 which provides that this Agreement may be cancelled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of the University is, at any time while this Agreement, or any extension thereof, is in effect, an employee or agent of the other party to this Agreement in any capacity or a consultant to any other party with respect to the subject matter of this Agreement.
3. **Notice of Arbitration Statutes.** Pursuant to A.R.S. §12-1518, the parties acknowledge and agree that both parties may be required to make use of mandatory arbitration of any legal action that is filed in the Arizona Superior Court concerning a controversy arising out of this Agreement if required by A.R.S. §12-133.
4. **Cancellation for Lack of Funding.** If the University's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then the University may provide written notice of this to the Facility and cancel this Agreement without further obligation of the University. Appropriation is a legislative act and is beyond the control of the University.
5. **Student Educational Records.** The University and the Facility recognize that student educational records are protected by the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g). The Facility agrees to comply with FERPA and to not make any disclosures of student educational records to third parties without prior notice to and consent from the student or as otherwise provided by law.

6. **Representations Regarding Relationship and Use of University Marks.** Except as otherwise agreed in writing, the parties acknowledges that the relationship created by this Agreement is limited to the student experience, internship, or placement program contemplated herein. Neither party shall make any representations stating or implying that the parties engage in broader transactions or that a party is otherwise associated with the other party without first obtaining express written permission from the other party. In addition, neither party shall use any trade name, trademark, service mark, logo, domain name, nor any other distinctive brand feature owned or used by the other party without prior written authorization by the party.
7. **No Boycotts of Israel.** Pursuant to A.R.S. §§ 35-393 and 35-393.01, the Facility certifies that the Facility is not currently engaged in and agrees, for the duration of this Agreement, to not engage in a Boycott of Israel.
8. **Inspection and Audit.** To the extent required by A.R.S. §35-214, the Facility agrees to retain all records relating to this Agreement. The Facility further agrees to make those records available at all reasonable times for inspection and audit by the University, or the Auditor General of the State of Arizona, or their agents during the term of this Agreement and for a period of five (5) years after the completion of this Agreement. Such records shall be provided at Northern Arizona University, Flagstaff, Arizona, or such other location designated by the University, upon reasonable notice to the Facility.
9. **Arizona Public Records Laws.** Any other provision of this Agreement to the contrary notwithstanding, the Facility acknowledges that the University is a public institution, and as such is subject to Arizona Public Record laws, Title 39, Chapter 1, Article 2 of the A.R.S. §§ 39-121 through 39-127, et seq. Any provision regarding confidentiality is limited to the extent necessary to comply with the provisions of state law.

VII. MISCELLANEOUS

1. Neither party shall have the right to assign this Agreement without the prior written consent of the other party.
2. Each party to this Agreement shall be responsible for each party's own costs for performance of the respective obligations. The parties do not currently anticipate the need for a budget but will create one should the need arise.
3. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. This Agreement and all claims arising out of or relating to this Agreement shall be governed exclusively by the laws of the State of Arizona, the courts of which state shall have jurisdiction over its subject matter.

4. Any notice to the parties shall be in writing and shall be deemed given if delivered in person, electronic mail with delivery receipt, or three (3) days after mailing by United States registered or certified mail, postage prepaid, and addressed as follows:

University:

Facility:

Contact: _____

Contact: _____

Address: _____

Address: _____

City, State Zip: _____

City, State Zip: _____

Email: _____

Email: _____

With a copy to:

Contact: Contracting and
Purchasing Services

Address: PO Box 4124

City, State Zip: Flagstaff, AZ 86011

Email: NAU-Contracts@nau.edu

The individual signing on behalf of the Facility hereby represents and warrants being duly authorized to execute and deliver this Agreement on behalf of the Facility and that this Agreement is binding upon the Facility in accordance with its terms.

Arizona Board of Regents for and on behalf of No
Arizona University

Pr _____

Pr _____

APPENDIX F

The Learning Path

Berger identified six steps of the Learning Path; Vickie R. Marks, MSW, CMSW, and Rebecca Garrison, MSSW, Ph.D. added the step of integration. We are indebted to Berger for giving us permission to include his model in this manual.

The first step of the path is introduction, the presentation of new concepts, ideas, theories, and processes. Generally, definitions and descriptions of concepts, principles, and characteristics of the content to be introduced are presented in required readings (e.g. agency policy and procedures manuals, population specific articles and books, intervention strategies) and discussed during supervision conferences.

Association is the process of linking new information with that which the learner already has experienced and knows. Berger stresses that teachers and field instructors routinely check with learners to ensure that they are making associations of the new material with their experiences and existing knowledge. Knowing what associations learners are making enables the teacher/field instructor to assess the degree to which learners grasp the new information and can facilitate the development of activities for engaging and guiding learners through the learning path. To foster association, teachers/field instructors can provide examples of ways to link the new information with learner experiences or provide practice experiences for associating the new information.

Active use of new information in familiar and common ways is the process of involvement. Role-play exercises or discussions in supervisory conferences are excellent ways to engage learners and involve them with new information. For example, to teach about the application of systems theory in practice, students could develop an ecomap with a client system and discuss the ecomap with the field instructor using the concepts and characteristics associated with systems theory.

Application, the use of new information in similar situations, follows involvement. Conducting an interview with a client system or reviewing a case study prepared by the field instructor and identifying the systems and their qualities and characteristics revealed in the interview or case study is an example of how learners might apply new information about systems theory.

Integration is the internal process of synthesizing the new information with what is already believed and known. As a crafts person weaves new thread into the emerging cloth to create pictures and patterns, so must new information be interwoven with that which is already known to create understanding, clarity, and meaning. As a process of synthesis, once new information is interwoven with the old, the knowledge, values, and skills become dynamic and unique. Even though integration is an internal process, teachers/field instructors can facilitate it by exploring with learners how the new information is fitting with what they already believe, know, and understand. This exploration is beneficial in identifying and discussing value and knowledge conflicts that may be blocking integration.

The next step, internalization, is the process by which the integrated knowledge, values, and skills becomes a part of the self. When knowledge, values, and skills are internalized it means that the capacities and competencies related to effective professional practice are synthesized with the self.

From this perspective, separation of who we are as persons and who we are as professionals is neither possible nor desirable. Most social work educators have had experiences with those few students who excel in the classroom yet have tremendous difficulty when it comes to performance in field placement. Often these are students who have been able to integrate learning but not internalize it.

Frequently, our educational processes jump from application to expectation of contribution without facilitating and fostering the more abstract internal processes of integration and internalization. This is unfortunate as it is during the processes of integration and internalization that change occurs and makes it possible for learners to develop their personal styles for engaging in professional practice. Exploring with learners what they are discovering about their feelings, behaviors, and beliefs that are both similar to and different from their teachers, field instructors, and colleagues can stimulate the process of internalization.

The final component of the learning path in which the person is able to use the integrated, internalized knowledge, values, and skills in service of others is contribution. This is a point of celebration as it means that social work is a part of our identity, a part of who we are, and enables conscious use of self in our interactions with others.

While new learning will occur during field placement, the focus of this experience is on the application of the knowledge, values, and skills gained in the classroom to enable integration, internalization, and contribution.

Student Learning Tasks for Professional Development

This description of student learning tasks for professional development represents a synthesis of input by field instructors and Loganbill, Hardy, and Delworth's (1982) framework for the interaction of student learning tasks and developmental phases of student change. The fundamental learning tasks as linked with NAU Social Work Department mission, goals and competencies are:

1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally. (Competencies 2, 6, 7, 8, and 9)
3. To promote identification with the profession continued professional development, and development of knowledge and skills for generalist social work practice. (Competency 1)
4. To provide service to the community and promote human rights, social, economic, and environmental justice. (Competency 3)
5. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing. (Competency 4)
6. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective. (Competency 5)

Developmental Phases of Change

Another way to think about the professional developmental process through which student's progress was developed by Loganbill, Delworth, and Hardy (1982). They identify three developmental phases of change: stagnation, confusion, and integration. Assessment of where a person is in terms of the phase of the professional developmental process is beneficial in identification of appropriate strategies for facilitating growth toward desired competencies.

Stagnation.

In general, stagnation is characterized by:

- naïve unawareness of any difficulty or concern in a task or stuck/frozen in old patterns
- gullibility
- naïve or false sense of security or may present an unrealistic or inflated sense of competency and mastery
- simplistic black and white thinking
- absence of awareness and insight regarding impact of actions on others
- "mechanical" actions and reactions to situations and events
- rigid and narrow thought patterns and view of the world
- low self-esteem and strong dependency on authority figures – new learning must come from outside the person
- exhibits a pattern of cognitive or emotional blocking, blind spot with regard to functioning in a task
- idolizes authority figures as all-knowing, wise, and omnipotent but unnecessary; and/or
- unaware rather than hostile or angry.

In the context of the specific learning tasks for professional development, stagnation might be exemplified as follows:

1. Knowing and Understanding

- a. absence of awareness of the significance of informing social work practice from a purposive, evidentiary, unified knowledge base
- b. inconsistent and inflexible in use of knowledge for understanding context and system functioning; and/or
- c. simplistic view of the world and client/agency/community systems.

2. Respect of Human Difference

- a. denies human and cultural differences
- b. is judgmental and overly critical of client systems
- c. limited capacity to engage with client/collegial systems characterized by difference
- d. directive with client/collegial systems and imposes own values, beliefs, and solutions on client/collegial systems; and/or
- e. unaware of acting in a way that is discriminatory or oppressive.

3. Competency

- a. limited mastery of skills for practice
- b. is routine, mechanical, and rigid in execution of skills without regard for differential contextual and client system needs and experiences.

4. Professional Identify and Values

- a. denies or is unaware of motivations for becoming a social worker
- b. is aware of ethical standards yet does not apply these standards in practice
- c. is blind to ethical issues or ramifications of own behavior in practice situations.

5. Autonomy

- a. is overly dependent on the Field Instructor or other authority figures
- b. views the Field Instructor as omnipotent and all knowing
- c. overgeneralized sense of own capacities and competencies and exhibits inappropriate independence and decision making.

6. Self-awareness/Use of self

- a. unaware or denial of feelings toward client/collegial systems (e.g. anger, inadequacy, intimacy, loss of objectivity)
- b. unaware or denial of feelings generate in client/collegial systems (e.g. anger, frustration, intimidation)
- c. unaware of own strengths, capacities, and limits as a professional.

The phase of stagnation has value in providing an opportunity for regeneration of energy necessary in preparation for the next stage. While people appear to be "stagnating" (admittedly not the nicest thing one can say about someone), they may be gathering strength.

Confusion

The second phase, confusion, is characterized in general by:

- instability
- disorganization
- erratic fluctuations of behavior
- disruption
- conflict
- confusion
- desperate seeking of equilibrium and balance, may revert to old comfortable patter
- "unfreezing" of attitudes, emotions, and behaviors
- questions world view and fit with profession
- realizes something is out of sorts and is struggling for a solution
- fluctuates between feelings of incompetence and failure and feelings of great expertise and ability or may be aware of skills and competencies but unsure as to how these are perceived by others and how useful they are in practice
- perceives the authority figure as magical and all-knowing and withholding of knowledge from him/her or as incompetent, inadequate, and someone who has failed to come through when needed. Feelings for the authority figure may change from admiration to feelings of disappointment and anger as the person begins to realize that authority figures are not omnipotent and all knowing. This can be a very difficult and frightening phase for the authority figure; and
- a very raw affective period of social, cognitive, emotional, behavioral awareness and turmoil.

In the context of the specific learning tasks for professional development, confusion might be exemplified as follows:

1. Knowing and Understanding
 - a. feels work with client/collegial systems is inadequate
 - b. unable to identify realistic goals in practice
 - c. confused about what happens with client systems
 - d. fluctuates from one approach to another in attempts to understand context, dynamics and situations.

2. Respect of Human Difference
 - a. fluctuates between denial and intolerance of human and cultural differences, and recognition and appreciation of difference
 - b. may experience guilt and distrust of self and ability to work with client/collegial system difference.

3. Competency
 - a. experience of intense frustration with the pace of client system movement toward desired outcomes
 - b. generalizes feelings of inadequacy experienced in one situation to all practice experiences
 - c. desperate seeking of answers for “what to do” in work with client/collegial systems.

4. Professional Identify and Values
 - a. questions choice of social work as a career
 - b. is frightened of or questions own motives for choosing social work
 - c. experiences an intense ethical dilemma between professional ideals, agency rules, and/or personal values.

5. Autonomy
 - a. fluctuates between dependence and rebellion or extreme independence.

6. Self-awareness/Use of self
 - a. gradual or sudden awareness of own feelings and of feelings toward client/collegial systems
 - b. alarmed, fearful, or overwhelmed by self-awareness to point of immobilization in carrying out tasks and assignments, anger toward those involved in learning experience, and/or avoiding interactions that stimulate feelings
 - c. vacillates between feelings of confidence and of inadequacy.

While this phase can be very frightening, it is the experience of confusion, tension, and conflict that is crucial to the development of creativity and synergistic processes and outcomes. It is during the phase of confusion that old ways of thinking, feeling, understanding and believing are shaken that can open up the way for creativity, and new learning and behaving.

Integration/Internalization/Contribution

The phase of integration/internalization/contribution, the culminating phase of the professional developmental process, is characterized by reorganization, flexibility with stability, security,

competence, and mastery, confidence, hope, a renewed sense of direction, and vision for a preferred reality. Integration offers the student the opportunity to realize potential by moving forward as a professional equipped with the resources for meaningful action.

In the context of the specific learning tasks for professional development, integration, internalization, contribution might be exemplified as follows:

1. Knowing and Understanding
 - a. demonstrates a unified, integrated, internalized knowledge base
 - b. ability to critically analyze and apply knowledge consistently and differentially with a variety of client/collegial systems in assessing and understanding the dynamics of context and client system functioning and interactions, in developing planned change processes and strategies, and in evaluating outcomes and practice effectiveness.
2. Respect of Human Difference
 - a. demonstrates an appreciation of human and cultural differences;
 - b. acknowledges own biases and prejudices
 - c. has developed a mechanism or process for guarding against the expression of biases and prejudices, and for continued exploration and identification of biases and oppressive behaviors.
3. Competency
 - a. consistent mastery in application of skill in interactions with client/collegial systems;
 - b. acknowledges ownership of and identifies skills and strengths
 - c. adapts and applies skills differentially depending on the dynamics and needs of contexts and client/collegial systems.
4. Professional Identify and Values
 - a. articulates a personal style consistent with professional purposes and values;
 - b. is aware of personal motivations for choosing social work and channels these motives for constructive contributions in practice
 - c. demonstrates integrity in operationalizing professional ethics in practice.
5. Autonomy
 - a. demonstrates a realistic view of his/her capacities
 - b. differentiates circumstances in which assistance and guidance are necessary from situations in which autonomous functioning appropriate.
6. Self-awareness/Use of self
 - a. consistent, accurate awareness of self and other;
 - b. able to use this awareness effectively in her/his interactions with context and client collegial systems
 - c. identifies capacities and strengths as well as areas for growth and change.

Intervention Strategies

The process of influencing change is built on the foundation of a relationship and sense of belonging characterized by respect and positive regard for the other, genuineness, and integrity. The effectiveness of the implementation of intervention strategies identified for facilitating movement from one developmental phase to the next depends on the stability and nature of the student/field instructor

relationship. Empathy (awareness of and understanding the meaning of the experience of the other), parallel process (self-awareness and conscious use of self), and encouragement (building on the strengths and capacities of the other) define the nature of the relationship.

Readiness for and timeliness of the intervention are factors in each of these phases. While each of the developmental phases has value, there are dangers associated with remaining in a phase too long. For example, stabilization (without challenges) can become stagnation in patterns and behaviors that no longer serve one's needs. Staying "stuck" too long can lead to entropy or diminishing capability to use energy and carry out functions. Alternatively, confusion without eventual movement into integration/internalization/contribution can become contempt of self and others, especially client systems and supervisors or anyone in a position of authority or authority figure. The intervention strategies described below enable facilitation of movement through the phases with the ultimate goal of integration, internalization, mastery, and competency. One caution: as noted above, because of the discomfort, turmoil, and chaos associated with the phase of confusion, there is a natural tendency for people experiencing this state to grasp for some resolution - either moving back to what "was" before experiencing confusion; or pushing too soon into "integration" or what "will be." Integration and internalization will not be complete without the dynamic tension associated with the phase of confusion. The intervention strategies identified for working with people who are stuck in old patterns (stagnation) are designed to create confusion and disrupt the status quo. Thus, it is desirable to anticipate implementing the intervention strategies for the phase of confusion when the intervention for stagnation is applied. Be prepared to feel and experience the disruption and turmoil of the student (parallel process) as you engage in the intervention strategies associated with facilitating movement through the phase of confusion.

Movement from stagnation into confusion can be facilitated by implementing the interventions of clarification, catalyst, and prescription. These interventions may be internally or externally initiated and may be gradual or abrupt, depending on the nature of the situation and the intervention strategy utilized.

- Clarifying interventions are activities and interactions that focus on defining, articulating, and giving meaning to the activities and assignments in which the student is engaged. Clarifying interventions may occur during supervisory sessions with the student, through assigned readings, in staff meetings, or anytime in which the focus is on understanding the philosophy and rationale underpinning an activity or assignment. It is through this process of clarification that the students' knowledge, values, and skills are highlighted and made conscious.
- Catalytic interventions
Included in catalytic interventions are making a demand for work, facilitative clarification that highlights discrepancies and contradiction, increasing the degree of challenge of experiences and activities that introduce opportunities for disturbing the existing equilibrium and requires the development of new adaptive responses; and questioning, probing and raising issues. Catalytic events may occur voluntarily or involuntarily and may be imposed or offered. While devastating, natural, mechanical, or human caused disasters which are usually involuntary and imposed can be catalytic for the people affected by them. "Family interventions", utilized by substance abuse sponsors or professionals to encourage substance abusers to seek treatment, may be imposed involuntary catalytic events. At the larger system level, in 1996 a catalytic event was created when President Clinton vetoed the legislature's budget proposal that shut down many governmental offices and services.

Offered voluntary catalytic events might include voicing to the student an option or consequence that is desirable or undesirable which generates an intense reaction and stimulates action. Another example of an offered voluntary catalytic event might be to accept the offer of purposely being exposed to fear inducing, difficult, and/or challenging experiences, people, places, or things. For many students this can be the first time they are engaged in an interaction with a client system alone or without the Field Instructor present. For others, it might be meeting with client systems in the presence of the Field Instructor.

- Prescriptive interventions

Prescription is the process by which the student is provided a specific plan of action for use in a particular situation. Prescriptive interventions are useful especially in situations in which the monitoring of the student's behavior is necessary to ensure client system well-being. This is a very directive intervention and may enable the student to engage in activities that disturb her or his equilibrium to foster recognition for change and development of new adaptive behaviors. An example of a prescriptive intervention is the Ten Commandments.

Facilitative and conceptual interventions enable the experience of confusion and facilitate movement from confusion into integration/internalization/contribution.

- Facilitative Interventions

Empathy diffuses contempt and enables the natural progression of movement through confusion. Components necessary for facilitative interventions are accessibility of the Field Instructor or authority figure, patience, supportive unconditional positive regard, warmth and acceptance, creating an atmosphere of safety and security, providing the time and opportunity for the student to engage in reflection and introspection, providing feedback that clarifies strengths and effective behaviors, expression of confidence in potential and proposed behaviors, and conveying hope. As Helen Northen (1982) noted: "Support sustains motivation and capacity." The key is the safety of the environment for the expression of feelings, beliefs, and ideas.

- Conceptual Interventions

Conceptual interventions involve reframing and clarifying goals and desired outcomes, and offering substantive content in the form of theories and principles for practice. Application of conceptual interventions can take the form of relating experience to theory or assigning (creating) experiences and assignments that illustrate specific practice principles or procedures.

Integration and internalization are not goals; they are phases in the process of learning and change. Integration and internalization without opportunity or challenge may quickly become stagnation. The interactions associated with the phase of integration/internalization/contribution enable continued growth and development as a competent professional with a commitment to and investment in using competencies and capacities for the well-being of others – making a contribution in the service of others. Integration and internalization are maintained through encouragement, teaming and collaboration, and on-going evaluation of practice, programs, and outcomes.

Learning Path and Developmental Phases of Change Sources

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APPENDIX G

Field Content Guidelines

The BSW program is designed to prepare students to become generalist social workers competent in the delivery of services with client systems of various sizes with a focus on practice with rural and Indigenous populations characteristic of the region. The ecological systems approach is used as an organizing framework for collection and analysis of information to determine the nature of client system functioning and to develop goals and strategies of intervention. A strengths perspective applied within a planned change process is the practice framework for planning and implementing change strategies with individuals, families, groups and communities within the environmental and cultural contexts of the region.

Therefore, the focus of the content of the NAU BSW curriculum is on developing professional knowledge, values, and skills within the context of evidence, ecosystems, strengths, planned change processes, human diversity, planned interventions, evaluation, transition, and the systematic use of community resources.

The Field Content Guidelines illustrate basic professional expectations the student must meet in the field and ways in which the Field Instructor might plan learning experiences so that the student can meet the expectations. Each section has three parts.

- **Content:** Content topics are major units of study included in the social work curriculum.
- **Learning Expectation:** Reasonable expectations for the student to meet during the course of the field placement.
- **Learning Assignments/Tasks:** Suggestions for developing learning assignments/tasks that enable the student to meet learning expectations. The Field Instructor and student develop learning assignments that are reasonable to achieve in the field setting. These are provided as suggestions only.

All possible field assignments listed in each section are considered to be reasonable and fair assignments for social work students, although timing of assignments is an important consideration. The field content areas listed below are examples of the types of learning that can occur in the agency setting. The Learning Assignments are suggested as ideas for use in the Social Work Field Placement Contract.

Content	Learning Expectation	Assignments / Tasks
1) Knowledge base of professional practice	Knowledge of human behavior, social processes, ecosystems, strength perspective, and social work practice approached, and process. Integrate theory, values, skills into unified knowledge and practice base	Identify and explain the impact of life cycle, cultural environmental, political, economic and devaluing forces of human systems; apply theory and strengths orientation ,client system functioning, and proposing planned, change activities; support, assessment of system, functioning with behavioral examples; identify and explain practice approach used in intervention activities,
2) Professional Vales	Identify in practice situations major values that both support and challenge his/her personal and professional social work practice, affirm the right of client self-determination; safeguard confidentiality; critically examine are of conflict between personal , agency, client systems, and professional values; develop alternatives and explore consequences without imposing own values; and, utilize ethical and principles and standards as a guide for decision-making and practice behavior	Identify the value-based factors in a "case" that facilitate and inhibit planned change processes with the client system(s); develop a newspaper file on ethical issues and moral/value questions (e.g., euthanasia, organ transplants, AIDS, racial and/or sexual orientation discrimination); identify and discuss issues and implications of the realities of respect, self- determination and confidentiality.
3) Knowledge of working with diversity	Promotion of social justice and participation and working with systems of differing race, gender, age, ethnic background, values, physical or mental condition, status and life style, and sexual orientation. Recognize uniqueness of systems and situations; relate comfortably with systems with differing, values, cultures, physical / mental conditions, sexual orientation and life style and adapt practice to be responsive to human diversity.	Develop a Resources file of social work practice with diverse, oppressed and rural populations; build a video file / bibliography on diverse populations, including Native Americans, Hispanics, Asian Americans; identify the ways in which oppression occurs (or may occur) within the agency and locality; identify and implement change strategies for altering oppressive behaviors and processes; participate in activities and assignments in which confronted with client system diversity.
4) Social System (locality) of context of practice	Knowledge of the interrelatedness between and among societal units and subunits, and the impact of that interrelatedness on social work practice; knowledge of the formal and informal networks that serve the locality and region; identify the influence of historical, economic, political, of historical, economic, political, geographical characteristics of the locality and region on its members; identify the influence of the characteristics of the locality and region on the delivery of services; identify the barriers to social participation created by institutional arrangements; maintain working relationships with community networks and resources; utilize both informal and formal community resources in planned change activities with client systems; identify gaps in community resources; and, engage in community	Identify the various social systems of which the client system is a member and/or that impact the client system and describe how these systems may impact the planned change process; develop a personal resource file that includes informal natural support as well as formal community resources; write a brief paper identifying and describing the contextual elements of the locality; participate in a community based change activity.

	change processes sanctioned by the agency.	
5) Agency context of practice	Knowledge of agency policies, procedures and processes, and engagement in intra-agency planned change processes: identify ideologies which influence service delivery designs; provide accurate information about the agency's resources and services to client systems; facilitate client system utilization of agency resources and services; assess factors influencing access to and participation in organizational functioning by persons of differing gender, age, race, ethnicity, physical or mental condition, socioeconomic status, sexual orientation, and/or lifestyle; identify and propose, as needed, processes and procedures for redress of inequalities; engage in process directed intra- and/or interorganizational change activities; accept the authority of the professional role and make difficult decisions without abusing power and control; engage in program evaluation processes.	Upon review of agency policy and procedure materials and observation of or involvement in policy decision-making on some level, the student will write a brief paper in which the agency is described including: philosophy, structure, services, populations served (or under- served), and intra- and interorganizational change processes and activities; participate in staff meetings and agency team processes; meet staff responsible for delivery of various agency services; participate in agency policy and procedure review and development.
6) Planned-changes process	Recognize and apply the elements of planned change processes in planned change activities within the context of ecosystems, strengths perspective, and evidence as a basis for generalist social work.	When presented with a case, develop a plan for utilizing planned change processes, within the frameworks of ecosystems, strengths perspective, and empirical evidence with client systems in pursuing planned change goals.
7) Professional roles	Knowledge and application of the variety of professional roles necessary in generalist social work with a focus on the roles of broker, teacher, enabler, advocate, and mediator.	Identify and describe the practice roles utilized in working with a variety of client systems and in different situations; participate in assignments and activities that require utilization of the variety of professional roles; distinguish between personal, professional and student roles.
8) Professional relationship building / engagement skills	Demonstrate capacity to engage in, develop and maintain professional relationships; employ the concept of relationship in a conscious and deliberate way for the benefit of the people being served; identify the purpose for the relationship.	Engage in active planned change processes with multi- level client systems listing the major elements of the professional relationship and describing how the relationship has affected the planned change process with the system.
9) Professional relationship Professional communication / interviewing skills	Engage in purposeful interaction with clients, supervisors and staff in the field setting; exhibit genuineness, warmth, empathy, respect, and non-judgmental positive regard; identify feelings in verbal and non-verbal expression; facilitate expression and exploration of feelings when appropriate; maintain focus; respond to indirect cues; control subjective reactions and perceptions; identify and respond to system ambivalence; start where the system is; be	Engage in purposeful communication with client systems demonstrating professional interviewing and listening skills; submit at least two new process recordings for Field Instructor and NAU Liaison review; be observed by the Field Instructor when conducting an interview.

	sensitive and responsive to ethnic, racial, age, sexual orientation, cultural, and gender differences; use communication skills in one-to-one, group (small and large), and family processes; and create a productive climate for a purposeful interview.	
10) Information collection / recoding	Identify the role of communication in information gathering; demonstrate skill in the collection of information, and in oral and written expression of ideas and feelings in diverse, delicate, and complex situations with client systems and colleagues; demonstrate sensitivity to differing communication styles and processes.	When conducting client interviews, demonstrate interviewing skills necessary to generate information related to the planned change effort and record the results of the interview in the designated agency format; identify gaps in own communication skills.
11) Assessment	Formulate written assessments and social histories which include system functioning in terms of the interrelatedness of contributing intrapersonal (bio/psycho/spiritual/emotional), interpersonal/ social, community, cultural/ethnic, environmental, historical and structural factors; identify system strengths as well as concerns; distinguish between inference and fact; discriminate between relevant and irrelevant details; utilize appropriate information from external sources to aid in assessment; arrive at logical and sound conclusions and decisions; and specify points for planned change activities.	When assigned cases, develop, discuss and write up assessments that reflect client system functioning, resources, and information relevant to the change goals.
12)Planned-changed process intervention	Develop an intervention plan that: involves the client system in the planning, is realistic, identifies alternative change plans; identifies short and long term goals, prioritizes tasks and activities, utilizes client system strengths, utilizes available informal and formal resources, specifies roles for participants, and is responsive to cultural, age, gender, or other differences. Engage in change processes that simultaneously involve differing systems (individual, family, group, agency, and/or community).	When assigned a case, develop goals and objectives with the client system, formulate a service contract, identify and select activities/intervention strategies for each system involved in the change process, and utilize appropriate skills in facilitating implementation of the service contract; develop a file on at least three (3) different intervention approaches and/or theories (e.g., behavioral, cognitive, reality, existential.)
13) Research	Knowledge of research processes and methods; values the significance of empirical evidence for effective practice; utilize literature and research findings to enhance knowledge and inform practice.	Review and discuss current research and literature relevant to population with which working; identify research findings that inform practice; identify gaps in knowledge about effective practice with relevant populations; participate in program and practice evaluation processes.
14) Evaluation	Evaluate the effectiveness of the planned change process/ intervention strategy; modify the strategy as necessary. Analyze self and skills for practice.	Develop and implement evaluation processes for tasks and activities in which engaged. Complete written evaluation form on self, prior to discussion with Field Instructor.

15) Termination	Knowledge of factors involved in transitions; recognition of feelings and anticipation of reactions to disengagement and termination are operationalized in planning for termination with client systems and agency at the end of placement	Prepare for, implement the termination phase with client systems, and from the agency; describe termination plans and processes in discussions with Field Instructor prior to and during the implementation of closing with a client system and the field placement agency.
16) Information Technology	Knowledge and skill in use of information technology in preparing documents, presentations, forms, and tools for practice with client systems and for agency data management and analysis; access and evaluate websites for resource and knowledge development.	Discuss security, privacy, and ethical issues of Internet usage; create forms for agency procedures; retrieve relevant literature to inform practice; develop and use databases; prepare and offer presentations for agency use, client system and community education, and professional development activities.
17) Professional Use of Self and Self Awareness	Identify personal motives for selecting and pursuing social work as a career; identify own areas of competence and difficulty; work cooperatively and collaboratively with others; identify and explore feelings toward other systems; identify impact of self on others; demonstrate commitment to continuing professional development by seeking ways to expand knowledge and improve skills; convey maturity and professional image to others; allocate and make use of time, organize and manage workload; differentiate between situations, experiences, and assignments in which self-initiative and autonomous functioning is appropriate and when it is not; when appropriate take the initiative and function autonomously in practice without unnecessary requests for guidance and evaluate the effectiveness of own practice.	Identify reasons for selecting social work as a career choice; attend state, local, and regional NASW meetings and share new knowledge with agency staff; attend in-service training and continuing education workshops; engage in discussions with Field Instructor and NAU Field Liaison of own strengths and concerns as a generalist social worker; engage in evaluation of own practice; complete written self-evaluation at the conclusion of field placement.
18) Knowledge and use of Supervision	Preparation for field instruction conferences, utilization of feedback from and communicate of concerns with Field Instructor, openness to new ideas and approaches; utilization of field instruction to integrate values, knowledge, and practice skills.	Prepare agendas for field instruction conferences, solicit feedback from Field Instructor and others available to evaluate practice; engage in discussion with Field Instructor about the process of instruction in preparation for becoming a Field Instructor in the future.

APPENDIX H

Safety Guidelines

One important way we take care of ourselves professionally, as well as personally, is through the careful assessment of risks and liabilities associated with our professional roles and responsibilities. Risks associated with safety in social work are those instances and practice contexts where the potential for harm may be present. Please reference the *Guidelines for the Use of Social Media* for online safety under the Professional Behavior heading of the Standards of the Field Education Program.

What follows are excerpts from an article prepared for Portland State University Graduate School of Social Work (Graham, 2002) about maintaining safety while in field placement. The contents of this article are relevant for all social workers who work with client systems in settings outside of the agency. The agency has a duty to provide employees with a workplace free from recognized hazards likely to cause death or serious physical harm (Occupational Safety and Health Act of 1970). Agency responses to ensure safety of its employees will not be covered in this section. It is recommended that a discussion of agency responses to ensure safety of its employees be initiated by the field instructor.

SAFETY CONCERNS AND STRATEGIES IN SOCIAL WORK PRACTICE*

To discuss what social workers and students in field settings can do to increase their safety; it is useful to talk about a process of anticipation, recognition, self-management, strategies, and documentation.

Early anticipation. For social work, workplace violence is more likely to occur with someone known by the social worker. . . . Most of the time, a social worker does not need to fear violence from clients. A social worker should probably be more alert when working with clients who are angry and feel mistreated, clients who are actively using alcohol or illegal drugs, and clients who have a pattern of violent behavior, anti-authority attitudes, or unstable mental conditions (Horejsi & Garthwait, 1998). Practice settings where social workers should be alert to potential violence include child protective services, programs in correctional facilities, working in forensic units, working in shelters for homeless, and working in residential facilities for youth who are especially aggressive and impulsive (Horejsi & Garthwait, 1998). During the course of initial investigation of child abuse, allegations and involuntary removal of a child from a parent's home social workers should be aware of their greater risk (Horejsi & Garthwait, 1998). Violence from other family members is also a risk while providing protection to a victim of domestic violence. Other risk activities include outreach to gang youth, and treatment of aggressive youth. Transportation of senior or other clients who do not wish to move may provide times of risk. Social workers should understand developmental differences in clients and recognize why clients of different ages may act aggressively (Baird, 1999).

Social workers should also be alert to their environment and be prepared to deal with people with criminal plans who they may encounter on the way to work with clients (Horejsi & Garthwait, 1998).

Recognition of cues of violent behavior:

- Fears expressed about losing control
- "I'm going to blow my top"
- Expressed vague fears of doing harm to someone

- Frequent calls during the interview to friends or family
- Broken appointments with other counselors
- Reports of actions that suggest violence
- Purchasing a gun
- Driving recklessly
- Signs of violence
- Sometimes angry brooding or sullen behavior- may be violent but more often than not; you will see increase in irritability; verbal outbursts; pacing, restlessness; agitation; testing behaviors, before a violent outburst.

While clients are in initial states of tension and frustration, but are still rational and in control of behavior, social workers have opportunities to defuse the situation (Horejsi & Garthwait, 1998). At this time it may be best to help clients vent their emotions, help clients reflect on the situation and devise solutions on their own. Social workers may use active listening to reduce tension, build rapport and assess the severity of crisis and potential danger to themselves and others (Horejsi & Garthwait, 1998).

For self-management in potentially violent situations social workers should generally:

- Start with respect and stay with respect
- Get in touch with their own feelings and watch their behavior with potentially violent clients
- Assure yourself, your co-workers and your students that if there is a fear of clients or concerns about potential client violence you do not have to meet with those clients; those clients can be referred out
- Watch out for power struggles
- Avoid insisting the client confront upsetting material
- Avoid potentially hurtful comments
- Be careful in discussions of actual or impending losses.

When signs of potential violence are evident ask the client to discuss these signs, verbalizing angry or aggressive feelings is a better channel than letting the client go on acting out their feelings (Horejsi & Garthwait, 1998). Talking about their behavior and anger defuses the intensity of the emotions, and demonstrates the social worker's ability to deal with anger in a composed manner (Horejsi & Garthwait, 1998).

To respond to verbal attacks, recognize that clients may be feeling threatened and vulnerable (Horejsi & Garthwait, 1998). Social workers should avoid becoming defensive and especially avoid going on the offensive with verbal attacks. Social workers may reduce threats by displaying calm body language, using a non-threatening tone of voice, reflecting client feelings and behaviors, and setting limits. Calmly validate any feelings being expressed, while providing clear guidelines, choices and alternatives (Horejsi & Garthwait, 1998).

When clients lose control and strike out or are very close to striking others, they pose a real danger (Horejsi & Garthwait, 1998). Social workers should immediately assess the level of danger and their ability to provide control. Social workers may be more likely to gain some control of the situation if they empathize with a client's fear about doing something the client will later regret. Workers must remain calm and continue to build rapport while shifting their focus to the threatening behavior.

Advice for social workers confronted with violence is to:

- [work at resolving] the problem first without physical intervention

- seek assistance, but try not to abandon a potentially explosive situation
- use physical force only if necessary, and only use enough force to eliminate the risk of harm
- even if physical force is needed there is no requirement that you risk injury to yourself
- use your best judgment under the circumstances (Oregon Education Association, 1998).

The out of control person must be controlled, either by the worker or by legal authorities. If assaulted or confronted with a weapon, the first priority should be to escape or prepare to escape (Horejsi & Garthwait, 1998).

It is crucial to document incidents of violence. Little more is distressing than to come out of a potentially violent meeting with a client and have a colleague tell you, "Oh, I had a problem with them too!"

Immediately after a situation of violence or potential violence, write down a detailed account of the incident for your own benefit and for your representation (union or legal). Document violent or disruptive acts. Note the date, time, place, and individuals involved and the actions you took in response (Oregon Education Association, 1998). If you need to warn someone else about a potentially violent client, document any warnings you make (Callahan, 1996). Warnings may be appropriate under state statutes when a client "Has made a specific threat of violence." It is a good idea to seek and document consultation when working with a potentially violent client (Callahan, 1996).

References:

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OSHA. (1998). Guidelines for preventing workplace violence for health care and social service workers. (OSHA No. 3148). Available on the World Wide Web: <http://www.osha.gov/SLTC/workplaceviolence/guideline.htm>.

* Adapted from Graham, T. C. (2002). Safety concerns and strategies in social work practice. Retrieved October 26, 2003 from the World Wide Web: http://www.ssw.pdx.edu/pgField_SafetyConcerns.shtml.

APPENDIX I

NAU Social Work Department Fingerprinting Requirement

Fingerprint Policy

Students pursuing a Bachelor of Social Work Degree at Northern Arizona University are required to obtain a fingerprint clearance card after they are offered, and accept admission into the program. Many social service agencies require that students have obtained a fingerprint card in order to engage in work at that agency. According to Arizona State Law, a fingerprint clearance card is required to work and care for children, the elderly, and vulnerable adults. Fingerprint clearance is also required at the time of application for AZ Social Work Licensure.

Felony/ Misdemeanor Convictions

Students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field placement and /or future employment or licensure in social work depending on the conviction. It is not the intent of the Social Work Department to automatically exclude persons who have been convicted of a crime. We strongly believe that people can turn their lives about and become valuable members of the profession. However, past criminal convictions may limit the types and kinds of placements available to the student. A history of felony or misdemeanor convictions may present a barrier to acceptance by any University approved agency, and thus may prohibit the student from completing the social work degree requirements.

Students should be prepared to disclose to potential field placement sites any criminal background that may appear through fingerprint or background checks. Students should be prepared to discuss their background in the context of how they have grown and changed. Students are encouraged to discuss these matters with the Field Education Director and /or faculty advisor prior to placement so that they may be referred to agencies more likely to accept them, and may receive guidance in discussing their backgrounds with potential internship sites.

Procedures:

Upon being offered admission to the Social Work Department, students will be advised of the fingerprint requirement, and the student will be required to complete the steps for obtaining a card. All fees associated with obtaining the fingerprint clearance card are the responsibility of the student.

Fingerprint Clearance Cards must be applied for within the semester of acceptance, and obtained prior to applying for Social Work Field Placement (SW 408). A copy of the Fingerprint

Clearance Card, front and back must be submitted with your Application for Field Placement. Please be further advised that depending upon your practicum setting, there may be additional requirements such as immunizations, background checks, polygraphs, and drug testing.

Non-Arizona Residents:

It is the student's responsibility to research and know what your State's policy and procedure is regarding fingerprint clearance and/or background checks prior to submitting the field placement application.

Arizona Residents:

Fingerprint Clearance Cards must be obtained prior to applying for Social Work Field Placement (SW 408). For more information on the Social Work Program Fingerprint Policy, please refer to the BSW Field Handbook.

According to Arizona State Law, a fingerprint clearance card is required to work and care for children, the elderly, and vulnerable adults. Many social service agencies require that students have obtained a fingerprint card in order to engage in work at that agency.

To apply online for an Arizona Fingerprint Clearance Card, please visit the Field Print Website at <https://arizona.fieldprint.com>

- You will be asked to create a login ID and password
- Select Regular Application - Student or Volunteer
- Choose up to four reasons of why you are applying. For assistance with this page, please see the attached sheet that indicates the top four reasons of why you are applying. (These top four reasons have been specifically chosen by the NAU BSW Field Education Faculty and should be the reasons clicked)
- Enter your personal information followed by your demographics
- Leave employer page blank and click the save and continue
- Read and sign the agreement
- Choose a location and appointment time to get your fingerprints digitally scanned
- Pay online using the secure payment site (all fees associated with obtaining the fingerprint clearance card is the responsibility of the student).
- Arrive to your appointment on time with at least two forms of ID

More information about the Arizona Fingerprint Clearance Card can be found at: <http://www.azdps.gov/services/fingerprint/>

1. What is the difference between Livescan fingerprints and print cards?

Livescan fingerprints are captured electronically, via a digital image that can be transmitted electronically; this provides for a faster and more accurate fingerprint collection process. Fieldprint Inc. has the largest network of Livescan collection sites in the country.

2. How do I schedule an appointment to have my fingerprints collected?

Click “Schedule an Appointment” and you will be prompted to create a secure user account. Next, you will select the reason you need to be fingerprinted from the list of options. If your employer provided you with a Fieldprint Code, you will enter it here. After selecting your reason, you will be prompted to enter all demographic information required by the State of Arizona. Once this step is complete, you will be able to search for a fingerprinting location and schedule an appointment at a date and time most convenient for you!

3. Do I need to schedule an appointment?

Yes, an appointment is required to be fingerprinted. Walk-ins are not accepted.

4. I am not currently in the state of Arizona. Am I able to be fingerprinted in another state?

No, you cannot be fingerprinted in another state. AZ DPS requires fingerprints to be collected in-state.

5. Can an individual applicant sign up for this program?

This program is available to individuals who have been asked by one of the participating Arizona agencies to be fingerprinted.

6. I do not know the reason I need to be fingerprinted. What should I do?

Please contact your employer or licensing agency for the Fieldprint Code. This is required to schedule an appointment. It will ensure your fingerprints are being processed for the appropriate reason and results are being sent to the correct agency.

7. What personal information do I need to complete to register?

The state of Arizona and the FBI require the following demographic information to conduct a fingerprint-based background check:

- a. Name
- b. Alias (if any)
- c. Country of Citizenship
- d. Social Security Number
- e. Date of Birth
- f. City and State of Birth
- g. Sex/Gender
- h. Race
- i. Height
- j. Weight
- k. Eye Color
- l. Hair Color
- m. Home Address
- n. Work/Office Address

- o. Phone Number
- p. Email Address

8. How can I be sure that my personal information is protected during the fingerprinting process?

Fieldprint, Inc. is committed to safeguarding the privacy of the data we receive and process. For more in depth information regarding our privacy practices, please view our [Privacy Policy](#), which is published on our website.

9. What do I need to bring to my fingerprinting appointment?

1. Two (2) forms of identification, at least one (1) of which must be a valid government-issued photo ID
2. Your appointment number

10. What types of ID are accepted?

Acceptable primary IDs include:

- State-issued Driver's License
- State-issued Non-Driver's License ID Card
- U.S. Passport
- Military Identification Card
- Work Visa with Photo
- Foreign Passport
- DOD Common Access Card
- Foreign Driver's License

Acceptable secondary IDs include:

- Bank Statement/Paycheck Stub
- Utility Bill
- Credit Card/Debit Card
- Birth Certificate
- Marriage Certificate
- School ID with Photograph
- Vehicle Registration/Title
- Voter Registration Card
- Draft Record
- Social Security Card
- Transportation Worker Identification Credential (TWIC Card)
- Certificate of Citizenship
- Certificate of Naturalization
- Native American tribal document
- Resident Alien Card (I-551)
- Temporary Resident Identification Card (I-668)

11. What if I fail to show up for my appointment, or cancel in less than 24 hours?

If you do not show up for your appointment, or cancel your appointment less than 24 hours before your scheduled date and time, you will be charged a rescheduling fee.

12. How do I obtain the results of my fingerprint-based background check?

The background check results processed for Arizona agencies are processed by the Arizona Department of Public Safety (DPS). Once your results/clearance is available, the agency will contact you directly.

13. How long does it take to receive a clearance card?

Currently a clearance card is issued in 4 to 6 weeks for an applicant who does not have criminal history. For individuals that have criminal history requiring research a final decision may take up to 60 days. Note: Results are dependent upon processing times of Arizona DPS and the FBI, which are subject to change.

14. What happens if my fingerprints are rejected?

While the Livescan fingerprint collection process is very good at recording all of the details of most individuals' fingerprints, there are always cases where an individual fingerprint file cannot be "read" by the FBI's automated fingerprint information system. In these cases, the Arizona agency notifies the individual about the fingerprint rejection, then the individual will contact Fieldprint to reschedule a fingerprint collection at no cost if the fingerprints were collected at a Livescan location. If the fingerprints were collected at a non-Livescan location, additional fees apply.

15. Who do I contact if I have not received a rejection notice?

Please contact your agency if you have not received correspondence regarding your results/clearance or a fingerprint rejection.

16. Is an applicant permitted to work prior to completion of the fingerprint-based background check?

The ability to work on a conditional basis until the results are received varies from agency to agency. Please check with your employer for more information.

17. I have been fingerprinted several times in the past. Are you able to use those prints?

Fingerprints that you had collected in the past for an Arizona DPS Identity Verified Print (IVP) clearance card can be reused as long as you provide the IVP # and the fingerprints were legible. Any fingerprints that you had collected in the past are not retrievable or transferable from other state or federal agencies.

18. I do not agree with the results of the fingerprint-based background check. How do I challenge the results?

For criminal records originating in Arizona, contact the DPS Criminal History Records Unit for information on Arizona's record review and challenge process at (602)223-2222 or visit their [website](#).

For criminal records originating outside of Arizona, please contact the Federal Bureau of Investigation at (304)625-5590 or visit their [website](#) for information on the federal review and challenge process.

APPENDIX J

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly

Revised by the 2017 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 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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, and 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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 Principles

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.

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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 client's 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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.

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 verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local

procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

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.

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) 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.

(p) 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.

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

Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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