Joint Master of Social Work Program

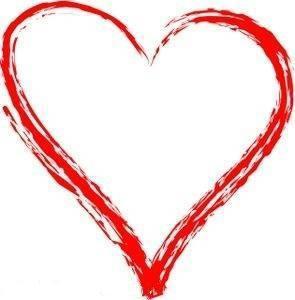
**FIELD INSTRUCTION MANUAL**



2023-2024

[**www.jmsw.org**](http://www.jmsw.org/)

***FIELD INSTRUCTION IS THE***



## OF SOCIAL WORK EDUCATION

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Dear JMSW Student,

As you prepare to enter the next phase of your social work education, we congratulate you on your accomplishments. Education for professional social work practice requires that all students complete internships. In our Joint Master of Social Work program, you will complete a minimum of either 1112 or 672 (Advanced Standing plan of study) clock hours of field instruction under the supervision of a Master-level social worker. Your *JMSW Field Instruction Manual* will be your guide during your field instruction experiences. Please review this document carefully.

We would like to thank our Co-Directors of Field Instruction who have arranged for a wide variety of internship sites appropriate for MSW field instruction. We also thank the internship sites and field instructors that have taken on this important task. We assure you that your internships will provide you with the experiences and instruction you will need to become a multiculturally competent Master-level clinical social worker. Combined with your coursework in the classroom, your internship learning experiences during your matriculation in this program will be exciting and challenging.

On behalf of our faculty, we wish you success as you begin our JMSW field instruction program. Please take advantage of the opportunities you will have to develop knowledge, skills, values, and competencies with your field instructor and your faculty field liaison. Together, we look forward to your successful completion of our Joint Master of Social Work program.

Quincy Dinnerson, DSW, LMSW, QMHP-C, ACSW

Director, JMSW Program

N.C. A&T Department of Social Work & Sociology UNC Greensboro Department of Social Work



Dear Students and Colleagues,

Welcome to the Field Instruction Program of our Joint MSW Program. This *Field Instruction Manual* contains basic information you will need to know in order to have a rewarding field experience. It is to be used by students, field instructors, faculty field liaisons, and field advisory committee members as a resource. It is supplementary to the universities’ bulletins and handbooks. Any feedback that you may have about this manual would be appreciated and valued.

Field instruction is truly the ***heart of social work education***. It is where students learn to apply the theory they have been taught in the classroom. It is about teaching, learning, and contributing to individuals, families, groups, and communities. The field is where students have the opportunity to develop and demonstrate competence as a social worker.

We wish for all of you a successful year of teaching, learning, and providing services that will make a difference in the lives of the people you serve. Let us know if we can be of assistance to you.

Sincerely,

Professor Johnette Walser, MSW, LCSW Co-Director of Field Instruction

UNCG

Dr. Natalie Yates, PhD, LCSW

Co-Director of Field Instruction

NCAT

## THE JMSW PROGRAM

Grounded in the liberal arts, the JMSW Program curriculum provides students with a theoretical and applied education in social work. The specialist curriculum (2nd year or Advanced Standing) ensures that students are prepared to engage in multicultural clinical social work practice.

### Competency Basis of the JMSW Curriculum

The JMSW Program’s competency-based curriculum complies with the Council on Social Work Education’s (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). CSWE has delineated 9 core competencies in the 2015 EPAS, listed below, that must be adequately addressed in all BSW and MSW curricula.

#### Nine Core Social Work Competencies Identified by CSWE

| 1. Demonstrate ethical and professional behavior. |
| --- |
| 2. Engage diversity and difference in practice. |
| 3. Advance human rights and social, economic, and environmental justice. |
| 4. Engage in practice-informed research and research-informed practice. |
| 5. Engage in policy practice. |
| 6. Engage with individuals, families, groups, organizations, and communities. |
| 7. Assess individuals, families, groups, organizations, and communities. |
| 8. Intervene with individuals, families, groups, organization, and communities. |
| 9. Evaluate practice with individuals, families, groups, organization, and  communities. |

Competency-based social work education provides a curriculum through which students can demonstrate the integration and application of the 9 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines “competency” as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills” (CSWE, 2015, p. 3). CSWE has operationalized these core competencies by identifying 31 generalist behaviors. These 31 behaviors are addressed in the JMSW generalist curriculum (1st year), which is comparable to the preparation BSW students receive as generalist practitioners. These 31 behaviors are incorporated into the Generalist Field Internship Learning Agreement and Field Evaluation Form which are located in Appendix C.

MSW education is designed to produce specialized practitioners who:

“use social work knowledge, values, and skills to engage, assess, intervene, and evaluation within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. [They] synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery (CSWE, 2015, p. 12).

Therefore, CSWE requires that MSW programs identify specialist-level behaviors that reflect the focus of their specialization curriculum. The JMSW Program has 27 specialized behaviors, which are unique to the Program’s specialization: multicultural clinical practice. These behaviors are incorporated into the JMSW Specialist Evaluation and Learning Agreement**.**

### JMSW Mission and Multicultural Clinical Practice Model

The JMSW Program’s mission is:

is to promote human and community well-being by preparing professional social workers for effective multicultural clinical practice; to collaborate with consumers and colleagues in the development of practices that promote global social and economic justice and benefit the citizens of North Carolina and beyond; and to conduct research and community-engaged scholarship. The context for this mission is an intentional, multicultural learning community in which difference is understood as a defining value and diversity is celebrated. The signature pedagogy is field education.

The faculty has defined the JMSW Multicultural Clinical Practice model as follows

*Multicultural clinical practice responds to the culture, history, and identities of all people, with emphasis on those who are oppressed, marginalized, and traumatized, as well as contemporary patterns of social, economic, environmental, and health inequalities. This knowledge is applied to establish culturally sensitive therapeutic relationships that promote resiliency. Through the application of multidimensional and culturally sensitive social work assessment strategies and interventions, multiculturally responsive clinical practice strives to enhance and improve the quality of life for people and communities. Multiculturally responsive clinical practice is derived from biopsychosocial, spiritual, ecological, environmental, and community contextual perspectives and is evaluated through the use of culturally sensitive methodologies.*

### JMSW Plans of Study

The JMSW Program offers two plans of study within which students can master the core competencies and behaviors: a two-year full-time plan and an advanced standing plan. The two- year plan requires 60 credit hours and includes a first-year generalist curriculum. These courses provide the educational foundation for the specialist curriculum, and, when combined, provide students with opportunities to learn and demonstrate all 31 generalist behaviors. The specialized curriculum (2nd year) addresses the 27 specialist behaviors. The advanced standing program plan, which is open to highly qualified students with a BSW degree from a CSWE-accredited program, requires 42 credit hours. Students with such a BSW degree are presumed to have mastered the 9 core competencies at the generalist level, along with all 31 of the CSWE-defined generalist practice behaviors. Upon completion of the summer bridge courses, which prepare students for the specialized curriculum, advanced standing students enter the specialist

curriculum in the fall and take 2 semesters of full-time coursework. The two plans of study are located in Appendix H.

## THE JMSW FIELD INSTRUCTION PROGRAM

### Field Instruction as Signature Pedagogy

According to CSWE (2015), “signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline…” The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. In social work, this signature pedagogy is field instruction (p. 12).

#### Field Instruction

The JMSW Field Instruction Program provides directed learning opportunities through social work internships. Students perform professional generalist and specialist practice activities which allow them to develop the core competencies required to be effective master’s level social workers. Through structured internships, they have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to evidence-informed practice. Evidence-informed practice refers to models of practice based on research findings related to effectiveness as well as client context, values, expectations, and desires. On-site supervision is provided by a field instructor. All field instructors also have master’s degrees in social work. The roles for each of these positions are described later in this section.

Field instruction socializes graduate students to the internship site, to practice, and to the profession. Supervision is an interactive process where students assume responsibility for their professional growth and practice decisions, under the guidance of their field instructor and faculty field liaison.

Upon completion of the field instruction program, two-year students will have completed a total of 1,112 hours in field internships. Advanced standing students will complete a total of 672 hours.

The generalist internship is traditionally two semesters in the first year. The purpose of the generalist field internship is to provide opportunities for students to develop and demonstrate the nine core competencies and 31 generalist behaviors. Students are typically placed in an internship site that is different from where they would be placed in their specialist internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. Students must complete a total of 440 hours of practice in their generalist internship whether in the traditional or shared placement model; in the traditional model, they will complete 220 hours each semester while in the shared placement model, they will complete 336 hours in their main semester and 104 hours in their alternate semester.

Pre-service training is required for all generalist level students entering field. The Pre-Service Training counts as 36 hours of field internship training for the first two weeks of field instruction before students report to their respective field agencies (see dates on Generalist Field Instruction Calendar). We engage students in a variety of learning activities that address social work knowledge, skills, values, and ethics, including the definition of social work and clinical social work, basic engagement techniques, utilizing standardized measures in social work practice, diversity, social justice, an overview of mental health, self-care, engagement with the community, and assessing risk for suicide. Students are also engaged in activities and discussions to begin cognitive and affective processing of their experiences.

The specialist internship is in a setting that is appropriate to the multicultural clinical practice specialization. Two-year students complete this internship in their second year. Advanced standing students complete the specialist internship only. Students work 24 hours per week in a specialist internship for two semesters. The purpose of the specialist internship is to provide opportunities for students to further develop and demonstrate the nine core competencies and 27 specialist behaviors. Students must complete 672 hours of practice in their specialist internship.

#### Field Seminar

Both internships are accompanied by a field seminar, which is taught by the student’s faculty field liaison. The field seminar courses provide students with the opportunity to process learning in their internship with an emphasis on application of social work theory, knowledge, ethical principles, and skills to practice. The faculty field liaison also works with the student and field instructor to assure that the student’s educational needs are being met and that the student is performing satisfactorily in the field. Throughout the generalist and specialist internships, field instruction is directed, monitored, assessed, and educationally supported by the JMSW faculty field liaison.

### Roles and Responsibilities

#### Co-Directors of Field Instruction

The Co-Directors of Field Instruction (one from each university) are responsible for planning, implementing, monitoring, and evaluating the field instruction program, in collaboration with the JMSW Program Director and faculty. Their specific responsibilities include:

1. Locating and approving qualified internship sites and field instructors.
2. Assessing students’ eligibility and readiness for field internship.
3. Assigning students to internship sites.
4. Developing and distributing a field instruction calendar.
5. Conducting pre-service training for students and orientation to field events.
6. Training new field instructors.
7. Developing and facilitating in-service workshops for field instructors.
8. Planning and coordinating the field instruction seminar.
9. Assigning students to faculty field liaisons.
10. Developing students’ performance evaluation instruments.
11. Conversing with field instructors and others at internship sites throughout the semester, as needed.
12. Providing guidelines to faculty field liaisons, field instructors, and students for students’ performance evaluations.
13. Providing for continued evaluation of internship sites, field instructors, faculty field liaisons, and the field instruction program.
14. Writing, updating, and distributing the field instruction manual.
15. Developing and distributing the field instruction directory (in online database: Alcea).
16. Maintaining appropriate records for the program.
17. Selecting a field advisory committee.
18. Co-chairing the field advisory committee.
19. Participating in the resolution of faculty field liaison/field instructor/student problems that cannot be resolved at the faculty field liaison level.
20. Designing all forms for the program.
21. Writing program reports and correspondence.
22. Planning and directing end-of-year field instructors’ appreciation activities.

#### Faculty Field Liaisons

Faculty liaisons are faculty members from both universities whose primary responsibility is to ensure that students’ internship experiences meet their educational needs and that students have the opportunity to develop and demonstrate competency in social work practice. They serve as links between the JMSW Program and the field internship site and must maintain regular contact with students and field instructors in order to assess field performance and provide supportive

services and resources as needed. Faculty field liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. Their specific responsibilities include:

1. Teaching the field seminars and visiting assigned students in their field internship sites and conferring with students and field instructors regarding students’ performance. A minimum of two visits/contacts per semester are required, more visits/contacts may take place if there is a need. (Virtual contacts are permitted: video conferencing, phone conferencing, etc.)
2. Assisting students and field instructors in identifying and implementing educational opportunities and tasks that will allow students to develop and demonstrate competence.
3. Interpreting the JMSW Program’s policies, procedures, and expectations of field internship sites.
4. Participating in the resolution of student/internship problems.
5. Maintaining contact with students through field instruction seminars, additional internship visits as required, and student field logs.
6. Assigning grades for field instruction and teaching the field instruction seminar course.
7. Participating in the student’s performance evaluation process.
8. Participating in the ongoing evaluation of the field instruction program.
9. Assisting Co-Directors of Field Instruction in identifying field internship sites.

#### Field Instructors

The primary field instructor for all JMSW students must have the MSW from a CSWE- accredited program. When there is no MSW on-site, another master’s level or social work professional (BSW) may provide task supervision, and one to two hours per week of face-to-face supervision must be provided by an MSW. If an MSW is not available on-site, the Program or agency arranges for the face-to-face MSW supervision. All field instructors must also have a minimum of two to three years of post-master’s practice experience and one year of employment in the internship site.

Field instructors are responsible for the students’ training in the internship. They must be interested in teaching and be supportive of students. Field instructors are assigned by the internship site and approved by the Co-Directors of Field Instruction. All new field instructors are strongly encouraged to attend field instructors’ orientation and training offered by the JMSW Field Instruction Program. Field instructor responsibilities include:

1. Orienting the student to the internship (see guidelines for Field Instructors Appendix F).
2. Providing adequate working space for the student.
3. Assisting the student in developing appropriate learning experiences and/or assignments related to the appropriate competencies and behaviors (generalist and specialist).
4. Assigning culturally diverse cases that offer varying degrees of complexity to draw upon students’ practice skills early in the internship.
5. Monitoring and coordinating the student’s work in the internship.
6. Holding planned **weekly** face-to-face supervisory conferences (tele-supervision is allowed as long as it is still face to face virtually-cameras on) with students for a minimum of one to two hours and collaborating with the student to identify issues to be addressed in supervision.
7. Providing written feedback on student’s process recording and other field assignments.
8. Participating in the evaluation of the student’s performance.
9. Conferring with the student’s faculty field liaison.
10. Attending orientation and training.
11. Working collaboratively with the student and field faculty liaison to resolve any student performance issues that may arise, as outlined in the policy on due process.

#### Students

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of responsibility for their education in their internships. Their responsibilities include:

1. Committing to the required hours of internship per week and being present at the internship during designated times.
2. Attending all required internship trainings and activities (e.g., Pre-service training, Field Kick -off, Field Fair, and End of Field Celebration, etc.).
3. Actively participating in field seminar and completing all field seminar assignments, including maintaining up to date field logs.
4. Developing a learning agreement that includes specific learning tasks that will provide them with the opportunity to develop and demonstrate social work competencies and behaviors appropriate to the generalist or specialist internship.
5. Functioning professionally in accordance with the *NASW Code of Ethics* and the *JMSW Program Technical Standards for Professional and Ethical Behavior* within the internship setting.
6. Complying with all field instruction policies and procedures.
7. Complying with all internship site policies and procedures, including confidentiality, dress code, and internship hours.
8. Participating actively in weekly supervisory conferences with field instructor and taking responsibility, along with the field instructor, for identifying issues to be addressed in supervision.
9. Participating in ongoing self-evaluation and identification of strengths and weaknesses, including completion of the appropriate Field Evaluation Form.
10. Evaluating their field instructor, internship site, and their faculty field liaison.

#### Field Advisory Committee

The Field Advisory Committee is comprised of social work practitioners and administrators from various human service agencies, including internship sites; JMSW faculty; JMSW alumni; and students currently enrolled in the JMSW program. This committee is one of the ways that current JMSW students have input into policies and practices involved in the JMSW Field Instruction Program. Further, this committee serves a supportive function and assists with ongoing evaluation of the JMSW Field Instruction Program. Its responsibilities include:

1. Maintaining awareness of the changing social work environment and its implications for staffing needs and educational preparation.
2. Meeting at designated times to assess, plan, and evaluate the JMSW Field Instruction Program.
3. Recommending changes in program content and administration of the field instruction program with the knowledge that final decisions are made by the Co-Directors of Field Instruction in consultation with the JMSW faculty.

## JMSW FIELD INSTRUCTION POLICIES

### General Information

1. Students are not to secure their internship sites. Internships are assigned by the Co- Directors of Field Instruction. Students will be provided necessary information for contacting internship sites and scheduling an interview.
2. Internship assignments will be dependent upon the availability of appropriate agencies and other organizations that provide social work services.
3. Agencies/organizations that are owned/operated/managed by friends, family members, or other students cannot be used as internship sites. Family members or friends of a student cannot serve as a field instructor.
4. Access to dependable, reliable transportation is critical. Students should possess a valid driver’s license with appropriate automobile insurance coverage. Transportation to agencies and transportation costs are the sole responsibility of students.
5. The Co-Directors of Field Instruction make every effort to ensure appropriate matches between student interests and internship sites. Sometimes, during the process of assigning students to internships either the student or the internship site may question the match. Should this occur, either or both parties may request an internship re-assignment.
6. The JMSW Program is under no obligation to arrange interviews for more than three field internship interviews per student.
7. Students are required to complete 440 generalist internship hours. Specialist year students are required to complete 672 internship hours.
8. Students must obtain professional liability insurance, available at a low student rate through NASW or through a state sponsored insurance plan, prior to the beginning of an internship. Students must provide proof of coverage to the Co-Directors of Field Instruction before they will be allowed to begin their internship.
9. Some sites may require students to have a background check, immunizations, and/or drug testing and submit the results before the internship begins. Some internship sites cover these costs. If not, JMSW students are responsible for paying for these fees. Students must be aware that some sites may require ongoing random drug testing throughout the internship.

### Professional Ethics and Conduct

Students are expected to adhere to the standards regarding professional values, ethical conduct, and behaviors identified in the *JMSW Technical Standards for Professional and Ethical Behavior* (Appendix G), the National Association of Social Work *Code of Ethics* (Appendix J), and the National Association of Black Social Workers *Code of Ethics* (Appendix K) while in their internship. Students are expected to be familiar with these codes and demonstrate their understanding of these standards in the application of knowledge and practice skills in their internship settings.

An important issue for internship students concerns confidentiality of case records and recordings. Work on case records and documentation should occur at the internship; client or organizational records should not be removed for any purpose. Summaries of case records and video- and audio-recording of clients for course assignments should be conducted with the knowledge and written consent of the field instructor, the knowledge of the faculty field liaison, and with the permission of clients. Students should follow their internship site’s policies and procedures with regard to record confidentiality.

### Academic Integrity Policy

Academic integrity is important to success in graduate school as well as later in students’ professional life as social workers. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. If students are to fully benefit from their internship experiences and be properly evaluated for their field performance, the field instructor, field faculty liaison, and student must work together in an environment that affirms these values.

Work that violates these values is incompatible with the goals of field instruction and the NASW *Code of Ethics* and will not be tolerated. Violations of the academic integrity policy will be considered serious academic and ethical offenses and will be dealt with as such. All students are expected to foster the spirit of academic honesty at all times and to encourage that spirit among others.

Students are encouraged to review both the UNCG Academic Integrity Policy online at <https://osrr.uncg.edu/academic-integrity/> and the N.C. A&T Academic Dishonesty Policy online at [https://www.ncat.edu/divisions/academic-affairs/bulletin/2018-2019/academic-info-and-](https://www.ncat.edu/divisions/academic-affairs/bulletin/2018-2019/academic-info-and-regs/academic-dishonesty-policy.html) [regs/academic-dishonesty-policy.html](https://www.ncat.edu/divisions/academic-affairs/bulletin/2018-2019/academic-info-and-regs/academic-dishonesty-policy.html). Students are encouraged to discuss the meaning of academic integrity with your field instructor and faculty liaison. If any work or assignment appears unclear or presents questions related to academic integrity, students must talk with the field instructor and/or field liaison to obtain further clarification.

### Liability Issues & Insurance Coverage Requirements

#### Personal Automobile Liability Coverage

Many internship sites require that students transport clients. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage as neither the university nor the NASW Student Liability Insurance covers students

transporting clients in their personal cars. Students are allowed to transport clients in agency vehicles. Students should address the issue of transporting clients during the interview with internship site staff.

#### Personal Risk and Injury

On-the-job (i.e., internship) injuries may occur. Students who become injured while at the internship site, or out on internship-related business, are to notify their field instructor and faculty field liaison immediately (See Appendix F for Safety Guidelines & Recommendations in Field).

The universities expect internship sites to provide students with access to first aid and emergency care for illness or accidents occurring on the property operated or owned by the internship site.

The site may charge students normal fees for health care services. Such fees may be waived or later reimbursed should it be found that the internship site was negligent in providing a safe working environment.

#### Professional Liability Insurance

We live in a litigious society where professional liability insurance coverage has become more and more necessary for helping professionals. Students are required to purchase coverage that will protect them against possible lawsuits. JMSW students can purchase this professional liability insurance through one of two sources:

* NASW provides a reasonably priced policy for student members. Applications for NASW membership and professional liability insurance through NASW are available in the JMSW offices at both universities. Refer to NASW website (www.socialworkers.org) for more information.
* University Professional Liability Insurance is available through the University where the student is officially enrolled. Information about how to purchase this type of insurance can be obtained through the Field Instruction Office on the appropriate campus.

Students must show proof of professional liability coverage to the Co-Directors of Field Instruction before they will be allowed to begin an internship.

### Statement on Attendance

The field internship is designed across an extended period of time. Students must complete the hours expected weekly for each field course and be in field internship for the total number of designated hours and total number of weeks required by the course. Students may not start field internship early or accumulate excessive hours during any week in order to end the practicum early, decrease the total number of weeks, or build up excessive hours for a future shortage. **All students must complete field logs and required agency paperwork in a timely manner to accurately document their hours or those hours *may not* be counted.**

#### Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from their internship. Students are expected to work out these arrangements with the field instructor. The faculty field liaison will be informed of absences by the student. Plans for making up extended absences (e.g., prolonged illness) must be discussed with the faculty field liaison and the field instructor. The faculty field liaison, in collaboration with the field instructor, will determine how prolonged absences due to illness, death in the family, etc., will need to be made up.

In situations where multiple students are dealing with extended illness and possible complications; such as, a global pandemic, (e.g. COVID-19 Health Alert) the Co-Directors of Field Instruction will decide based on guidance from CSWE, both Departments of Social Work, NCAT and UNCG university policies, the UNC system, and NC State law if field hours will be reduced or relieved. The Co-Directors of Field Instruction will also provide alternate learning assignments including but not limited to remote learning activities, online trainings, simulation activities, tele-health field opportunities, etc. Some of these may depend on the availability of the field practicum assignment of the student.

#### Inclement Weather/Snow Days

Students are expected to be in their internship placements on the designated times outlined in their learning contract and the field calendar. Any absence must be immediately reported to the field instructor. **Absences due to inclement weather must be made up.** In cases of extreme weather events (e.g. the Universities are closed for several weeks), the Field Education Program will follow University guidelines and procedures regarding the specific weather event. Students will be informed by the Field Directors and faculty field liaisons about the expectations for making up the required time.

#### Internship Site Holidays/University Holidays/Other Closings

Students may take any holiday or other closing observed by the internship site without penalty as long as the student is able to verify that the minimum required clock hours for the internship are met. Students are not required to be present at their field sites on University holidays. If students need to take a religious holiday off and this date is not observed by the field site or University then students must notify their field instructor in advance and make appropriate arrangements.

### Early Completion of Internship

Students and field agencies are expected to adhere to the official Field Instruction Calendar for the current academic year. The generalist internship takes place during the first year from August/September to April/May for two-year students. The specialist internship occurs August through April/May for all students during their last year of the program. Any deviation from the printed calendar must be discussed in a timely manner with the faculty field liaison and approved by the Co-Directors of Field Instruction. Students are responsible for documenting their field instruction hours using the Field Log form provided by the faculty field liaison.

### Compensatory Time/Overtime

Some students may need to work overtime in the internship, depending on the internship site and students’ assigned tasks. Such overtime may earn compensatory time for students. Students and field instructors must discuss compensatory time and overtime early in the internship. Any time given to the student as compensatory must also be approved by the faculty field liaison. When an internship regularly requires more than 24 hours per week, this situation should be carefully considered and evaluated by both the field instructor and faculty field liaison as to its impact on the student’s educational and learning experience. Students are to be aware that generally, regardless of their compensatory time, they are not allowed to finish their total internship hours before the ending date for field internships as posted on the field calendar.

### Monetary Compensation

In accordance with written University policy, as stipulated in the *JMSW Standard Instructional Agreement (VIII)*, provision for monetary compensation to students must be arranged under separate agreement between the student and the internship site. The site must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standards Act, if such Act is applicable to the internship site.

### Stipend Supported Internships

Stipend supported internship experiences are not routinely available. However, there are some sites, especially for specialist internships, that may offer paid internships. The JMSW Co- Directors of Field Instruction will always present such stipend supported internship opportunities to all qualified JMSW students during the orientation to the JMSW Program. This information is also shared with all students during the field orientations and the annual field agency fair.

Students who have further questions about applying for these internships should consult with the Co-Directors of Field Instruction.

### Social Media Policy

Students and faculty are expected to utilize social media in a responsible manner, in accordance with the Standards for Technology in Social Work Practice from NASW, ASWB, CSWE, & CSWA:[https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf) [33617.TechStandards\_FINAL\_POSTING.pdf.](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf) In most cases, faculty will not engage in cyber “friendships” with current students; though social media may be employed for recruitment and communication purposes in a professional way.

### Sexual Harassment

The sexual harassment of internship students by any field instructor, employee, or representative of the internship site will not be tolerated. To ensure students are placed in an internship that affords an environment conducive to learning and free of sexual harassment, field sites and field instructors will receive a copy of the universities’ policies on sexual harassment (see Appendix E

1 & 2). If the internship site does not currently have such a policy, the JMSW Field Instruction Program will strongly urge its development.

### Nondiscrimination

The JMSW Field Instruction Program must abide by the nondiscrimination policies as set forth in the graduate school bulletin/university catalog at each university and the *Universities/Agency Instructional Agreement.* The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation (see Appendices E-3 & E-4).

### Students with Disabilities/Requests for Accommodations

Students with disabilities who anticipate that they will need a reasonable accommodation in field education or in a field placement, should contact the disability services office on their home campus. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. Students with disabilities who receive accommodations for field education must contact the Co-Directors of Field Instruction to discuss implementation of any accommodations. Students are encouraged to speak with their field instructors within the first two weeks of the semester to discuss their individual needs for accommodations. The aforementioned process is required prior to making any request for accommodations of the agency or field instructor.

### Life/Work Experience

No field instruction credit will be allowed for a student's life and/or work experience.

### Employment

During the semesters in which students are enrolled in field instruction, it is recommended that they do not engage in any outside employment in order to make optimum use of the field instruction experience. When employment is essential, it is recommended that work hours be scheduled on Friday evenings and the weekend. Work schedules must not conflict with field instruction assignments or the field seminar.

## GUIDELINES AND CRITERIA FOR APPROVAL OF INTERNSHIP SITES AND FIELD INSTRUCTORS

The Co-Directors of Field Instruction are continuously searching for possible internship sites. New sites come to the attention of the field directors through inquiries and by recommendations from faculty, students, alumni, and/or the Field Advisory Committee. Following are the criteria and procedures for approving new internship sites.

### Internship and Field Instructor Criteria

1. The site should be located within a geographic area currently used by the JMSW Program. Sites more than 150 miles from the campuses will require special evaluation.
2. Field instructors must have an MSW with a minimum of two to three years of post-MSW practice and at least one year in their current position.
3. The internship site should be willing to provide necessary release time for the field instructor to attend required orientations and training workshops, supervisory conferences with students, and evaluation conferences with faculty field liaisons and students.
4. The internship site must be able to provide structured learning experiences deemed appropriate for graduate level social work students at the appropriate level of practice (generalist or specialist), which meet JMSW Program expectations, and allow students opportunities to develop and demonstrate CSWE designated competencies and behaviors.
5. The internship site and field instructor must be willing to allow the student to have early hands-on experience within the first 1-2 months of beginning their field placement with internship clientele.

### Procedures for Approval of New Internship Sites

1. Initial requests or recommendations of new sites will be made to the Co-Directors of Field Instruction.
2. The Co-Directors of Field Instruction will make an initial visit to potential internship sites to meet administrators and prospective field instructors.
3. If the Co-Directors of Field Instruction approve the internship site, program information and forms will be sent to the site for completion and return.

### Procedures for Approval of New Field Instructors

1. Prospective new field instructors should send the completed *Field Instructor Profile* to the Co-Directors of Field Instruction to document that they meet the criteria for field instructors.
2. Co-Directors of Field Instruction confirm whether potential field instructors meet requirements.
3. Field instructors that meet all criteria for field instructor selection are asked to complete Field Instruction Orientation training within their first year of participating in the field instruction program.

### JMSW and Field Placement Nondiscrimination Policy Agreement

The field placement agency must abide by the nondiscrimination policies as set forth in the *Agency Instructional Agreement* signed by both the agency and the JMSW Program. The agency agrees to consider interns from the JMSW program without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported their disability to the Universities, the University’s disability services office will consult with the Agency’s fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency’s property.

## FIELD INTERNSHIP PROCEDURES

### Generalist Field Internship

#### Criteria for Admission to the Generalist Field Internship

Only students who have met the following criteria will be admitted to the **Generalist Field Instruction** program:

1. Enrolled concurrently in required generalist courses.
2. Successfully interviewed with the JMSW Co- Directors of Field Instruction.
3. Successfully interviewed with potential field instructor to confirm internship and returned either a signed *JMSW Field Internship Assignment Form* or the Co-Directors of Field Instruction receive an email from their field instructor confirming their acceptance to their agency.

#### Planning for the Generalist Internship

In planning for the **Generalist Internship**, students participate in the following sequential process:

Step 1: The Co-Directors of Field Instruction will provide information about the generalist internship via email prior to the fall semester.

Step 2: Students complete the Field Instruction Application package by the deadline listed in the email from the Co-Directors of Field Instruction.

Step 3: The Co-Directors of Field Instruction will interview each field applicant.

Step 4: The student will receive a prospective internship site assignment and schedule an interview with the prospective field instructor.

Step 5: The student will visit the internship site and interview with the prospective field instructor.

Step 6: The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted for an internship. One of the Co-Directors of Field Instruction will then notify students of their final internship assignment.

Step 7: If the internship site does not accept the student, the Co-Directors of Field Instruction set up another interview, and the same process is followed. If a student is not accepted by an internship site after 3 interviews, the program has no obligation to schedule any further interviews. In this case the Co-Directors will decide if another interview is warranted due to the individual circumstances presented, this is

contingent upon available slots in remaining placements. Students who fail to secure a placement due to technical standards violations will not be offered additional interviews. Students who are not able to secure a placement within this process will not be able to remain in the program.

### Specialist Field Internship

#### Criteria for Admission to the Specialist Field Internship

Students will be eligible for the **Specialist Internship** when the following criteria are met:

1. Successful participation in and completion of the generalist field internship and all first- year coursework (2-year cohort). For advanced standing students, successful completion of summer bridge courses.
2. Completion of a Specialist Internship application package and a resume. This package is returned to the Co-Directors of Field Instruction.
3. Upon receipt of the field application, the Co-Directors of Field Instruction will assist students in planning their individualized, educationally directed internship, centered around students’ area of interest.

#### Planning for the Specialist Internship

In planning for the **Specialist Internship**, students participate in the following sequential process:

Step 1: The student will use the JMSW Field Fair to select three internship sites of interest (usually for students in the 2 year course of study, Advanced Standing students begin with *Step 2*).

Step 2: The student will complete the *Specialist Internship Application* and submit the completed application, including an updated resume, to the Co-Directors of Field Instruction by the deadline listed.

Step 3: The Co-Directors of Field Instruction will meet with/interview each field applicant.

Step 4: The student will receive a prospective field internship assignment and schedule an interview with the prospective field instructor(s).

Step 5: The student will visit the site and interview with the prospective field instructor(s).

Step 6: The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted. One of the Co-Directors of Field Instruction will notify students of their final internship assignment.

Step 7: If the internship site does not accept the student, the Co-Directors of Field Instruction set up another interview, and the same process is followed. If a student is not accepted by an internship site after 3 interviews, the program has no obligation to schedule any further interviews. In this case the Co-Directors will decide if another interview is warranted due to the individual circumstances presented, this is contingent upon available slots in remaining placements. Students who fail to secure a placement due to technical standards violations will not be offered additional interviews. Students who are not able to secure a placement within this process will not be able to remain in the program.

### Alcea Database

The Alcea database ([www.runipt.com](http://www.runipt.com/)) is the intern placement tracking software used by the JMSW Field Program. It houses the contact information for agencies and field instructors as well as students. Once a field placement has been confirmed, the Co-directors of Field Instruction will connect students with their MSW field instructor in the online system and assign their faculty field liaison. All learning agreements and internship evaluations are to be completed online using this system. The Co-directors of Field Instruction are responsible for updating the online system to include new field instructors and agencies and to ensure field instructors, students, and faculty field liaisons have access. Once granted access, it is the responsibility of the field instructor, students, and faculty field liaison to make sure their contact information is correct. *Students are required to have local contact numbers and addresses listed in Alcea, including emergency contact information, up to date.*

### Learning Agreements

The *JMSW Generalist Internship Learning Agreement* and *JMSW Specialist Internship Learning Agreement* are both agreed upon between the student and the field instructor with the approval of the faculty field liaison. The purpose of these learning agreements, which include the *JMSW Generalist or Specialist Internship Task Plan*, is to plan the internship so the assigned tasks address the 9 core competencies and the related behaviors (i.e., 31 generalist behaviors or 27 specialist behaviors). Learning experiences delineated for each internship will integrate theory with practice so that students are able to develop and demonstrate the appropriate competencies and related behaviors.

The Learning Agreement should be written by the **third week** of the field placement. Students are required to complete a learning agreement in the spring semester for any behaviors where “ND/NO=Not Demonstrated/No Opportunity” was given as the rating on the Fall Internship Evaluation. The faculty field liaison will inform the student of the exact due date. The learning agreements are located in Appendix C and can be found on the JMSW website ([www.jmsw.org](http://www.jmsw.org/)) and the Alcea database ([www.runipt.com](http://www.runipt.com/)). The student is responsible for creating the learning agreements in Alcea and setting a time to review these with their field instructor, ideally before the field faculty liaison’s first visit to review the agreement.

### Internship Evaluation

The *JMSW Generalist Internship Evaluation* and the *JMSW Specialist Internship Evaluation* are completed at the end of each semester of field instruction and provide an opportunity for the student and the field instructor to assess the extent to which the student is demonstrating either the 31 generalist behaviors or the 27 specialist behaviors. This evaluation also provides an opportunity for field instructors to identify the student’s strengths, challenges, and future learning needs. The Fall Internship Evaluation gives an additional rating of ND/NO=Not Demonstrated or No Opportunity as an option for the halfway point in the internship. This rating is not available for the final evaluation. In addition, any extenuating circumstances that have affected the student’s professional learning can be documented. The internship evaluation ensures accountability between the internship site, the field instructor, the JMSW Program, and the student. Ongoing evaluation of the student’s performance is an integral part of the field instructor’s responsibilities and is a frequent part of weekly supervision sessions.

During the formal evaluation conference near the end of each semester the student and the field instructor should share responsibility in evaluating the student’s performance. Ideally, both the field instructor and student complete the field evaluation form and share their evaluations with each other. Both the field instructor and student must have time to read, reflect, and assimilate feedback from one another. They will then meet together to review the evaluation. Changes to the field instructor’s evaluation may be made if the field instructor feels they are warranted. All changes are to be included in the final copy of the evaluation which is entered into the Alcea online field instruction website. Students must see the evaluation in its final form and indicate whether they agree or disagree with the field instructor’s evaluation within the Alcea website on the JMSW generalist or specialist internship evaluation form. The faculty field liaison uses the evaluation as part of the criteria for assigning a grade of Satisfactory/Pass or Unsatisfactory/ Fail for field.

The *JMSW Generalist Internship Evaluation* is designed around the 9 core social work competencies and the 31 generalist behaviors as identified by CSWE and adopted by the JMSW faculty. *The JMSW Specialist Internship Evaluation* is also organized by the 9 core competencies and includes the 27 specialist behaviors that are unique to the JMSW Program’s multicultural clinical competence curriculum. The generalist and specialist field evaluation forms are located in Appendix C, on the JMSW website ([www.jmsw.org](http://www.jmsw.org/)), and on the Alcea website ([www.runipt.com](http://www.runipt.com/)).

### Grading

#### Field Instruction

Grades for the field instruction courses will be assigned by the faculty field liaison. In determining the final grade, the faculty field liaison will take into account the field instructor’s evaluation of the student’s ability to demonstrate the generalist or specialist practice behaviors at an acceptable level. The **Satisfactory** (**Pass)/Unsatisfactory (Fail)** grading system is used for all field instruction courses.

#### Field Seminar

Students are required to attend 7 seminars per semester (often biweekly) that are conducted by the faculty field liaison. The time and place of the seminars are determined by individual faculty field liaisons. Seminar topics are relevant to students’ field instruction experiences, and students are required to take an active part in discussions. Seminar attendance and the quality of participation as well as grades earned on specific assignments will be included in the final grade for the field seminar courses. Generalist field and seminar are combined and graded on a Satisfactory/Pass or Unsatisfactory/Fail basis. In the specialist field seminars, letter grades are used (A, B, C, F).

The biweekly Field Log is the student’s record of their experiences and hours in field for the designated time period. The field log is an ongoing reflection of the student’s work in field and needs to be completed concurrently while in field internship. Failure to turn in the field log by the grace period due date on their field seminar course syllabus will result in the *field hours not being recorded*, and therefore, ***not counting*** *towards their* ***total number of field hours*** for the semester. The faculty field liaison may offer some flexibility with this policy, in unusual or exceptional circumstances.

#### Grading Scale Followed in All JMSW Courses, including field seminars

| *Letter Grade* | *Score* |
| --- | --- |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 70-76 |
| F | 0-69 |

**NOTE:** Incomplete coursework and withdrawals will be governed by the assigned faculty field liaison and the Co-Directors of Field Instruction.

### Denial of, Admission to, Suspension from, Withdrawal or Termination from Field Instruction

Reasons for denial of admission to field instruction, suspension, or termination from field instruction may include the following:

1. Unsatisfactory academic performance. The appeals process does not apply. 1



1 The UNCG Grade Appeal Policy for Graduate Students is in the University Catalog at [https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/.](https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/) The NCA&T Grade Appeal Policy can be found in the handbook

1. Failure to complete field instruction prerequisites. The appeals process does not apply.
2. Failure to complete the application to field process. The appeals process does not apply.
3. Unprofessional behavior and/or impairment. The appeals process does apply.
4. To withdraw from field after the add/drop period the student must receive approval from their faculty field liaison and the co-directors of field education. Students who perform poorly and/or are not making sufficient progress and who withdraw after the add/drop period will be given a grade that reflects their performance at the time of their withdrawal.

**Any unsuccessful completion of field instruction, including withdrawal, will require application for re-admittance to the JMSW Program.**

### Unprofessional Behavior

Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers’ *Code of Ethics* or the standards of personal behavior as presented in the UNCG *Student Code of Conduct* (<http://sa.uncg.edu/dean/code/>) and the N.C. A&T *Student Handbook* (<http://www.ncat.edu/student-affairs/student-services/dean/student-handbook.html>) as well as the *JMSW Technical Standards for Ethical and Professional Behavior* (Appendix G).

#### Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the *NASW Code of Ethics and the JMSW Technical Standards for Ethical and Professional Behavior*).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one’s professional behaviors as requested.
5. Habitual tardiness to class or to an internship.
6. Habitual unexcused absences from class or from an internship.
7. Impaired judgment, decision-making, or problem-solving in one’s professional life (also see *Examples of Impairment* below).
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.



found in the Graduate Catalog at [https://www.ncat.edu/divisions/academic-affairs/bulletin/2017-2018/academic-](https://www.ncat.edu/divisions/academic-affairs/bulletin/2017-2018/academic-info-and-regs/grades.html) [info-and-regs/grades.html.](https://www.ncat.edu/divisions/academic-affairs/bulletin/2017-2018/academic-info-and-regs/grades.html)

#### Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

#### Procedures for Suspension or Termination from the Field Instruction Program Due to Unprofessional Behavior and/or Impairment in an Internship

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a JMSW student in an internship:

* 1. The field instructor should first attempt to address this problem with the student in an arranged meeting.

If after this meeting, in the professional judgment of the field instructor, a student has failed to make sufficient progress with identified problems, the field instructor should immediately contact the faculty field liaison so a joint meeting with the student can be arranged.

* 1. At this meeting, the field instructor and faculty field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty field liaison should also elicit the student’s perception of the problem at this meeting. The student will be informed about the specific changes that will be expected of them in terms of the unprofessional/impaired behavior and the date at which the student's behavior will be re-evaluated.
  2. The faculty field liaison should prepare a written summary of this conference and send it to the student, the student’s educational advisor, and the field instructor, and place a copy in the student’s file. The summary must include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The faculty field liaison will also indicate to the student in writing the consequences if the problem is not resolved.
  3. If, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress in following the written plan, the faculty field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty will decide if the student is professionally impaired or unprofessional to the extent that suspension or termination from the field instruction program is necessary. Students who are dismissed will have to

follow appropriate termination procedures in their field internship. In emergency situations, the Co-Directors of Field Instruction and field faculty liaison may temporarily remove the student from an internship pending discussion at the next faculty meeting.

* 1. When unprofessional behavior or impairment has surfaced in the internship, the JMSW faculty field liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co- Directors of Field Instruction that the student be reassigned to another field internship. However, such a decision to recommend another internship is not guaranteed, depending on the severity of the issues.
  2. The JMSW Co-Directors of Field Instruction will communicate any decision regarding suspension or termination from the field instruction program or reassignment to a different internship to the student in writing and place a copy of the letter in the student’s field file.

When a field site unilaterally terminates a student from an internship for unprofessional behavior or impairment, without following the above process, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation, determine whether reassignment is warranted; and notify the student whether reassignment or termination from the program is recommended.

* 1. The faculty field liaison and Co-Directors of Field Instruction determine if reassignment of the student is appropriate in light of the student’s record of behavior, professional standards, and availability/suitability of alternate sites.

If the decision to reassign is made, the student is notified in writing by the field liaison or Co-Directors of Field Instruction and a copy of the letter is placed in the student’s field file.

If the decision to reassign is made, the Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co- Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 (generalist) or steps 4 and 5 (specialist) in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost and/or to take other steps designed to remediate observed impaired or unprofessional behavior. The student’s new field instructor and faculty field liaison will make these arrangements.

* 1. Notwithstanding steps 1-7 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
  2. In all instances where a decision is made to terminate the student from the field instruction program due to unprofessional behavior or impairment, the student may appeal this decision (see below).

### Appeals Process for Denial of Admission to Field Instruction or Termination from Field

**Instruction**

Students have the right to appeal denial of, admission to, or suspension or termination decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or termination, the student must make a written request for an appeal hearing to the Program Director of the JMSW Program. If the JMSW Program Director is directly involved in the situation in question, that person shall recuse themselves from the appeals process.

The JMSW Program Director will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The JMSW Program Director will designate one JMSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the termination process will not be eligible to hear the appeal but may present written information and/or supporting documentation.

1. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the JMSW Program Director receives the student’s written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.
2. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding denial, suspension, or termination should be changed. The burden of proof that this decision should be changed will rest with the student.
3. Students may involve an advisor/support person of their choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written materials presented to the Committee and no advisor/support person will be allowed to speak for the student during the hearing.
4. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and decide to uphold or overturn the denial, suspension, or termination from the JMSW Field Instruction Program decision. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
5. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of

the Committee findings and decisions and the reasons for those findings and decisions (hereinafter “Committee Report”) to the JMSW Program Director.

1. The JMSW Program Director will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) of their receipt of the Committee Report. The JMSW Program Director will also place a copy of this report in the student’s file. The JMSW Program Director will notify the JMSW Co-Directors of Field Instruction, JMSW faculty, and other relevant professionals (e.g., field instructor) of the Committee’s decision.
2. The Committee Report decision is final, and no further programmatic level appeal is allowed.

### Reassignment of Student Due to Non-Performance Issues

A request for student reassignment to another internship may be made when problems unrelated to the student’s performance make continuation in the internship site an issue. The faculty field liaison is responsible for determining whether the problem is due to student performance or nonperformance factors.

Nonperformance factors include:

* 1. Inadequate internship site resources to support the internship.
  2. Learning experiences in an internship site are too narrow.
  3. Internship site reorganization causes too much disruption in student internship.
  4. Student/internship site match is incompatible in terms of learning opportunities.
  5. Poor match of student with field instructor.

If factors other than student performance create problems in an internship, the following process will be used:

1. Student and field instructor will initially discuss the problem. When the field instructor has attempted to work with the student around challenges that are primarily unrelated to the student’s performance (see above examples) then the student’s faculty field liaison is contacted to set up a meeting to discuss this situation.
2. Student, field instructor, and faculty field liaison meet and discuss the problem. The faculty field liaison elicits the student and the field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including the establishment of timelines for improvement. If the problem cannot be solved at this level, the faculty field liaison consults with the Co-Directors of Field Instruction. If a solution is not found, the decision to terminate the internship is made by the field instructor and/or faculty field liaison in consultation with the Co-Directors of Field Instruction in a timely manner.
3. The student must complete the termination process in the original internship unless the field instructor requests otherwise. This process includes completing administrative requirements and termination contacts with assigned clients.
4. The original field instructor must submit to the faculty field liaison a written, up-to-date summary of the student’s internship experience, including the reason(s) for termination in addition to the JMSW Internship Evaluation form. This summary must be shared with the student, and it becomes a part of the student’s official record. The student may submit a response to the field instructor’s summary to the faculty field liaison.
5. When a site unilaterally terminates a student from an internship for reasons other than student nonperformance, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation and develop further plans for reassignment.
6. The Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co-Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost. The student, new field instructor, and faculty field liaison will make these arrangements.

### Field Internship in Student’s Place of Employment

Field instruction is an educational experience and not an employment experience. Accrediting standards require that students who seek an internship in a site where they are employed must be able to meet all competencies and look at their employment through a social work lens.

Accrediting standards further require that a student's internship field supervisor must have an MSW or have an additional MSW supervisor assigned.

Students interested in using their place of employment for an internship will discuss this with the Co-Directors of Field Instruction during the field admission process and submit a written proposal, identifying measures the internship site will take to ensure all competencies will be met. A *Request for Evaluation of Work Site for MSW Internship* form must be completed (see Appendix B or [www.jmsw.org](http://www.jmsw.org/)).

Work site internships are complex and are not routinely approved. Therefore, the student and field instructor are to devise a contingency plan for field instruction in cases where such approval cannot be secured.

## REFERENCE

Council on Social Work Education. (2015). *Educational policy and accreditation standards*.

Alexandria, VA: Council on Social Work Education, Inc.

**APPENDIX A:**

**AGENCY AND FIELD INSTRUCTOR FORMS**

**JOINT MASTER OF SOCIAL WORK PROGRAM AGENCY REQUEST FOR MSW INTERN**

The information provided in this form will be used to assign students to field internships. A complete and specific description of your agency’s programs and clientele served will enable the program to better match students and internship opportunities. We appreciate your time to provide this essential information. The form should be signed by the agency director and the MSW Internship Coordinator/Contact Person.

Date:

Name of Agency: Name of Department/Unit/Program: Address:



Phone: Fax:

Name and Title of Executive:

MSW Internship Coordinator/Contact Person: Phone: Fax: E-Mail Address:

### Number of MSW interns your agency will accept:

Generalist students

Specialist two-year students Specialist (advanced standing) students

### Check the practice area(s) which apply to your agency:

Mental Health Community Organization Developmental Disability School Social Work Medical/Health Substance Abuse/Addiction Children and Youth Corrections

Family Services Public Welfare Services to the Aged Other (specify):

**Briefly describe the function and purpose of your agency. Include geographical area:**

**Briefly describe potential student learning opportunities with individuals, families, and small groups:**

**Briefly describe potential learning activities with organizations and community systems:**

**Please provide the following information about the clientele served by this agency. Age Group of Clients Primary Intervention Unit**

Infants (0-18 months) Individuals

Preschool Children Couples

Elementary School Children Families

Adolescents Groups

Young Adults (18-25) Organizations

Adults Communities

Elderly (over 65) Other (specify):

### Client Race/Gender Client Income Status

Low Income

Urban Residents

Rural Residents



What are the primary presenting problems of the clients the student would serve?

Special requirements for students considering this agency: Transportation needed for field: All the time

Occasionally

Never

Agency compensates for agency-incurred travel: Per mile reimbursement

Use of agency car

Other (specify):



## JOINT MASTER OF SOCIAL WORK PROGRAM FIELD INSTRUCTOR PROFILE

### All field instructors should meet the following criteria:

1. **Earned a Master or higher degree in social work and have a minimum of two to three years of post-MSW experience.**
2. One (1) year’s work experience in their current position in the agency.
3. Experience in supervising workers or students.
4. Attend field instructor training related to supervising MSW students.

### Below please provide information about each field instructor (including a resume/vita) who will be assigned to the MSW student.

1. Name Position/Title Phone Education:

School where MSW earned Year Area of Concentration/Specialization School where DSW/Ph.D. earned Year Area of Concentration/Specialization

Number of years of social work practice experience: Number of years of supervisory experience with: staff students

1. Name Position/Title Phone Education:

School where MSW earned Year Area of Concentration/Specialization School where DSW/Ph.D. earned Year Area of Concentration/Specialization

Number of years of social work practice experience: Number of years of supervisory experience with: staff students



### Signature, Agency Director/Agency Name Date



**Signature, MSW Coordinator/Contact Person Date**

**North Carolina Agricultural and Technical State University The University of North Carolina at Greensboro Joint Master of Social Work Program (JMSW)**

**STANDARD INSTRUCTIONAL AGREEMENT**

1. Parties

This Instructional Agreement (“Agreement”) is entered into by and between North Carolina Agricultural and Technical State University (“N.C. A&T”) and The University of North Carolina at Greensboro (“UNCG”, and together with N.C. A&T, the “Universities”), on behalf of the Joint Master of Social Work Program (“JMSW” or the “Program”), and

(“Agency”), (each individually a “Party” and collectively, the Parties).

1. Purpose

WHEREAS, the Parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency.

WHEREAS, the Program has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study.

WHEREAS, the services contemplated herein are of mutual interest and benefit to the Program and Agency, and will further the instructional, research, and public service objectives of N.C. A&T and UNCG in a manner consistent with their status as public educational institutions.

NOW, THEREFORE, in exchange of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, this Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency as follows:

1. Term
   1. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then currentannual term. The Parties agree to review this Agreement every three (3) years, beginning in 2025, to determine whether modifications or revisions are required. The Parties shall attach an addendum with any modifications and/or revisions containing the new contract term and authorized signatures after each review.
   2. This Agreement may be terminated by any Party upon written notice to a party that the other has breached the Agreement, or that a student participating in the Program (“Participating Student”) has engaged in serious misconduct, as mutually determined by N.C. A&T, UNCG, and the Agency. Serious misconduct shall include: violation of safety rules about which a

Participating Student has been appropriately and adequately trained and/or repeated failure of Participating Student to meet performance standards, as outlined in Exhibit A. As is reasonable and practical, prior to terminating Participating Students for serious misconduct, Participating Student will receive training and/or counseling regarding the standards which have not been met.

* 1. This Agreement may be terminated by any Party without cause upon written notice of at least ninety (90) days to the other parties. In the event of a termination, the Parties will make all reasonable efforts to allow Participating Students to complete their learning experience at the Agency and ensure that the termination will not o t h e r w i s e negatively impact Participating Students.

1. Compliance with N.C. A&T, UNCG, and Agency Policies
   1. Students working in Agency will be subject to the Universities' Academic Integrity Policy and the Student Code of Conduct, copies of which will be provided to Agency by the JMSW Faculty Liaison. If alleged violations occur, Agency will immediately notify the Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the Agency may immediately suspend the Participating Student from participating in Agency activities.
   2. Agency may also require students participating in Agency activities to comply with its own operational policies and procedures.
2. Special Additional Conditions where Agency is a Private, “For‐Profit” Entity

(See [U.S. D.O.L. Fact Sheet #71 Internship Programs Under the Fair Labor Standards Act January](https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships) [2018](https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships))

Where the Agency is a private, “for‐profit” entity, and it is contemplated that the student will not be compensated in compliance with the wage and hour provisions of the Fair Labor Standards Act (e.g., at least minimum hourly wage, time and a half for overtime, etc.), then Agency agrees that the student will not be an employee, as contemplated by the “primary beneficiary test” described in the above referenced fact sheet published by the U.S. Department of Labor.

1. Responsibilities of the Parties
   1. The Universities shall:
      1. Notify students of appropriate placement opportunities for the experiential learning activity;
      2. Approve placement site and learning objectives;
      3. Select and register students for placement;
      4. Award university credit to students;
      5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;
      6. Participate in planning and evaluation regarding learning activities;
      7. Provide Agency with current field placement manual identifying policies and procedures. The Agency will also be provided with evaluation forms and deadlines;
      8. Inform Agency of the JMSW Program calendar and initiate discussions of students' obligations to report to Agency, if necessary, whenever classes are not in session; and
      9. Implement procedures to notify Participating Students of obligations listed below:
         1. Attend orientation sessions regarding learning activity;
         2. Comply with all applicable policies, operational procedures, and safety protocols of Agency;
         3. Negotiate a set of learning objectives with Agency and the JMSW Program and provide to each a written statement of objectives set forth in the student's Learning Agreement;
         4. Give prior notice of necessary absence to Faculty Liaison and appropriate Agency personnel;
         5. Obtain and maintain any required health insurance and professional liability insurance with minimum amount of coverage for the student of $1,000,000 per occurrence and

$3,000,000 aggregate. Faculty Liaison will, upon request, provide Agency with a copy of the Certificate of Insurance that has been provided by student;

* + - 1. Maintain professional standards of confidentiality;
      2. Participate in all individual or group meetings associated with learning activity; and
      3. Provide personal transportation to and from learning activity.
  1. Agency shall:
     1. Provide opportunities for student observation and/or participation on Agency premises;
     2. Provide a safe environment in compliance with all federal and state laws and inform the Universities and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
     3. Provide to Faculty Liaison and Participating Students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;
     4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of

the position;

* + 1. Participate in planning and evaluation sessions with students and, where appropriate, with JMSW field faculty;
    2. Identify for Field Co-Director and Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;
    3. Provide on-site supervision and guidance to learning activity;
    4. Provide timely final evaluation of Participating Student’s performance in the manner specified by the Universities;
    5. Conduct exit interviews with Participating Students that will include discussion of Agency's final evaluation;
    6. Notify Faculty Liaison of unsatisfactory performance or misconduct of a Participating Student and provide documentation of any charge to Faculty Liaison; and
    7. Provide training to Participating Students in universal precautions about blood borne pathogens prior to assigning a student to participate in a learning experience at Agency. Agency will be responsible for providingappropriate personal protective equipment required to comply with OSHA Standards as such compliance relates to the performance of this Agreement. The Universities shall provide documentation to Agency that each Participating Student has received the hepatitis B vaccine or has declined such vaccine in writing.

1. Number of Placements

Agency and the JMSW Program will mutually determine the number of students t o b e

p l a c e d a t Agency for a given term. Agency and the Universities may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

1. Independent Contractor

Nothing in this agreement is intended or shall be construed to establish any partnership, or joint venture between Agency and the Universities. Participating Students shall not be deemed employees or agents of the Agency or the Universities due to being assigned to Agency under this Agreement. Neither the Agency nor the Universities shall be responsible for payment to Participating Students of any salary, wages or employment-related benefits, including but not limited to workers’ compensation and unemployment compensation benefits, due the Participating Students’ participation in the learning opportunity.

1. FERPA

The Universities have determined that Agency is a school official with a legitimate educational interest under the Family Educational Rights and Privacy Act (“FERPA”). If the Universities provide Agency

with “personally identifiable information” from a Participating Student’s education record as defined by FERPA, 34 CFR §99.3, Agency hereby certifies that collection of this information from the Universities is necessary for Agency’s duties and responsibilities under this Agreement. Agency further certifies that it shall maintain the confidential status of the education records in their custody, and that it shall maintain the personally identifiable information as directed by FERPA. Failure to abide by the Universities’ legally applicable measures and disclosure restrictions may result in the interruption, suspension and/or termination of the relationship with Agency for a period of at least five

(5) years from the date of the violation. If Agency experiences a breach relating to this information or if Agency re-discloses this information, Agency shall immediately notify the Universities. To the extent allowed by law, Agency shall indemnify the Universities for any breach of confidentiality or failure of its responsibilities to protect confidential information. Specifically, these costs may include, but are not limited to, the cost of notification of affected persons because of its unauthorized release of the Universities’ data provided to Agency pursuant to this Agreement.

1. Nondiscrimination

The Parties agree to perform their duties under this Agreement without discrimination on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, age, genetic information, veteran status, or disability. Participating Students with disabilities must be able to participate and meet the goals and objectives of the curriculum and of the learning experience placement with reasonable accommodations.

1. Monetary Compensation to Participating Student

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including where appropriate hourly units. Students shall not receive monetary compensation under the terms of this Agreement. Any agreement between the Agency and a Participating Student for monetary compensation is separate from and outside the terms of this Agreement. The Universities shall not be made a party to any such compensation agreement.

1. Indemnification

Agency shall indemnify, defend, and hold harmless the Universities, their Trustees, officers, agents, and employees from all loss, cost, and expense in connection with or arising out of any liability or claim of liability for injury or damages to persons or property sustained or claimed to have been sustained by anyone whomsoever by any act or omission of the Agency or any of its officers, agents, employees, guests, patrons, or invitees.

1. Notices

All notices shall be hand delivered, sent by electronic mail, sent by private overnight mail service, or sent by registered or certified U.S. mail and addressed to the party to receive such notice at the address given below, or such other address as may hereafter be designated by notice in writing:

**If to N.C. A&T:**

Contact: General Counsel

Address: 1601 E. Market Street, Suite 422 Greensboro, NC 27411

Telephone No.: (336) 334-7592

If to Agency:

Contact: Address: Telephone No.: Email:

**For N.C. A&T Placement Correspondence:**

Contact: Dean, College of Health & Human Sciences Address: 1601 E. Market Street

Bluford Library, Suite 100 Telephone No.: (336) 285-3508

**For UNCG Placement Correspondence:**

Contact: Address: Telephone No.: Email:

With a copy to:

Office of Institutional Integrity and General Counsel The University of North Carolina at Greensboro

123 Mossman Building

P.O. Box 26170

Greensboro, NC 27402-6170

1. Access to Persons and Records

The State, N.C. A&T, or UNCG auditors may audit the records of Agency during and after the term of this Agreement to verify accounts and data affecting fees or performance in accordance with North Carolina General Statutes § 143-49(9) and § 147-64.7.

1. Governing Law

This Agreement and the rights and obligations of the parties hereto shall be interpreted, construed and enforced in accordance with the laws of the State of North Carolina.

1. Severability

Should any provision of this Agreement be declared illegal, void, or unenforceable under North Carolina law, or shall be considered severable, the Agreement shall remain in force and be binding upon the Parties hereto as though the said provision had never been included.

1. Entire Agreement

This Agreement represents the entire agreement between the Parties, and there are no representations, inducements, or provisions other than those expressed herein. All changes, additions, or deletions to this Agreement shall be in writing and executed by the authorized representatives of the Parties.

IN WITNESS THEREOF, the Parties have executed this Agreement effective as of the last date of signature below.

**For and on behalf of The Joint Master of Social Work Program:**











**For and on behalf of the Agency:**

**(Agency Name)**



Name and Title (Please Print)



Signature Date

## APPENDIX B: FIELD INTERNSHIP FORMS

**JOINT MASTER OF SOCIAL WORK PROGRAM GENERALIST INTERNSHIP APPLICATION**

### Please type or print clearly. Use only blue or black ink.

Date:

* 1. Name: Last First M.I. University ID# NCAT UNCG
  2. Mailing Address:



* 1. Home/Cell Phone: Work Phone:
  2. Anticipated date of graduation:
  3. Will you be employed next semester? Yes No Full-time Part-time
  4. Have you ever been convicted of any criminal charges, including a felony?

Yes No \*If yes please discuss during your field interview with us.

* 1. Have you ever been dismissed/fired from a job, volunteer, or internship position?

Yes

No

\*If yes please discuss during your field interview with us.

* 1. Do you have limitations (physical or emotional) of which we should be aware in planning your field internship? Yes No

If yes, please explain and discuss during your field interview with us:

* 1. Do you have a **valid** N.C. driver’s license? Yes No
  2. Will transportation be a problem for you? Yes No

If yes, please explain and discuss during your field interview with us:

* 1. List strengths you have which may contribute to a successful internship:
  2. What do you want to gain from the generalist internship experience? Be specific. Include areas of your professional development that you may need to especially address.
  3. Explain any issues that may impact your choice of possible internship sites. For example, if you are a parent with young children, are in recovery for substance abuse, have no car or a suspended driver’s license, have caretaking responsibilities for a family member, etc. Such issues need to be presented to the Co-Directors of Field Instruction **in advance** to assist with planning for your internship. It is the student’s responsibility to apprise the Co-Directors of Field Instruction of this information.

### Please include the following attachments to complete your application packet:

1. Professional Resume

Include **Professional Summary**, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training skills), etc. **NOTE**: The Career Services office on either campus is available to assist students in developing a professionally constructed resume, free of charge.

**Use chronological form for resume (see sample below)**

## SAMPLE RESUME

### (Reverse Chronological Form)

**Name**

Phone Number/email address

**PROFESSIONAL SUMMARY** This is a brief statement identifying areas/populations

of strength/experience.

**EDUCATIONAL EXPERIENCE** Colleges or Universities, dates attended and degrees.

**EMPLOYMENT/VOLUNTEER/** List factual information: When, where, for whom you

**INTERNSHIP EXPERIENCE** worked/were an intern/volunteered. Use action verbs

when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.

**SPECIAL SKILLS** Speak a foreign language; sign language, training skills, etc.

1. Proof of valid driver’s license and automobile insurance (**copy of declaration page** and copy of driver’s license).
2. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
   * NASW (must be student member **and** pay additional insurance premium) or
   * Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. NO PERSONAL CHECKS. **UNCG home campus students will be billed for this option automatically.**

**The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction via Google Forms by the due date.**

## JOINT MASTER OF SOCIAL WORK PROGRAM

## SPECIALIST INTERNSHIP APPLICATION FOR ADVANCED STANDING STUDENTS

### Please type or print clearly: Use only black ink.

Date: Internship sought for: Semester/Year

Name: Last First M.I. University ID# NCAT UNCG

1. Mailing Address:



1. Home/Cell Phone: Work Phone:
2. Anticipated date of graduation:
3. Will you be employed this year? Yes No Full-time Part-time
4. Have you ever been convicted of any criminal charges, including a felony?

Yes No \*If yes please discuss during your field interview with us.

1. Have you ever been dismissed/fired from a job, volunteer, or internship position?

Yes

No

\*If yes please discuss during your field interview with us.

1. Do you have limitations (physical or emotional) of which we should be aware in planning your field internship? Yes No

If yes, please explain and discuss during your field interview with us:

1. Do you have a **valid** N.C. driver’s license? Yes No
2. Will transportation be a problem for you? Yes No

If yes, please explain and discuss during your field interview with us:

1. List strengths you have which may contribute to a successful internship:
2. List three skills, goals, or learning opportunities you would like to gain in your specialist internship:

1.

2.

3.

13a. List three client populations, in order of preference, of interest to you for your specialist internship (if known):

1.

2.

3.

13b.List three sites, in order of preference, of interest to you for your specialist internship (if known):

1.

2.

3.

***\*(Note: The Co-Directors of Field Education will take questions 12 and 13 into consideration when locating potential placement sites but cannot guarantee all preferences will be met in your placement. We will discuss your specific Specialist Year goals in more detail during your Field Interviews with us.) \****

12. Explain any issues that may impact your choice of possible internship sites. For example, if you are a parent with young children, are in recovery for substance abuse, have no car or a suspended driver’s license, have caretaking responsibilities for a family member, etc. Such issues need to be presented to the Co-Directors of Field Instruction **in advance** to assist with planning for your internship. It is the student’s responsibility to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc. See Sample below.

## SAMPLE RESUME

### (Reverse Chronological Form)

**Name**

Phone Number/email address

**PROFESSIONAL SUMMARY** This is a brief statement identifying areas/populations

of strength/experience.

**EDUCATIONAL EXPERIENCE** Colleges or Universities, dates attended and degrees.

**EMPLOYMENT/VOLUNTEER/** List factual information: When, where, for whom you

**INTERNSHIP EXPERIENCE** worked/were an intern/volunteered. Use action verbs

when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.

**SPECIAL SKILLS** Speak a foreign language; sign language, training skills, etc.

1. Proof of valid driver’s license and automobile insurance (**copy of declaration page** and copy

of driver’s license or state ID).

1. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
   * NASW (must be student member **and** pay additional insurance premium) or
   * Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. NO PERSONAL CHECKS. **UNCG home campus students will be billed for this option automatically.**

**The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction via Google Forms by the due date on the Advanced Standing Field Instruction Calendar.**

## JOINT MASTER OF SOCIAL WORK PROGRAM

### SPECIALIST INTERNSHIP APPLICATION (2 year students only) Please type or print clearly. Use only blue or black ink.

Date: Internship sought for: Semester/Year

1. Name: Last First M.I. University ID# NCAT

UNCG

1. Mailing Address:



1. Home/Cell Phone: Work Phone:
2. Anticipated date of graduation:
3. Will you be employed next semester? Yes No Full-time Part-time
4. Have you ever been convicted of any criminal charges, including a felony?

Yes No \*If yes please discuss during your field interview with us.

1. Have you ever been dismissed/fired from a job, volunteer, or internship position?

Yes

No

\*If yes please discuss during your field interview with us.

1. Do you have limitations (physical or emotional) of which we should be aware in planning your field internship? Yes No

If yes, please explain and discuss during your field interview with us:

1. Do you have a **valid** N.C. driver’s license? Yes No
2. Will transportation be a problem for you? Yes No

If yes, please explain and discuss during your field interview with us:

1. Coursework Completed:

Course Instructor Grade

1. Coursework in Progress:

Course Instructor Grade

1. List three skills, goals, or learning opportunities you would like to gain in your specialist internship:

1.

2.

3.

14a. List three client populations, in order of preference, of interest to you for your specialist internship (if known):

1.

2.

3.

14b. List three sites, in order of preference, of interest to you for your specialist internship (if known):

1.

2.

3.

***\*(Note: The Co-Directors of Field Education will take questions 13 and 14 into consideration when locating potential placement sites but cannot guarantee all preferences will be met in your placement. We will discuss your specific Specialist Year goals in more detail during your Field Interviews with us.)\****

1. Explain any issues that may impact your choice of possible internship sites; for example, if you are a parent with young children, are in recovery for substance abuse, have no car or a suspended driver’s license, have caretaking responsibilities for a family member, etc. Such issues need to be presented to the Co-Directors of Field Instruction **in advance** to assist with planning for your internship. It is the student’s responsibility to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

* 1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc.

## SAMPLE RESUME

### (Chronological Form)

**Name**

Phone Number/email address

**PROFESSIONAL SUMMARY** This is a brief statement identifying areas/populations

of strength/experience.

**EDUCATIONAL EXPERIENCE** Colleges or Universities, dates attended and degrees.

**EMPLOYMENT/VOLUNTEER/** List factual information: When, where, for whom you

**INTERNSHIP EXPERIENCE** worked/were an intern/volunteered. Use action verbs

when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.

**SPECIAL SKILLS** Speak a foreign language; sign language, training skills, etc.

* 1. Proof of valid driver’s license and automobile insurance (**copy of declaration page**

### and copy of driver’s license).

* 1. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
     + NASW (must be student member **and** pay additional insurance premium) or
     + Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. NO PERSONAL CHECKS. **UNCG home campus students will be billed for this option automatically.**

**The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction via Google Forms by the due date on the Specialist Field Instruction Calendar.**

## JMSW INTERNSHIP ASSIGNMENT FORM

You have been tentatively assigned to the internship site listed below. It is your responsibility to call the prospective supervisor to arrange an interview. **INTERVIEWS MUST BE COMPLETED BY**



At this interview discuss the following:

1. The range of activities that the internship site can provide;
2. What you would like to obtain from the internship;
3. Any issues related to the days and hours that the site requires you to work. Some sites require flexible schedules.
4. Internship site requirements regarding liability insurance;
5. The amount of travel required and whether there is mileage reimbursement;
6. Your future goals and plans in social work.
7. Anything else which comes to mind during the interview.

**BE CURIOUS BE PROFESSIONAL BE ON TIME**

**To be completed by the Interviewer:** Please complete the bottom portion of this form and return to student at the conclusion of the interview.

1. Name of student interviewed:
2. Agency/Unit/Department: Address:
3. Name of Interviewer:
4. Place an X in one of the choices below:

Yes, I agree to supervise this student during the academic year.

No, I will not be able to accept supervision of this student for the academic year.



Interviewer’s Signature Phone Number Date

E-MAIL Fax

## JOINT MASTER OF SOCIAL WORK PROGRAM

## REQUEST FOR EVALUATION OF WORK SITE FOR MSW INTERNSHIP

(To be completed by student and returned to the Co-Directors of Field Instruction)

This form is to be completed by students who are requesting the use of their place of employment as an internship site. You must be able to look at your employment responsibilities through a social work lens and meet all competencies. Use of the work site as an internship must have been discussed with the Co-Directors of Field Instruction at the time of application to field. A work site may be approved only if the student’s employer is willing to meet all field criteria and requirements.

Approved internship sites must meet the following minimum criteria:

1. Afford learning opportunities to develop and demonstrate the JMSW generalist or specialist year competencies/behaviors.
2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs, as necessary.
3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current *JMSW Field Instruction Manual* (.org)

Date:

Student-Employee Name:

Last First M.I.

Agency: Name of Department/Unit/Program: Agency Address:



Phone Fax

Name and Title of Executive Officer:

Name of Supervisor or Administrator (person who will be initially contacted by the school to explore a work-site internship): Phone: Email:

How long have you been employed by this organization?

Agency personnel who would be involved in the internship:

Name of proposed field instructor Phone

Name of current work supervisor Phone

### \*If your regular employment supervisor will also be the MSW Internship Supervisor/Field Instructor you must have separate supervision times. MSW Internship Supervision requires at least 1 hour per week of face-to-face supervision (if virtual, cameras on).

Present work supervisor to provide information below about the student-employee’s proposed work and internship hours.

Work schedule: Day(s) \_ Time(s)

Internship schedule: Day(s) Time (s)

Describe student-employee’s current duties and responsibilities. Identify your current title/position. How long you have worked for this employer? How long have you held this current title/position? Explain major job-related tasks and activities related to your current position. Include your resume and job description.

Describe all duties and responsibilities required of the student-employee during the internship. Be as specific as possible and attach a written description. Identify the client population and presenting problems most frequently addressed.



Signature of Agency Executive Date



Signature of MSW Coordinator/Contact Person Date

## JOINT MASTER OF SOCIAL WORK PROGRAM REQUEST FOR MSW INTERNSHIP IN AN OUTSIDE PROGRAM

(To be completed by student and returned to the Co-Directors of Field Instruction)

This form is to be completed by students who are requesting the use of their outside internship (e.g., Americorps) as a JMSW internship site. You must be able to look at your internship responsibilities through a social work lens and meet all competencies. Use of the other site as an internship must have been discussed with the Co-Directors of Field Instruction at the time of application to field. An offsite internship may be approved only if the student’s outside program is willing to meet all field criteria and requirements.

Approved internship sites must meet the following minimum criteria:

1. Afford learning opportunities to develop and demonstrate the JMSW generalist or specialist year competencies/behaviors.
2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs, as necessary.
3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current *JMSW Field Instruction Manual* (.org)

Date:

Student- Name:

Last First M.I.

Agency: Name of Department/Unit/Program: Agency Address:



Phone Fax

Name and Title of Executive Officer:

Name of Supervisor or Administrator (person who will be initially contacted by the school to explore a site internship): Phone: Email:

Agency personnel who would be involved in the internship:

Name of proposed field instructor Phone

### \* MSW Internship Supervision requires at least 1 hour per week of face-to-face supervision (if virtual, cameras on).

Internship schedule: Day(s) Time (s)

Describe all duties and responsibilities required of the student during the internship. Be as specific as possible and attach a written description. Identify the client population and presenting problems most frequently addressed.



Signature of Agency Executive Date



Signature of MSW Coordinator/Contact Person Date

# JMSW Field Placement COVID-19 Response Form

**Agency Name: Agency Location:**

**Person Providing Information:**

**Please list your agency’s health and safety policies and procedures in response to COVID-**

**19. You may attach links to policies/manuals or attach documents via email if that is helpful. Please indicate if interns will be expected to be face to face, virtual, work from home or in office, and if home/community visits will be required.**



**Student Name:**

# Student Section

Based on the above agency response, please select one of the following options:

**The agency response provided offers a reasonable response to COVID-19 for me and my needs. I feel able to participate in the placement as described. I will abide by the policies and procedures provided. I understand this is not a guarantee that I will not be exposed to COVID-19 during field placement and agree that it is my responsibility to ensure my health and safety by working with my own health care providers. I will inform my field supervisor, faculty field liaison, and the JMSW Co-Directors of Field Education if I believe I have been exposed to COVID-19 or am having symptoms of COVID-19 to ensure the health and safety of others in the field placement site. I understand the JMSW Field**

**Education department will follow the guidance of NCA&T, UNCG, the UNC system, the state of North Carolina, and the Council on Social Work Education (CSWE) to make updated decisions on the status of field.**

**The agency response provided does not offer a response to COVID-19 that will work for me and my needs. I need the following modifications to be able to participate in field education at the agency listed above. If the modifications are granted by the agency, I will be able to participate in the placement as described. I will abide by the modified policies and procedures provided. I understand this is not a guarantee that I will not be exposed to COVID-19 during field placement and agree that it is my responsibility to ensure my health and safety by working with my own health care providers. I will inform my field supervisor, faculty field liaison, and the JMSW Co-Directors of Field Education if I believe I have been exposed to COVID-19 or am having symptoms of COVID-19 to ensure the health and safety of others in the field placement site. I understand JMSW Field Education department will follow the guidance of NCA&T, UNCG, the UNC system, the state of North Carolina, and the Council on Social Work Education (CSWE) to make updated decisions on the status of field.**



Signatures below indicate knowledge of and agreement with the policies and procedures described above (electronic signatures are acceptable if attached to an email):



Student Date



Field Instructor/Agency Representative Date

### Check here if agreeing to modifications indicated by the student



Field Faculty Liaison Date

**ACKNOWLEDGEMENT OF RESPONSIBILITY AND ASSUMPTION OF RISK**

The purpose of this form is to inform all University students, faculty and employees of their responsibility to comply with institutional requirements and public health guidance and to ensure that members of our campus community acknowledge this responsibility as part of the University’s effort to reduce the risk of COVID-19 transmission.

The University of North Carolina at Greensboro, wherever located (collectively, the “University”), cannot offer a guarantee that you will not become infected with COVID-19 as a result of participating in University led classes, trainings, labs, or activities. However, the University will take reasonable steps to ensure the health and safety of students, faculty and employees.

By signing this agreement, you acknowledge that you have read this form in its entirety and agree to comply with its terms.

I certify that: (Please initial below as appropriate)

Within the past fourteen (14) days, I have not tested positive for COVID-19, nor am I aware that I have been in close contact with someone, including any member of my household, who I know has tested positive for COVID-19, is being tested for COVID-19, has COVID-19-like symptoms, or is believed to have contracted COVID-19.

I agree that I will leave or will not return to campus if I test positive for COVID-19, come into close contact with someone, including any member of my household, who tests positive for COVID-19, is being tested for COVID-19, has COVID-19-like symptoms, or is believed to have contracted COVID-19.

I understand and acknowledge the State of North Carolina’s emergency orders, executive orders, and official guidance related to COVID-19, as well as CDC Guidance and the University’s requirements to reduce the risk of infection, including social distancing (remaining 6 feet away from others as much as possible), wearing a face covering, whenever possible, and regular hand washing and I agree to do these things.

I acknowledge the contagious nature of COVID-19 and understand that I may be exposed to or infected by COVID-19, and that such exposure or infection may result in personal injury, illness, permanent disability, or death.

I voluntarily agree to assume all of the foregoing risks and accept sole responsibility for any injury to myself (including, but not limited to, personal injury, disability, and death), illness, damage, loss, claim, liability, or expense, known or unknown, of any kind, that I may experience or incur in connection with my attendance at the University or participation in University activities.

I understand and agree to comply with any testing, health monitoring and contact tracing protocols should the University or public health authorities determine that such measures are prudent to maintain a safe campus environment.

I understand that the University will take reasonable measures to ensure the confidential and private nature of the testing and health monitoring information it may obtain.

I agree to comply with instructions concerning access to buildings and spaces on campus, including occupancy limits and building and office-specific signage, including elevator limits, one-way hallways and stairwells, restroom limits, and designated entrances and exits.

I understand and agree that the University has the discretion to determine whether I am permitted to be on campus, or in a particular building, and at any time may require me to leave and not return to campus if it is determined that I have not complied with University or public health policies or guidelines, or if my presence on campus poses a health risk to others.

I understand that the University may offer COVID-19 related training and professional development and I agree to complete any and all required training. I will be responsible for review of any materials, document, policies or procedures related to my return to campus, my professional activities related to my position, or any other relevant activities.

I acknowledge that individual compliance with guidance from relevant regulatory agencies and University policies is critical to ensuring public health and safety on our campus community.

By signing this agreement, I certify that the information provided is true and correct to the best of my knowledge and understand that any false statements or allegations may be subject to disciplinary actions up to and including suspension and expulsion or termination.

**I HAVE READ THIS FORM IN ITS ENTIRETY AND VOLUNTARILY AGREE TO BE BOUND BY ITS TERMS. I UNDERSTAND THAT IT MAY AFFECT CERTAIN RIGHTS I MAY HAVE.**



Signature of Student Date



Printed Name of Student Email and Phone



Signature of Faculty/Employee Date



Printed Name of Faculty/Employee School, College, Dept.

## APPENDIX C:

**LEARNING AGREEMENTS AND INTERNSHIP EVALUATION FORMS**



### JMSW Generalist Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program: Student:

Field Instructor: Faculty Field Liaison:

Contract Period: From: to (dates)

Semesters: Fall 20 Spring 20

This generalist internship is the first internship in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine core competencies that must be adequately addressed in an MSW curriculum as listed below.

### List of Nine Core Competencies Identified by CSWE

| 1. Demonstrate ethical and professional behavior. |
| --- |
| 2. Engage diversity and difference in practice. |
| 3. Advance human rights and social, economic, and environmental justice. |
| 4. Engage in practice-informed research and research-informed practice. |
| 5. Engage in policy practice. |
| 6. Engage with individuals, families, groups, organizations, and communities. |
| 7. Assess individuals, families, groups, organizations, and communities. |

| 8. Intervene with individuals, families, groups, organizations, and communities. |
| --- |
| 9. Evaluate practice with individuals, families, groups, organizations, and  communities. |

According to the CSWE 2015 EPAS, “social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.” At the generalist level, CSWE delineates 31 component behaviors that must be addressed. The JMSW field instruction program is considered the signature pedagogy in the JMSW curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. As a result of this key role in the instruction of JMSW students, this generalist internship addresses all 31 generalist behaviors that, when combined, reflect the essential social work capacities in the nine core competency areas identified by CSWE for generalist practice.

Both this *JMSW Generalist Internship Learning Agreement* and the *JMSW Generalist Internship Evaluation* contain the list of the 31 behaviors (organized under the nine core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluation form. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

At the end of the internship, the field instructor will complete the *Generalist Internship Evaluation* to evaluate a student’s performance of each behavior. Field instructors will also be asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise regarding either this internship agreement or the internship evaluation. In addition, field instructors should refer to the *JMSW Generalist Internship Task Plan* (part of the learning agreement) as they complete the evaluation of a student at the end of each semester.

### Rating Scale for 31 Generalist Practice Behaviors

**5**=Excellent performance of the behavior

**4**=Good performance of the behavior

**3**=Satisfactory performance of the behavior **2**=Marginal performance of the behavior **1**=Poor/Failing performance of the behavior\*

\*As soon as a field instructor identifies that a student is performing at a poor/failing level for one and/or more behaviors, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies,

does not result in any apparent changes in the student’s performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve their performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 31 generalist behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student: Date:

Signature of Field Instructor: Date:

Signature of Field Liaison: Date:

### JMSW Generalist Internship Task Plan

|  | **Competency 1: Demonstrate ethical and professional behavior.** | **Tasks to Address Generalist Behaviors** |
| --- | --- | --- |
| (1) | 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 to context. |  |
| (2) | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |
| (3) | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |
| (4) | Use technology ethically and appropriately to facilitate practice outcomes. |  |
| (5) | Use supervision and consultation to guide professional judgment and behavior. |  |

|  | **Competency 2: Engage diversity and difference in practice.** | **Tasks to Address Generalist Behaviors** |
| --- | --- | --- |
| (6) | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  |
| (7) | Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  |
| (8) | 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.** | **Tasks to Address Generalist Behaviors** |
| (9) | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |
| (10) | Engage in practices that advance social, economic, and environmental justice. |  |
|  | **Competency 4: Engage in practice-**  **informed research and research- informed practice**. | **Tasks to Address Generalist Behaviors** |
| (11) | Use practice experience and theory to inform scientific inquiry and research. |  |

| (12) | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |
| --- | --- | --- |
| (13) | Use and translate research evidence to inform and improve practice, policy, and service delivery. |  |
|  | **Competency 5: Engage in policy practice.** | **Tasks to Address Generalist Behaviors** |
| (14) | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  |
| (15) | Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
| (16) | Apply critical thinking to analyze, formulate, and advocate for polices that advance human rights and social, economic, and environmental justice. |  |

|  | **Competency 6: Engage with individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** |
| --- | --- | --- |
| (17) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  |
| (18) | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |
|  | **Competency 7: Assess individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** |
| (19) | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  |
| (20) | 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. |  |

| (21) | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |
| --- | --- | --- |
| (22) | 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.** | **Tasks to Address Generalist Behaviors** |
| (23) | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |
| (24) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |

| (25) | Use interpersonal collaboration as appropriate to achieve beneficial practice outcomes. |  |
| --- | --- | --- |
| (26) | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |
| (27) | Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |
|  | **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** |
| (28) | Select and use appropriate methods for evaluation of outcomes. |  |
| (29) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary  theoretical frameworks in the evaluation of outcomes. |  |

| (30) | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |
| --- | --- | --- |
| (31) | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |



### JMSW Generalist Internship Fall Evaluation

Evaluation Period: From to (dates) Semesters: Fall 20

Student: Field Instructor:

Faculty Field Liaison:



Please check one of the following:

| O | This intern has excelled in field internship by performing above expectations for generalist level students. |
| --- | --- |
| O | This intern has met the expectations of the generalist field internship. |
| O | This intern has met the expectations of the generalist field internship, with reservations (comments required). |
| O | This intern has not met expectations of the generalist field internship (comments required). |

### Summary:

**Please attach a summary on this student’s performance in field this semester.**

Signature of Field Instructor

Agency Date

Signature of Faculty Field Liaison Date

### The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

O I agree with the evaluation

O I do not agree with evaluation

Intern’s Signature Date

• If the intern disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements during the evaluation process.

### Instructions for Rating Interns on the Generalist Behaviors

The 9 core competencies and 31 generalist behaviors listed in the form are those established by the Council on Social Work Education and the JMSW Faculty. Under each competency statement are several behaviors that are associated with that competency. These are also the generalist behaviors on the JMSW Generalist Internship Learning Agreement, which should be consulted in relation to this evaluation. Please rate each behavior using a rating scale of Excellent to Poor/Failing (Excellent performance, Good performance, Satisfactory performance, Marginal performance, Poor/Failing performance or Not Demonstrated or No Opportunity to demonstrate [ND or NO]). ]). *Please include an explanation in the Comments section if the NO or ND rating is used.* Any behavior that is rated ND or NO must be addressed in spring semester and the field instructor, student, and faculty field liaison must agree on tasks that will allow the student to demonstrate the behavior; those tasks must be added to the learning agreement and signed off on by all parties.

A field instructor’s additional comments about the rating of each generalist behavior can be made in the far-right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of “Satisfactory” or “Unsatisfactory” (per UNCG Graduate Bulletin) or “Pass” or “Fail” (per NCA&SU Graduate Catalog) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship and seminar.

|  | **Competency 1: Demonstrate ethical and professional behavior.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide**  **explanat ion)** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (1) | 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 to context. |  |  |  |  |  |  |  |
| (2) | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |  |  |  |  |
| (3) | Demonstrate professional demeanor in behavior; appearance;  and oral, written, and electronic communication. |  |  |  |  |  |  |
| (4) | Use technology ethically and appropriately to facilitate practice outcomes. |  |  |  |  |  |  |
| (5) | Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |  |
|  | **Competency 2: Engage diversity and difference in practice.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat ion)** | **Comments** |

| (6) | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (7) | Present themselves as learners and engage clients and constituencies as experts of their own  experiences. |  |  |  |  |  |  |
| (8) | 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.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat**  **ion)** | **Comments** |
| (9) | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |  |  |  |  |  |  |
| (10) | Engage in practices that advance social, economic, and  environmental justice. |  |  |  |  |  |  |
|  | **Competency 4: Engage in practice-informed research and research-informed practice.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat ion)** | **Comments** |

| (11) | Use practice experience and theory to inform scientific inquiry and research. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (12) | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |  |  |  |  |  |
| (13) | Use and translate research evidence to inform and improve  practice, policy, and service delivery. |  |  |  |  |  |  |  |
|  | **Competency 5: Engage in policy practice.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat ion)** | **Comments** |
| (14) | Identify social policy at the local, state, and federal level that impacts  well-being, service delivery, and access to social services. |  |  |  |  |  |  |  |
| (15) | Assess how social welfare and economic policies impact the delivery of and access to social services. |  |  |  |  |  |  |
| (16) | Apply critical thinking to analyze, formulate, and advocate for polices that advance human rights and social, economic, and  environmental justice. |  |  |  |  |  |  |
|  | **Competency 6: Engage with individuals, families, groups, organizations, and communities.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **ND or NO**  **(please provide** | **Comments** |

|  |  |  |  |  |  |  | **explanat ion)** |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (17) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  |  |  |  |  |  |  |
| (18) | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  |  |  |  |  |
|  | **Competency 7: Assess individuals, families, groups, organizations, and communities**. | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide**  **explanat ion)** | **Comments** |
| (19) | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  |  |  |  |  |  |  |
| (20) | 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. |  |  |  |  |  |  |

| (21) | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (22) | 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.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat ion)** | **Comments** |
| (23) | Critically choose and implement interventions to achieve practice goals and enhance capacities of  clients and constituencies. |  |  |  |  |  |  |  |
| (24) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |  |  |  |  |  |
| (25) | Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes. |  |  |  |  |  |  |
| (26) | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |  |  |  |  |  |

| (27) | Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.** | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO**  **(please provide explanat ion)** | **Comments** |
| (28) | Select and use appropriate methods for evaluation of outcomes. |  |  |  |  |  |  |  |
| (29) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  |  |  |  |  |  |
| (30) | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |  |  |  |  |  |
| (31) | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  |  |  |  |  |



### JMSW Generalist Internship Final Evaluation

Evaluation Period: From to (dates) Semesters: Spring 20

Student Field Instructor:

Faculty Field Liaison:



Please check one of the following:

| O | This intern has excelled in field internship by performing above expectations for generalist level students. |
| --- | --- |
| O | This intern has met the expectations of the generalist field internship. |
| O | This intern has met the expectations of the generalist field internship, with reservations (comments required). |
| O | This intern has not met expectations of the generalist field internship (comments required). |

### Summary:

**Please attach a summary on this student’s performance in field this semester.**

Signature of Field Instructor

Agency Date

Signature of Faculty Field Liaison Date

### The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

O I agree with the evaluation

O I do not agree with evaluation

Intern’s Signature Date

• If the intern disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements during the evaluation process.

### Instructions for Rating Interns on the Generalist Behaviors

The 9 core competencies and 31 generalist behaviors listed in the form are those established by the Council on Social Work Education and the JMSW Faculty. Under each competency statement are several behaviors that are associated with that competency. These are also the generalist behaviors on the JMSW Generalist Internship Learning Agreement, which should be consulted in relation to this evaluation. Please rate each behavior using a rating scale of Excellent to Poor/Failing (Excellent performance, Good performance, Satisfactory performance, Marginal performance, or Poor/Failing performance).

A field instructor’s additional comments about the rating of each generalist behavior can be made in the far right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of “Satisfactory” or “Unsatisfactory” (per UNCG Graduate Bulletin) or “Pass” or “Fail” (per NCA&SU Graduate Catalog) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship and seminar.

|  | **Competency 1: Demonstrate ethical and professional behavior.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (1) | 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 to context. |  |  |  |  |  |  |
| (2) | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |  |  |  |
| (3) | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic  communication. |  |  |  |  |  |
| (4) | Use technology ethically and appropriately to facilitate practice  outcomes. |  |  |  |  |  |
| (5) | Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |
|  | **Competency 2: Engage diversity and difference in practice.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (6) | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  |  |  |  |  |  |

| (7) | Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (8) | 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.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (9) | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |  |  |  |  |  |
| (10) | Engage in practices that advance social, economic, and environmental justice. |  |  |  |  |  |
|  | **Competency 4: Engage in practice-informed research and research-informed practice.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (11) | Use practice experience and theory to inform scientific inquiry and research. |  |  |  |  |  |  |
| (12) | Apply critical thinking to engage in analysis of quantitative and  qualitative research methods and research findings. |  |  |  |  |  |
| (13) | Use and translate research evidence to inform and improve |  |  |  |  |  |  |

|  | practice, policy, and service delivery. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Competency 5: Engage in policy practice.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (14) | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and  access to social services. |  |  |  |  |  |  |
| (15) | Assess how social welfare and economic policies impact the delivery of and access to social services. |  |  |  |  |  |
| (16) | Apply critical thinking to analyze, formulate, and advocate for polices that advance human rights and social, economic, and  environmental justice. |  |  |  |  |  |
|  | **Competency 6: Engage with individuals, families, groups, organizations, and communities.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (17) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients  and constituencies. |  |  |  |  |  |  |
| (18) | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  |  |  |  |

|  | **Competency 7: Assess individuals, families, groups, organizations, and communities**. | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (19) | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  |  |  |  |  |  |
| (20) | 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. |  |  |  |  |  |  |
| (21) | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |  |  |  |  |  |
| (22) | 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.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |

| (23) | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (24) | Apply knowledge of human  behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with  clients and constituencies. |  |  |  |  |  |
| (25) | Use inter-personal collaboration as appropriate to achieve beneficial  practice outcomes. |  |  |  |  |  |
| (26) | Negotiate, mediate, and advocate with and on behalf of diverse  clients and constituencies. |  |  |  |  |  |  |
| (27) | Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |  |  |  |  |  |
|  | **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.** | **Excellent**  **5** | **Good**  **4** | **Satisfactory**  **3** | **Marginal**  **2** | **Poor/ Failing 1** | **Comments** |
| (28) | Select and use appropriate methods for evaluation of outcomes. |  |  |  |  |  |  |
| (29) | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical  frameworks in the evaluation of outcomes. |  |  |  |  |  |  |

| (30) | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (31) | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  |  |  |  |  |



### JMSW Specialist Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program:

Student: Field Instructor: Faculty Field Liaison:

Contract Period: From: to (dates)

Semesters: Fall 20 Spring 20

The specialist internship is the second internship (or only internship if Advanced Standing) in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine core competencies that must be adequately addressed in an MSW curriculum as listed below.

### List of Nine Core Competencies Identified by CSWE

| 1. Demonstrate ethical and professional behavior. |
| --- |
| 2. Engage diversity and difference in practice. |
| 3. Advance human rights and social, economic, and environmental justice. |
| 4. Engage in practice-informed research and research-informed practice. |
| 5. Engage in policy practice. |
| 6. Engage with individuals, families, groups, organizations, and communities. |
| 7. Assess individuals, families, groups, organizations, and communities. |
| 8. Intervene with individuals, families, groups, organizations, and communities. |
| 9. Evaluate practice with individuals, families, groups, organizations, and  communities. |

According to the CSWE 2015 EPAS, “social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.” Programs are expected to identify component behaviors related to these nine competencies for the specialization(s) they offer. The JMSW field instruction program is considered the signature pedagogy in this competency-based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Both this *JMSW Specialist Internship Learning Agreement* and the *JMSW Specialist Internship Evaluation* contain the list of the 27 behaviors (organized under the nine core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluations form. This form is used to describe an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

At the end of the internship, the field instructor will complete the *Specialist Internship Evaluation* to evaluate a student’s performance of each specialist behavior. Field instructors will also be asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise regarding either this internship agreement or the internship evaluation. In addition, field instructors should refer to the *JMSW Specialist Internship Task Plan* (part of the learning agreement) as they complete the evaluation of a student at the end of each semester.

**Rating Scale for the 27 JMSW Specialist Behaviors 5**=Excellent performance of the behavior

**4**=Good performance of the behavior **3**=Satisfactory performance of the behavior **2**=Marginal performance of the behavior **1**=Poor/Failing performance of the behavior\*

\*As soon as a field instructor identifies that a student is performing at a failing level for one and/or more practice behaviors, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve their performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 27 behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student: Date:

Signature of Field Instructor: Date:

Signature of Field Liaison: Date:

### JMSW Specialist Internship Task Plan

| **Competency 1: Demonstrate ethical and professional behavior.** | | **Tasks to Address Specialist Behaviors** |
| --- | --- | --- |
| (1) | Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice. |  |
| (2) | Demonstrate professional use of self in clinical practice and supervision of others. |  |
| (3) | Modify clinical practice based on supervision. |  |
| (4) | Integrate ethical decision-making skills to issues specific to multiculturally sensitive clinical social work practice, including  the use of technology. |  |
| **Competency 2: Engage diversity and difference in practice.** | |  |
| (5) | Engage in critical self-reflection to identify and manage personal values and biases that may affect practice. |  |
| (6) | Work effectively with people from diverse communities. |  |
| **Competency 3: Advance human rights**  **and social, economic, and environmental justice.** | |  |
| (7) | Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions. |  |

| (8) | Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice. |  |
| --- | --- | --- |
| **Competency 4: Engage in practice- informed research and research- informed practice.** | | **Tasks to Address Specialist Behaviors** |
| (9) | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |
| (10) | Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally  responsive clinical intervention strategies and programs. |  |
| (11) | Engage in research efforts that advance clinical knowledge and multiculturally responsive practice. |  |
| **Competency 5: Engage in policy practice.** | |  |
| (12) | Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and  environmental justice. |  |
| (13) | Use advocacy, education and clinical interventions to empower |  |

|  | people to challenge and change unjust policies. |  |
| --- | --- | --- |
| (14) | Advocate with and inform administrators and legislators to influence policies that affect people and services. |  |
| **Competency 6: Engage with individuals, families, and groups.** | | **Tasks to Address Specialist Behaviors** |
| (15) | Develop culturally responsive therapeutic relationships. |  |
| (16) | Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. |  |
| (17) | Establish a relationally based process that encourages equal participation in identifying  treatment goals and expected outcomes. |  |
| **Competency 7: Assess individuals, families, and groups.** | |  |
| (18) | Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the current Diagnostic and Statistical  Manual’s dimensional approach. |  |
| (19) | Use assessment data to inform the selection and planning of evidence-informed and culturally responsive interventions that |  |

|  | integrate assessment information, goals, and preferences. |  |
| --- | --- | --- |
| (20) | Utilize culturally appropriate standardized assessment and/or diagnostic instruments. |  |
| (21) | Continuously reassess throughout the clinical intervention process in determining strategies for  change. |  |
| **Competency 8: Intervene with individuals, families, and groups.** | |  |
| (22) | Critically evaluate, select, and apply culturally responsive best practices, evidence-based and evidence-informed interventions. |  |
| (23) | Plan and implement interventions based on comprehensive assessment of biopsychosocial  and spiritual factors and diagnostic classification systems. |  |
| (24) | Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment. |  |
| (25) | Work collaboratively with others to identify strategies for effecting systematic changes to improve biopsychosocial and spiritual functioning and access to societal resources for the well-being of all. |  |

| **Competency 9: Evaluate practice with individuals, families, and groups.** | | **Tasks to Address Specialist Behaviors** |
| --- | --- | --- |
| (26) | Design culturally responsive evaluation methods to evaluate clinical social work practice and/or programs. |  |
| (27) | Critically analyze data to inform clinical social work practice decisions and to evaluate practice  and/or program outcomes. |  |



### JMSW Specialist Internship Fall Evaluation

Evaluation Period: From to (dates) Semester: Fall 20

Student: Field Instructor:

Faculty Field Liaison:



Please check one of the following:

| O | This intern has excelled in their field internship by performing above expectations for specialist level students. |
| --- | --- |
| O | This intern has met the expectations of the specialist field internship. |
| O | This intern has met the expectations of the specialist field internship, with reservations (comments required). |
| O | This intern has not met expectations of the specialist field internship (comments required). |

### Summary:

**Please attach a summary on this student’s performance in field.**

Signature of Field Instructor

Agency Date

Signature of Faculty Field Liaison Date

### The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: O I agree with the evaluation

O I do not agree with evaluation

Intern’s Signature Date

• If the intern disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements with the evaluation.

#### Instructions for Rating Interns on the Specialist Behaviors:

The 9 competencies listed in the form are those established by the Council on Social Work Education. Under each competency statement are specialist behaviors that are associated with that competency for the JMSW Program. These are also the behaviors on the *JMSW Specialist Internship Learning Agreement*, which should be consulted in relation to this evaluation. Please rate each **behavior** using a rating scale of **Excellent** to **Poor/Failing** (Excellent performance, Good performance, Satisfactory performance, Marginal performance, Poor/Failing performance, or Not Demonstrated/No Opportunity to Demonstrate [ND or NO]). *Please include an explanation in the Comments section if the NO or ND rating is used.* Any behavior that is rated ND or NO must be addressed in spring semester and the field instructor, student, and faculty field liaison must agree on tasks that will allow the student to demonstrate the behavior; those tasks must be added to the learning agreement and signed off on by all parties.

A field instructor’s additional comments about the rating of each behavior can be made in the far-right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of “Satisfactory” or “Unsatisfactory” (per UNCG *Graduate Bulletin*) or

“Pass” or “Fail” (per NCA&SU *Graduate Catalog*) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship.

| **Competency 1: Demonstrate ethical and professional behavior** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO (please**  **provide explanation)** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (1) | Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice. |  |  |  |  |  |  |  |
| (2) | Demonstrate professional use of self in clinical  practice and supervision of others. |  |  |  |  |  |  |
| (3) | Modify clinical practice based on supervision. |  |  |  |  |  |  |
| (4) | Integrate ethical decision- making skills to issues specific to multiculturally sensitive clinical social work practice, including the  use of technology. |  |  |  |  |  |  |
| **Competency 2: Engage diversity and difference in practice.** | |  | | | | | | |
| (5) | Engage in critical self- reflection to identify and manage personal values and biases that may affect practice. |  |  |  |  |  |  |  |
| (6) | Work effectively with people from diverse communities. |  |  |  |  |  |  |

| **Competency 3: Advance human rights and social, economic, and environmental justice.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO (please**  **provide explanation)** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (7) | Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions. |  |  |  |  |  |  |  |
| (8) | Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice. |  |  |  |  |  |  |
| **Competency 4: Engage in practice-informed research and research-informed practice.** | |  | | | | | | |
| (9) | Apply critical thinking to engage in analysis of quantitative and qualitative  research methods and research findings. |  |  |  |  |  |  |  |
| (10) | Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally responsive clinical intervention strategies and  programs. |  |  |  |  |  |  |
| (11) | Engage in research efforts that advance clinical knowledge and multiculturally responsive practice. |  |  |  |  |  |  |

| **Competency 5: Engage in policy practice.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO (please**  **provide explanation)** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (12) | Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and  environmental justice. |  |  |  |  |  |  |  |
| (13) | Use advocacy, education and clinical interventions to empower people to challenge and change unjust policies. |  |  |  |  |  |  |  |
| (14) | Advocate with and inform administrators and legislators to influence policies that affect people  and services. |  |  |  |  |  |  |  |
| **Competency 6: Engage with individuals, families, and groups.** | |  | | | | | | |
| (15) | Develop culturally responsive therapeutic relationships. |  |  |  |  |  |  |  |
| (16) | Attend to the interpersonal dynamics and contextual factors that both strengthen  and potentially threaten the therapeutic alliance. |  |  |  |  |  |  |
| (17) | Establish a relationally based process that encourages equal |  |  |  |  |  |  |

|  | participation in identifying treatment goals and expected outcomes. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 7: Assess individuals, families, and groups.** | |  | | | | | | |
| (18) | Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the current Diagnostic and  Statistical Manual’s dimensional approach. |  |  |  |  |  |  |  |
| (19) | Use assessment data to inform the selection and planning of evidence- informed and culturally responsive interventions that integrate assessment  information, goals, and preferences. |  |  |  |  |  |  |  |
| (20) | Utilize culturally appropriate standardized assessment and/or diagnostic instruments. |  |  |  |  |  |  |  |
| (21) | Continuously reassess throughout the clinical intervention process in  determining strategies for change. |  |  |  |  |  |  |  |

| **Competency 8: Intervene with individuals, families, and groups.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **ND or NO (please**  **provide explanation)** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (22) | Critically evaluate, select, and apply culturally responsive best practices, evidence-based and evidence-informed  interventions. |  |  |  |  |  |  |  |
| (23) | Plan and implement interventions based on comprehensive assessment of biopsychosocial and spiritual factors and diagnostic classification systems. |  |  |  |  |  |  |  |
| (24) | Use appropriate clinical techniques for a range of  presenting concerns as identified in the assessment. |  |  |  |  |  |  |  |
| (25) | Work collaboratively with others to identify strategies for effecting systematic changes to improve biopsychosocial and spiritual functioning and access to societal resources  for the well-being of all. |  |  |  |  |  |  |  |
| **Competency 9: Evaluate practice with individuals, families, and groups.** | |  | | | | | | |

| (26) | Design culturally responsive evaluation methods to evaluate clinical social work practice and/or programs. |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (27) | Critically analyze data to inform clinical social work practice decisions and to evaluate practice and/or  program outcomes. |  |  |  |  |  |  |



### JMSW Specialist Internship Final Evaluation

Evaluation Period: From to (dates) Semester: Fall 20 Spring 20

Student: Field Instructor:

Faculty Field Liaison:



Please check one of the following:

| O | This intern has excelled in their field internship by performing above expectations for specialist level students. |
| --- | --- |
| O | This intern has met the expectations of the specialist field internship. |
| O | This intern has met the expectations of the specialist field internship, with reservations (comments required). |
| O | This intern has not met expectations of the specialist field internship (comments required). |

### Summary:

**Please attach a summary on this student’s performance in field.**

Signature of Field Instructor

Agency Date

Signature of Faculty Field Liaison Date

### The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: O I agree with the evaluation

O I do not agree with evaluation

Intern’s Signature Date

• If the intern disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements with the evaluation.

#### Instructions for Rating Interns on the Specialist Behaviors:

The 9 competencies listed in the form are those established by the Council on Social Work Education. Under each competency statement are specialist behaviors that are associated with that competency for the JMSW Program. These are also the behaviors on the *JMSW Specialist Internship Learning Agreement*, which should be consulted in relation to this evaluation. Please rate each **behavior** using a rating scale of **Excellent** to **Poor/Failing** (Excellent performance, Good performance, Satisfactory performance, Marginal performance, or Poor/Failing performance).

A field instructor’s additional comments about the rating of each behavior can be made in the far-right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of “Satisfactory” or “Unsatisfactory” (per UNCG *Graduate Bulletin*) or “Pass” or “Fail” (per NCA&SU *Graduate Catalog*) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship.

| **Competency 1: Demonstrate ethical and professional behavior** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (1) | Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice. |  |  |  |  |  |  |
| (2) | Demonstrate professional use of self in clinical practice and supervision of  others. |  |  |  |  |  |
| (3) | Modify clinical practice based on supervision. |  |  |  |  |  |
| (4) | Integrate ethical decision- making skills to issues specific to multiculturally sensitive clinical social work practice, including the  use of technology. |  |  |  |  |  |
| **Competency 2: Engage diversity and difference in practice.** | |  | | | | | |
| (5) | Engage in critical self- reflection to identify and manage personal values and biases that may affect practice. |  |  |  |  |  |  |
| (6) | Work effectively with  people from diverse communities. |  |  |  |  |  |

| **Competency 3: Advance human rights and social, economic, and environmental justice.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (7) | Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions. |  |  |  |  |  |  |
| (8) | Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice. |  |  |  |  |  |
| **Competency 4: Engage in practice-informed research and research-informed practice.** | |  | | | | | |
| (9) | Apply critical thinking to engage in analysis of quantitative and qualitative  research methods and research findings. |  |  |  |  |  |  |
| (10) | Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally responsive clinical intervention strategies and  programs. |  |  |  |  |  |
| (11) | Engage in research efforts that advance clinical knowledge and multiculturally responsive practice. |  |  |  |  |  |

| **Competency 5: Engage in policy practice.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (12) | Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and  environmental justice. |  |  |  |  |  |  |
| (13) | Use advocacy, education and clinical interventions to empower people to challenge and change unjust policies. |  |  |  |  |  |  |
| (14) | Advocate with and inform administrators and legislators to influence policies that affect people  and services. |  |  |  |  |  |  |
| **Competency 6: Engage with individuals, families, and groups.** | |  | | | | | |
| (15) | Develop culturally responsive therapeutic relationships. |  |  |  |  |  |  |
| (16) | Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the  therapeutic alliance. |  |  |  |  |  |
| (17) | Establish a relationally based process that encourages equal participation in identifying |  |  |  |  |  |

|  | treatment goals and expected outcomes. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 7: Assess individuals, families, and groups.** | |  | | | | | |
| (18) | Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the current Diagnostic and Statistical Manual’s  dimensional approach. |  |  |  |  |  |  |
| (19) | Use assessment data to inform the selection and planning of evidence- informed and culturally responsive interventions that integrate assessment information, goals, and  preferences. |  |  |  |  |  |  |
| (20) | Utilize culturally appropriate standardized assessment and/or diagnostic instruments. |  |  |  |  |  |  |
| (21) | Continuously reassess throughout the clinical intervention process in determining strategies for  change. |  |  |  |  |  |  |

| **Competency 8: Intervene with individuals, families, and groups.** | | **Excellent 5** | **Good 4** | **Satisfactory 3** | **Marginal 2** | **Poor/ Failing 1** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (22) | Critically evaluate, select, and apply culturally responsive best practices, evidence-based and evidence-informed interventions. |  |  |  |  |  |  |
| (23) | Plan and implement interventions based on comprehensive assessment of biopsychosocial and spiritual factors and diagnostic classification systems. |  |  |  |  |  |  |
| (24) | Use appropriate clinical techniques for a range of presenting concerns as  identified in the assessment. |  |  |  |  |  |  |
| (25) | Work collaboratively with others to identify strategies for effecting systematic changes to improve biopsychosocial and spiritual functioning and access to societal resources for the well-being of all. |  |  |  |  |  |  |
| **Competency 9: Evaluate practice with individuals, families, and groups.** | |  | | | | | |
| (26) | Design culturally responsive evaluation methods to |  |  |  |  |  |  |

|  | evaluate clinical social work practice and/or programs. |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| (27) | Critically analyze data to inform clinical social work practice decisions and to evaluate practice and/or program outcomes. |  |  |  |  |  |

**APPENDIX D:**

**CSWE CORE COMPETENCIES, DESCRIPTIONS, AND SUGGESTED LEARNING ACTIVITIES**

**APPENDIX D-1**

### CSWE Social Work Competences and Component Behaviors Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

* 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 codes of ethics as appropriate to context.
* 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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

* 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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

* 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** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

* 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

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

* 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 polices that advance human rights and social economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

* 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** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

* Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
* Apply knowledge of human behavior and 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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

* 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-personal 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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

* 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.

Reference: Council on Social Work Education. (2015). Educational Policy and Accreditation Standards. Washington, DC: Author. (pp. 7-9)

## APPENDIX D-2

### CSWE Core Competencies and Suggested Field Learning Activities for JMSW First-Year (Generalist) Internships

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

#### Suggested Learning Activities:

* Attend interdisciplinary conferences and case presentations as an observer or participant
* Attend professional workshops, seminars, and lectures in the community, using field placement time.
* Do role-playing with the field instructor or others to try out new skills and techniques.
* Carry a caseload.
* Participate in group or peer supervision.
* Join and participate in local/national professional organizations (e.g., NASW, NABSW, and Federation of Student Social Workers.)
* Write one’s own performance evaluation.
* Observe the field instructor or others conducting an interview.
* Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
* Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
* Read and become familiar with your agency policies and protocols.

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and

mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

#### Suggested Learning Activities:

* Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.
* Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviours of persons entering the service delivery system, as well as of those who serve them.
* Carry a caseload representing diverse client systems.
* Visit other agencies and service delivery systems in the local community.
* Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
* Conduct interviews with clients and provide direct counselling services.
* Make home visits.
* Write one’s own performance evaluation.
* Take a walk through a specific kind of neighborhood.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

#### Suggested Learning Activities:

* Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviours of persons entering the service delivery system, as well as of those who serve them.
* Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
* Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student’s field placement setting.
* Take a walk through a specific kind of neighborhood.
* Participate in political action and or social advocacy groups that relate to the client systems served by your agency.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

#### Suggested Learning Activities:

* Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behaviour, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
* Take a walk through a specific kind of neighborhood.
* Keep statistical reports as required of regular agency staff.
* Interview individuals who have received services from the program to assess their responses to the experience.
* Serve as a member or observer of the system’s peer review, quality control, or audit process.
* Work with the program administrator to gather information for and prepare an annual budget.

### Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

#### Suggested Learning Activities:

* Observe the field instructor or others conducting an interview.
* Have the student go through the service delivery system as if they were a client.
* Participate with the field instructor in developing and writing up an educational contract.
* Assist in writing the program’s policy and procedure manual.
* Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law-making body and perhaps even be present to lobby for its passage.
* Plan, lead, and conduct a fund-raising activity.
* Prepare a grant proposal.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

#### Suggested Learning Activities:

* Co-lead a group.
* Observe the field instructor or others conducting an interview.
* Conduct interviews with clients and provide direct counselling services.
* Make home visits.
* Do role-playing with the field instructor or others to try out new skills and techniques.
* Carry a caseload.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

#### Suggested Learning Activities:

* Co-lead a group.
* Conduct interviews with clients and provide direct counselling services.
* Make home visits.
* Do role-playing with the field instructor or others to try out new skills and techniques.
* Carry a caseload.
* Participate in orienting new students or staff to the agency.
* Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
* Set up and lead a group.
* Act as a consultant to an individual, a group, or a program.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

#### Suggested Learning Activities:

* Co-lead a group.
* Conduct interviews with clients and provide direct counselling services.
* Make home visits.
* Do role-playing with the field instructor or others to try out new skills and techniques.
* Carry a caseload.
* Participate in orienting new students or staff to the agency.
* Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
* Set up and lead a group.
* Act as a consultant to an individual, a group, or a program.
* Demonstrate knowledge of evidence based practiced utilized in your agency setting.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

#### Suggested Learning Activities:

* Co-lead a group.
* Conduct interviews with clients and provide direct counselling services.
* Make home visits.
* Do role-playing with the field instructor or others to try out new skills and techniques.
* Carry a caseload.
* Participate in orienting new students or staff to the agency.
* Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
* Set up and lead a group.
* Act as a consultant to an individual, a group, or a program.
* Collect data for various agency program needs.
* Evaluate knowledge of evidence based practiced utilized in your agency setting.
* Develop and conduct client satisfaction surveys.

## APPENDIX D-3

### JMSW Competency Descriptions and Behaviors for Multicultural Clinical Practice Approved 2/9/2018

**Revised 3/14/2018 & 3/28/2018**

**Competency 1: Demonstrate Ethical and Professional Behavior**

*Competency Description:* Clinical social workers are knowledgeable about the NASW code of ethics and other applicable ethical and legal codes governing social work practice. They act in strict accordance with these codes and engage in ethical decision-making processes when ethical and legal dilemmas arise. Clinical social workers seek supervision and consultation to aid in the decision-making process when needed. They distinguish their personal value base from the professional value base and act on professional values when in the role of social worker. When practicing from a multicultural clinical perspective, social workers acknowledge that clients are the experts of their experiences and recognize the impact of power at multiple levels. Social workers integrate the history, mission and values of the profession into clinical practice. Social workers differentiate professional social work roles and skills from those of other professionals and value the input and knowledge base of other disciplines. Social workers are committed to lifelong learning and seek to enhance competence, knowledge, skills, and abilities through professional development activities. Social workers model appropriate professional behavior to supervisees and para-professionals with whom they engage.

*Competency Behaviors: (4)*

1. Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice.
2. Demonstrate professional use of self in clinical practice and supervision of others
3. Modify clinical practice based on supervision.
4. Integrate ethical decision-making skills to issues specific to multiculturally sensitive clinical social work practice, including the use of technology.

**Competency 2: Engage Diversity and Difference in Practice**

*Competency Description:* Social workers practicing from a multicultural perspective value differences and respond effectively to people from diverse communities. They also recognize the dynamics of power, privilege, and social injustice, and how these factors may impact overall wellbeing. Multiculturally responsive clinical social workers also acknowledge that people are experts on their own lived experiences and position themselves as engaged learners who are sensitive to diverse communities and cultures of the people with whom they work. Clinical social workers engage in critical analysis of themselves and their practice with people from diverse backgrounds.

*Competency Behaviors (2)*

1. Engage in critical self-reflection to identify and manage personal values and biases that may affect practice.
2. Work effectively with people from diverse communities.

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

*Competency Description:* Multiculturally responsive clinical social workers know and understand how structural injustice and oppression (for example, racism, sexism, homophobia, religious intolerance, etc.), including policy and legislation, affect social, economic, and environmental justice. They engage in advocacy that promotes human rights, with attention to diverse and marginalized people who may face increased discrimination. Multiculturally responsive clinical social workers critically evaluate social structures that promote oppression and intervene to create change. They reflect on their own positionality and how that impacts their practice.

*Competency Behaviors: (2)*

1. Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions.
2. Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice** *Competency Description:* Multiculturally competent clinical social workers understand the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. They understand concepts of evidence-based practice, evidence-informed practice, best practices, and practice-based evidence. Clinical social workers use quantitative and qualitative research methods as well as practice experiences to evaluate progress and advance knowledge relative to clinical social work. They critically analyze research findings and use these findings to plan effective clinical interventions. They use clinical data and practice experience to build theory and inform scientific inquiry. Clinical social workers value collaboration in efforts to plan and implement research and evaluation. Clinical social workers use critical thinking and reflection to engage in continuous improvement of practice.

*Competency Behaviors: (3)*

1. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
2. Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally responsive clinical intervention strategies and programs.
3. Engage in research efforts that advance clinical knowledge and multi-culturally responsive practice.

**Competency 5: Engage in Policy Practice**

*Competency Description:* Multiculturally competent clinical social workers value social justice and are knowledgeable about social policies and legislation (local, state, and federal). They understand the impact of policy and legislation on well-being, service delivery, and access to resources. They critically analyze policy to identify gaps and injustices, propose policy to address these, and help implement policy change. Important skills include policy analysis, policy formulation, education, and advocacy to strengthen services with those who need them.

*Competency Behaviors: (3)*

1. Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and environmental justice.
2. Use advocacy, education and clinical interventions to empower people to challenge and change unjust policies.
3. Advocate with and inform administrators and legislators to influence policies that affect people and services.

**Competency 6: Engage with Individuals, Families, and Groups**

*Competency Description:* Multiculturally competent clinical social workers understand effective communication and use culturally responsive methods to engage individuals, families, and groups in the development of therapeutic strategies to address client needs and improve outcomes. Examples of effective engagement strategies include reflective and active listening, communication of empathy, responsiveness to difference and lived experiences. Social workers value the importance of therapeutic relationships and the dignity and worth of all people and communicate these values in practice. They recognize people’s responses to engagement efforts and can critically appraise and modify their strategies as appropriate. They monitor their own affective reactions to enhance the therapeutic relationship.

*Competency Behaviors: (3)*

1. Develop a culturally responsive therapeutic relationship.
2. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
3. Establish a relationally based process that encourages equal participation in the establishment of treatment goals and expected outcomes.

**Competency 7: Assess Individuals, Families, and Groups**

*Competency Description:* Multiculturally competent clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process that constitutes multicultural clinical social work practice. They use person-in environment theories, strength- based perspectives, knowledge of human behavior and social functioning, and biopsychosocial and spiritual approaches to inform the assessment process. They also use a variety of formal and informal methods (for example, clinical interviews, standardized assessments, clinical diagnosis, engaging with collateral contacts, observation, standardized assessment protocols) to assess strengths and challenges. They use critical thinking skills to synthesize information from a variety of sources to develop an intervention plan. Clinical social workers recognize the implications of larger social systems on people’s lives, the impact of diagnosis, and the importance of critically understanding the diagnostic process. They also value the importance of inter-professional collaboration in the assessment process. Clinical social workers understand how their personal values and affective reactions affect their assessment and decision-making skills and take steps to mitigate these effects.

*Competency Behaviors: (4)*

1. Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the Diagnostic and Statistical Manual-5’s dimensional approach.
2. Use assessment data to inform the selection and planning of evidence-informed and culturally responsive interventions that integrate assessment information, goals, and preferences.
3. Utilize culturally appropriate standardized assessment and/or diagnostic instruments.
4. Continuously reassess throughout the clinical intervention process to determine strategies for change.

**Competency 8: Intervene with Individual, Families, and Groups**

*Competency Description:* Multiculturally competent clinical social workers choose evidence- informed intervention strategies that enhance biopsychosocial and spiritual functioning of individuals, families, and groups. Interventions are critically informed by comprehensive strengths based assessment and, when appropriate, by valid, reliable, and culturally responsive assessment measures. Social workers attend to the diverse and multicultural contexts of their clients and choose interventions that are culturally relevant and embrace diversity.

Multiculturally competent clinical social workers use various theoretical and practice frameworks and skills and are knowledgeable about theories of human behavior in the social environment and family and group theories and processes. They take a collaborative approach to goal setting and problem solving and join with people to mutually agree on goals and outcomes that uphold self-determination. When needed, social workers engage with professionals of various disciplines to achieve what is in the best interest of people with whom they are working. Multiculturally competent clinical social workers are aware of the dynamics of transference and counter-transference and respond appropriately.

*Competency Behaviors: (4)*

1. Critically evaluate, select, and apply culturally responsive best practices and evidence- informed interventions for individuals, families, and groups.
2. Plan and implement interventions based on comprehensive assessment of biopsychosocial and spiritual factors and diagnostic classification systems.
3. Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment.
4. Work collaboratively with others to identify strategies for effecting systematic changes that improve biopsychosocial and spiritual functioning and access to resources for the well-being of all.

**Competency 9: Evaluate Practice with Individuals, Families, and Groups**

*Competency Description:* Multiculturally competent clinical social workers design methods to evaluate their work with individuals, families, and groups, including selection of culturally responsive data collection instruments or protocols. They value evaluation as an ongoing component of dynamic, interactive professional practice. Clinical social workers use evaluation findings to enhance the effectiveness of practice methods and service delivery models. Clinical social workers integrate their understanding of person-in-environment theory, the strengths perspective, scientific inquiry, and the implications of multicultural competence in the evaluation process.

*Competency Behaviors: (2)*

1. Design culturally responsive evaluation methods to evaluate clinical social work practice and/or programs.
2. Critically analyze data to inform clinical social work practice decisions and to evaluate practice and/or program outcomes.

## APPENDIX E: UNIVERSITY POLICIES

**APPENDIX E-1**

**N.C. A&T SEXUAL HARASSMENT POLICY**

The policy of North Carolina Agricultural and Technical State University is that all employees and students, regardless of race, color, religion, sex or national origin, shall be free from sexual harassment from any University employee in connection with any University relationship or activity. No academic or personnel decisions shall be made on the basis of a granting or denial of sexual favors. All employees and students are guaranteed the right to work and/or study in an environment free from sexual harassment.

*Sexual harassment* is defined as deliberate, unsolicited and unwelcome verbal, non-verbal and/or physical conduct of a sexual nature or with sexual implications, which has or may have direct employment or academic consequences resulting from the acceptance or rejection of such conduct.

*Verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment*

*when:*

* 1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual’s employment, academic or student status; or
  2. Submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual; or
  3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance, academic activities or student experience or creating an intimidating, hostile or offensive working, academic or student life environment [adapted from 29 CFR 1604.11(a)].

## APPENDIX E-2

**UNCG SEXUAL HARASSMENT POLICY AND PROCEDURES**

Approved by UNCG Board of Trustees February 9, 1995.

1. Statement of Policy

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University’s policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University’s employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

* 1. Applicability

This policy applies to all applicants for employment and admission to University programs, officers and employees of the University, students, and persons who serve the University as its agents and are under the control of the University.

Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

* 1. Sexual Harassment — Definition

Two categories of sexual harassment are recognized:

* + 1. Quid Pro Quo

Sexual harassment presented as a “bargain” (quid pro quo). Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes “bargained-for sexual harassment” when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome.

As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to direct others who have authority over the victim.

* + 1. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another’s work, academic performance, or privacy.

Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening, and unproductive. However, there is no requirement that evidence of actual emotional or psychological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated and pervasive course of conduct whereas “bargained-for sexual harassment” can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

## APPENDIX E-3

**N.C. A&T NONDISCRIMINATION POLICY AND INTEGRATION STATEMENT**

North Carolina Agricultural and Technical State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, North Carolina Agricultural and Technical State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of white students.

North Carolina Agricultural and Technical State University supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

## APPENDIX E-4

**UNCG DISCRIMINATORY CONDUCT**

(Approved by the Chancellor, April 27, 1990)

The University’s educational and employment practices are consistent with Section 103 of *The Code of the University of North Carolina*, which states as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis on merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

In addition, the University complies with North Carolina General Statute 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, and other federal and state laws relating to discrimination in educational programs and employment. In addition, the University complies with provisions of state and federal law that require that reasonable accommodation be made for known qualified handicapped persons. In accord with Executive Order 11236, the University has in place an Affirmative Action Plan that states the University’s commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, national origin, creed, religion, sex, age, handicapping condition, or political affiliation.

### Statement of Nondiscrimination on the Basis of Sexual Orientation

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty, and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff, and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 334-5513. Staff, faculty, or members of the public may contact the UNCG AA/EEO Officer at 334-5009.

## APPENDIX F: GUIDELINES AND SUGGESTIONS

**APPENDIX F-1 GUIDELINES FOR FIELD INSTRUCTORS**

1. Orientation to Internship
   1. Introduction to internship personnel.
   2. Discussion of personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
   3. Discussion of the organization and structure of the internship site. An organizational chart that gives the various departments and positions as well as sources of funding is helpful.
   4. The philosophy and objectives of the internship should be discussed with the student.
   5. Community resources: Student will be made aware of the network of community resources, particularly the community resources that are related to the internship in which the student is placed.
   6. Reading materials: The field instructor will provide the student assigned reading that relates to the agency. This includes manuals, case records, articles pertaining to interventions, conditions and medications of served population(s) and any other information specifically related to the internship. (Note: Assignment of reading to fill time is not recommended.)
2. Field Instructor/Student Relationship
   1. Planning for the student’s arrival is extremely important. Knowledge of the student’s background and particularly of the student’s objectives is helpful in making the preliminary plans. Each student’s resume is provided to the internship site. Staff are free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignments the first week of the internship and that the assignments be increased within the second to third week.
   2. Contracting: Upon beginning field internship, the students and field instructors begin to plan the field experience by completing the *Learning Agreement*, identifying specific learning tasks and activities that will allow students to develop and demonstrate the competencies and practice behaviors. The *Learning Agreement* must be completed by the date set by the faculty field liaison (usually by the third week of class).
   3. Individual Supervision Conferences: Supervision is the key to a successful internship. Through supervision, the student and field instructor plan, organize, review and evaluate the internship experience and the student’s performance. The *Learning Agreement* will be reviewed throughout the internship to assure the student is completing the tasks and activities identified to address the Core Competencies and component behaviors. Field instructors must have weekly conferences with students, consisting of 1-2 hours, face to face supervision. Field instructors are to help students as they examine their attitudes toward the populations with whom they are working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student develops an agenda that is submitted to the supervisor prior to the conference and takes responsibility for planning of the issues to be discussed in the conference.
3. Internship Learning Experiences
   1. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments need to be selected on the basis of students’ individual needs and abilities. Each student is to be given increasing responsibility and be encouraged to work independently as the semester progresses.
   2. Students are to be engaged in providing services. Their experiences will include assessments, formulation of goals, and assisting clients in following through with goals. Students are to demonstrate competencies and behaviors by completing tasks appropriate to the internship settings, as identified in the *Learning Agreement*. Examples of suggested tasks and activities are included as part of the *Learning Agreement*.
   3. Each student is responsible for adhering to internship site regulations and schedules. This includes being fully acquainted with the policy and procedure manual(s), documentation, letter writing, and completing appropriate forms. Not only are students to perform within the agency but, they are expected to also attend conferences, workshops, and participate in professional meetings as part of ongoing professional development.

## APPENDIX F-2

**SAFETY IN THE FIELD: WHAT CAN I DO?**

Following is a reference list of everyday techniques for general safety.

1. Act assertive and confident. Look sure of yourself.
2. Don’t look vulnerable.
3. Wear sensible clothing. This includes limited use of jewelry.
4. Try to know where you are going.
5. Be careful about carrying a weapon (Mace, pepper spray) — it can be turned against you.
6. Carry a whistle or other noisemaker.
7. Always be aware of everything around you.
8. Trust your instincts.
9. Make sure someone knows where you are going and when you’ll return. Sign out and in.
10. Travel in teams when possible.
11. Carry your car keys in your hand.
12. Do not carry a purse.
13. Keep your arms free.
14. Don’t give out information about yourself or your family.
15. Always lock the car when leaving.
16. Check the rear seat and under the car before re-entering.
17. Keep doors locked and windows up while driving.
18. If someone bumps your car, do not stop. Drive to a visible, lighted area.
19. Carry a map.
20. Time your visits: arrive after 10 a.m.; leave before 3 p.m. (if possible)
21. Ask colleagues about unknown geographical areas or cultural groups.
22. A cellular phone can be a useful safety tool but can be tempting to thieves.
23. Let someone know when you are finished in the field for the day.

William Griffin

Brendan Associates, ILRS, Inc.

## APPENDIX G:

**JMSW TECHNICAL AND PROFESSIONAL STANDARDS**

### JMSW Program

**Technical Standards for Professional and Ethical Behavior \* Introduction & Purpose**

The JMSW Program is committed to supporting students as they prepare to become professional social workers. This document describes the Technical Standards for Professional and Ethical Behavior each Master of Social Work (MSW) student must satisfy to enroll in, progress through, and graduate from the MSW program.

Because the JMSW Program is preparing students for careers as professional social workers, and given the nature of professional social work practice to protect the clients and communities we serve, the JMSW Program has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, the Unprofessional Behavior and/or Impairment policy will be followed and this document can be used as a guide to introduce faculty’s concerns to be discussed as student advancement issue at the next JMSW faculty meeting. The full Unprofessional Behavior and/or Impairment policy is outlined in the *JMSW Student Handbook.*

Students can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the NCAT Office of Veteran and Disability Support Services (OVDSS) or the UNCG Office of Accessibility Resources and Services (OARS) as soon as possible. That office will determine a student's eligibility for and recommend appropriate accommodations and services. NCAT OVDSS may be reached by phone at 336-334-7765 or by email at [jtjones3@ncat.edu.](mailto:jtjones3@ncat.edu) UNCG OARS may be reached by phone at336-334-5440 or by email at [oars@uncg.edu.](mailto:oars@uncg.edu)

**Commitment to Nondiscrimination**

Both NCAT and UNCG are committed to equality of educational opportunity. The universities do not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex*,* sexual orientation, or veteran status.

\* Based on UNC-CH School of Social Work *Technical Standards for Professional and Ethical Behavior*

The Technical Standards outlined below address the following:

| *1. Communication* | *5. Respect for Diversity and*  *Commitment to Social Justice* |
| --- | --- |
| *2. Physical and Cognitive Ability* | *6. Ethical Conduct* |
| *3. Emotional Stability, Management, and Regulation* | *7. Interpersonal Skills* |
| *4. Self-Awareness and Reflective Listening* | *8. Academic and Professional*  *Standards* |

**Technical Standards**

#### Communication

Students must be willing and able to meet the following requirements:

* + Express ideas and feelings clearly;
  + Demonstrate the ability to process and react effectively to verbal and non-verbal communication
  + Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
  + Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the JMSW Program designated writing style (APA);
  + Advocate for themselves in an appropriate and responsible manner that uses proper

channels for conflict resolution as outlined in the *JMSW Student Handbook* on page 29; and

* + Mastery of both written and spoken English is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

#### Physical and Cognitive Ability

Students must have sufficient skills to meet the following requirements:

* + Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Social Work Competencies;
  + Navigate transportation to attend field and classroom requirements;
  + Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
  + Demonstrate the ability to acquire knowledge and process experiences to inform

practice; and

* + Demonstrate the capacity to think critically and to apply effective problem- solving skills.

#### Emotional and Mental Stability, Management, and Regulation

In accordance with the National Association of Social Workers' (NASW) *Code of Ethics* (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

* + Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
  + Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
  + Seek appropriate help when personal issues interfere with professional and scholastic performance;
  + Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
  + The ability to integrate into practice constructive criticism received in both didactic and field-settings

#### Self-Awareness and Reflective Thinking

Students must be willing and able to meet the following requirements:

* + Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
  + Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
  + Take responsibility for their own actions and consider the impact of these actions on others; and
  + Seek supervision and accept constructive feedback in a positive manner.

#### Respect for Diversity and Social Justice

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. As described in the Council on Social Work Education 2015 Education Policy and Accreditation Standards, “Social workers appreciate that, as a consequence of difference, a person's life experience may include

oppression, poverty, marginalization, and alienation as well as privilege and power” (p. 7). Students must be willing and able to meet the following requirements:

* + Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
  + Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
  + Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
  + Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
  + Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
  + Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

#### Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW *Code of Ethics*, and to abide by all applicable University policies, including the NCAT Academic Dishonestly Policy and the UNCG Academic Integrity Policy. Students must be willing and able to meet the following requirements:

* + Adhere to a commitment to clients' rights to freedom of choice and self- determination;
  + Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
  + Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
  + Understand their role in practice as a learner and social work student; this includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
  + Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic- related misdemeanor or infraction at point of admissions or as the situation arises;
  + Disclose any discipline imposed by a state licensing board or the equivalent; and
  + Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

#### Interpersonal Skills

Students must be willing and able to meet the following requirements:

* + Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
  + Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
  + Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

#### Academic and Professional Standards

Students must be willing and able to meet the following requirements:

* + Demonstrate the ability to meet the Graduate Schools’ requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or nine credit hours with a grade of C to remain in good academic standing). This includes following the policies and procedures of the JMSW program, the home University and both Graduate Schools.
  + Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
  + Follow the policies, procedures, and operating standards of JMSW Program, the Graduate Schools, NCAT, UNCG, and the field placement agency;
  + Ensure that appearance, dress, and general demeanor are appropriate to the context;
  + Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
  + Adhere to agency policies and practices through the learning process and supervision.

Adopted by JMSW Faculty: May 2018

## APPENDIX H: JMSW PLANS OF STUDY

## JMSW TWO-YEAR PLAN OF STUDY

***Generalist Curriculum Credit Hours***

| **Fall Semester**  Foundations of Social Work & Social Policy | 3 |
| --- | --- |
| Social Work Practice with Individuals | 3 |
| Social Work Practice with Groups | 3 |
| Social Work Practice and Human Diversity | 3 |
| Field Education/Instruction & Seminar | 3 |
| **Total** | **15** |
| **Spring Semester**  Social Work Research Methods | 3 |
| Social Work and Social Justice | 3 |
| Family Theory and Intervention | 3 |
| Foundations of Clinical Social Work Practice | 3 |
| Field Education/Instruction& Seminar II | 3 |
| **Total** | **15** |
| **Total for Generalist Curriculum** | **30** |
| ***Specialist Curriculum*** |  |
| **Fall Semester**  Research Designs & Data Analysis for Social Work Practice | 3 |
| Advanced Clinical Social Work Practice I | 3 |
| Field Education/Instruction III | 5 |
| Field Seminar III | 1 |
| Elective | 3 |
| **Total** | **15** |
| **Spring Semester**  Organizational Context of Clinical Social Work Practice | 3 |
| Advanced Clinical Social Work Practice II | 3 |
| Field Education/Instruction IV | 5 |
| Field Seminar IV | 1 |
| Elective | 3 |
| **Total** | **15** |
| **Total hours for Specialist Curriculum** | **30** |
| **Total hours for JMSW Program** | **60** |

## JMSW ADVANCED STANDING PLAN OF STUDY

***Credit Hours***

***Summer Session I Courses***

Social Work with Individuals & Families: Theory & Practice 3

Social Work Practice and Human Diversity 3

### Total 6

#### Summer Session II Courses

Social Work with Families and Groups 3

Social Work Research Methods 3

Total 6

**Total hours for summer bridge courses 12**

| ***Specialist Curriculum*** |  |
| --- | --- |
| **Fall Semester**  Research Designs & Data Analysis for Social Work Practice | 3 |
| Advanced Clinical Social Work Practice I | 3 |
| Field Education/Instruction III | 5 |
| Field Seminar III | 1 |
| Elective | 3 |
| **Total** | **15** |
| **Spring Semester**  Organizational Context of Clinical Social Work Practice | 3 |
| Advanced Clinical Social Work Practice II | 3 |
| Field Education/Instruction IV | 5 |
| Field Seminar IV | 1 |
| Elective | 3 |
| **Total** | **15** |
| **Total hours for Specialist Curriculum** | **30** |
| **Total hours for JMSW Advanced Standing Program** | **42** |

**APPENDIX I:**

**JMSW FIELD INSTRUCTION PROGRAM EVALUATION INSTRUMENTS**

**JOINT MASTER OF SOCIAL WORK PROGRAM STUDENT EVALUATION OF FIELD INSTRUCTION PROGRAM**

**TO BE COMPLETED BY INTERN**

#### Do not write your name on this form

*We are asking you to provide your perceptions of the field instruction program so we can continue to make improvements to the program. Results from students will be aggregated in summary reports. None of the information you give will be provided to the agency, Co-Directors of Field Instruction, or Faculty in any way that your responses can be identified with you.*

Faculty Liaison: Date:

Field Internship Site/Program:



Field Instructor(s):

**Background Information Form**

Please choose the below items that best describe you. Check, write, or bubble-in, **only one per question**.

1. What is your gender?

| O | cis male |
| --- | --- |
| O | trans male |
| O | cis female |
| O | trans female |
| O | non-binary |
| O | gender fluid |
| O | agender or gender neutral |
| O | gender queer |
| O | questioning or unsure |
| O | prefer to self-describe: |
| O | prefer not to answer |

1. What is your race?

O African American/Black O Caucasian/white

O Hispanic/Latinx

O Asian or Pacific Islander

O Native American O Biracial

O Multiracial

O Prefer to self-describe:

O Prefer not to answer

1. What is your age category?

| O | under 21 years |
| --- | --- |
| O | 21 – 25 |
| O | 26 – 29 |
| O | 30-39 |
| O | 40- 49 |
| O | 50 –59 |
| O | 60-64 |
| O | 65 or above |

1. What is your status in the JMSW Program?

| O | First year student (generalist) |
| --- | --- |
| O | Second year student (specialist) |
| O | Advanced standing student (specialist) |

1. While completing your field internship during the academic year (fall and spring), how often did you work on a paid job (excluding a paid internship)?

| O | Not applicable, I did not work |
| --- | --- |
| O | less than 5 hours per week |
| O | 5 to 15 hours per week |
| O | 16 – 35 hours per week |
| O | 35 +hours per week |

1. How far did you travel **one-way to your field internship** starting from your home on one field day (e.g., Wednesday only)?

| O | less than 10 miles |
| --- | --- |
| O | 11 to 20 miles |
| O | 21 to 30 miles |
| O | 31 to 40 miles |
| O | 41 to 50 miles |
| O | 51 or more miles |
| O | other(specify) |

1. Was this field internship the type of setting you would like to pursue in your career after graduation?

| No | Yes |
| --- | --- |
| O | O |

### Please explain your choice:

**Directions**

Please rate these areas of the Field Instruction Program in terms of their ability to provide you a quality learning experience. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

**5=Excellent 4=Good 3=Moderate 2=Fair 1=Poor**

|  |  | **5** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- | --- |
| **I. Pre-**  **Internship** |  |  |  |  |  |  |
| 1. | The internship placement process was helpful in selecting an internship (e.g., application, Co-Directors’ interview). | O | O | O | O | O |
| 2. | How was the interview process with the agency? | O | O | O | O | O |
| 3. | The Pre-service Training helped to prepare me for field  placement. | O | O | O | O | O |
| 4. | The Field Kick-Off event helped to explain field policies  and procedures. | O | O | O | O | O |
| 5. | How would you assess your own readiness for beginning  field internship? | O | O | O | O | O |

**If you rated any item lower than a 4 (Good), please explain what could have been done differently to improve your experience:**

| **II. The Field Instructor** |  | [**5**](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [**4**](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [**3**](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [**2**](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [**1**](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) |
| --- | --- | --- | --- | --- | --- | --- |
| 6[.](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [The Field Instructor was available and accessible when](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) [needed.](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [O](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [O](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [O](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [O](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) | [O](http://./AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Users/stdennis/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Low/Content.IE5/POSZDQUT/Final_Version_of_2010-2011_JMSW_Field_Instruction_Manual_for_Website%5b1%5d%5b1%5d.doc#_Hlk236115757) |

| 7. | The Field Instructor met with me for a minimum of 1 hour  per week for supervision (can be in increments). | O | O | O | O | O |
| --- | --- | --- | --- | --- | --- | --- |
| 8. | The Field Instructor gave clear and concise directions and instructions when I began new tasks/assignments. | O | O | O | O | O |
| 9. | The Field Instructor assigned stimulating, challenging tasks. | O | O | O | O | O |
| 10. | The Field Instructor was able to focus on the 9 Core  Competencies and help me develop skills to demonstrate the associated behaviors | O | O | O | O | O |
| 11. | The Field Instructor encouraged me to talk about concerns,  questions, and issues related to assigned tasks. | O | O | O | O | O |
| 12. | The Field Instructor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult  to discuss. | O | O | O | O | O |
| 13. | The Field Instructor gave constructive feedback to help  shape my practice. | O | O | O | O | O |
| 14. | The Field Instructor created an atmosphere which was safe  and supportive. | O | O | O | O | O |
| 15. | The Field Instructor permitted me to make my own mistakes. | O | O | O | O | O |
| **If you rated any of the items above as lower than 4 (Good), please describe what could have been done differently to improve your experience:** | | | | | | |
| **III. The**  **Agency** |  | **5** | **4** | **3** | **2** | **1** |
| 16. | The agency provided a variety of learning experiences. | O | O | O | O | O |
| 17. | Agency staff treated me as a professional. | O | O | O | O | O |
| 18. | The agency was supportive and assisted in helping me meet  the 9 Core Competencies. | O | O | O | O | O |
| 19. | The agency was able to meet the JMSW internship requirements (such as providing direct practice experiences  where I could demonstrate clinical skills). | O | O | O | O | O |

**If you rated any of the items above as lower than 4 (Good), please describe what could have been done differently to improve your experience:**

| **IV. The Faculty**  **Field Liaison** |  | **5** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- | --- |
| 20. | The liaison was clear in their expectations of the  student intern. | O | O | O | O | O |
| 21. | The liaison was clear in directions and instructions  related to field and seminar assignments. | O | O | O | O | O |
| 22. | The liaison was accessible to and approachable by the  student intern. | O | O | O | O | O |
| 23. | The liaison provided adequate consultation and  resources to facilitate and support learning. | O | O | O | O | O |
| 24. | The liaison encouraged student responsibility in  meeting the 9 Core Competencies. | O | O | O | O | O |
| 25. | The liaison created an atmosphere in which the student could openly share concerns and problems related to  the internship. | O | O | O | O | O |
| 26. | The liaison modeled appropriately professional  behavior and attitudes. | O | O | O | O | O |
| 27. | The liaison maintained adequate communication  between the student, agency, and school during the year. | O | O | O | O | O |

**If you rated any of the items above as lower than 4 (Good), please describe what could have been done differently to improve your experience:**

Anything else you would like to share:

Please answer the following questions in the space provided.

|  | Yes | No | Why or Why not? |
| --- | --- | --- | --- |
| 28. Would you recommend this field instructor to another social work intern? | O | O | ………………………………………………..  ……………………………………………….. |
| 29. Would you like to be employed  by this agency? | O | O | ………………………………………………..  ……………………………………………….. |
| 30. Would you recommend this  agency as an appropriate | O | O | ………………………………………………..  ……………………………………………….. |

internship for another social work intern?

1. List the most significant learning experiences for you in this internship.
2. How was your field instructor most helpful to you?
3. How was your field instructor least helpful to you?
4. How was your faculty liaison most helpful to you?
5. How was your faculty liaison least helpful to you?
6. How were the Co-Directors of Field Education most helpful to you?
7. How were the Co-Directors of Field Education least helpful to you?
8. Anything else you would like to share?

## JOINT MASTER OF SOCIAL WORK PROGRAM

**FIELD INSTRUCTOR EVALUATION OF FACULTY FIELD LIAISONS TO BE COMPLETED BY FIELD INSTRUCTOR**

Faculty Liaison: Date:

Semester: Year:

*This instrument is designed to assess the Field Instructor’s perception of how effective the Faculty Field Liaison was in working with the field instructor and student. Results from field instructors will be aggregated in summary reports. None of the information you give will be provided to the Faculty Field Liaisons in any way that your responses can be identified with you.*

*Please bubble-in your response to each of the items honestly and carefully.*

* 1. What is your gender?

| O | cis male |
| --- | --- |
| O | trans male |
| O | cis female |
| O | trans female |
| O | non-binary |
| O | gender fluid |
| O | agender or gender neutral |
| O | gender queer |
| O | questioning or unsure |
| O | prefer to self-describe: |
| O | prefer not to answer |

* 1. What is your race?

O African American/Black O Caucasian/White

O Hispanic/Latinx

O Asian or Pacific Islander O Native American

O Biracial

O Multiracial

O Prefer to self-describe: O Prefer not to answer

* 1. What is your age category?

| O | under 21 years |
| --- | --- |
| O | 21 – 25 |
| O | 26 – 29 |
| O | 30-39 |
| O | 40- 49 |
| O | 50 –59 |
| O | 60-64 |
| O | 65 or above |

* 1. Years of practice experience in the field (post MSW)?
  2. What level JMSW student were you supervising (how many of each)?

First year student (generalist) Second year student (specialist)

Advanced standing student (specialist)

Please rate these areas of the Field Instruction Program in terms of their ability to provide you with quality support. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

### 5=Excellent 4=Good 3=Moderate 2=Fair 1=Poor

| **I. Working with the Faculty Field Liaison** | | **5** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 6. | Faculty field liaison clearly explained the 9 CSWE competencies and associated behaviors. | O | O | O | O | O |
| 7. | Faculty field liaison provided clear and complete consultation regarding field seminar assignments as that involved the placement (for example, process recording, field logs, etc.). | O | O | O | O | O |
| 8. | Faculty field liaison had adequate contact with field instructor. | O | O | O | O | O |
| 9. | Faculty field liaison provided all appropriate information and  resources as needed. | O | O | O | O | O |
| 10. | Faculty field liaison provided clear and thorough assistance as  needed. | O | O | O | O | O |

**If you rated any of the items above as lower than 4 (Good), please describe what could have been done differently to improve your experience:**

| **II. Working with the Co-Directors of Field Education** | | **5** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 11. | Co-Directors of Field Education clearly explained the 9 CSWE competencies and associated behaviors. | O | O | O | O | O |
| 12. | Co-Directors of Field Education provided clear and complete consultation regarding field seminar assignments that involved  the placement. | O | O | O | O | O |
| 13. | Co-Directors of Field Education had adequate contact with field  instructor. | O | O | O | O | O |
| 14. | Co-Directors of Field Education provided all appropriate  information and resources as needed (e.g. FI training/Field Calendar/Agency Contract, etc.). | O | O | O | O | O |
| 15. | Co-Directors of Field Education provided clear and thorough assistance as needed.  **If you rated any of the items above as lower than 4 (Good), please describe what could have been done differently to improve your experience:** | O | O | O | O | O |

**III.** Please provide comments, suggestions, and observations that would be helpful in improving the quality of the JMSW Field Instruction Program.

## APPENDIX J:

**NATIONAL ASSOCIATION OF SOCIAL WORKERS**

***CODE OF ETHICS***

## NATIONAL ASSOCIATION OF SOCIAL WORKERS

***CODE OF ETHICS***

### Approved by the 1996 NASW Delegate Assembly and

**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 the NASW *Code of Ethics***

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

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. 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, 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 Standards

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

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

### Social Workers' Ethical Responsibilities to Clients

* 1. **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.)

### 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.

### Informed Consent

1. 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.

1. 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.
2. 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.
3. 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.
4. Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.
5. 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.
6. 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.
7. 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.
8. 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.

### Competence

1. 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.
2. 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.
3. When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including

appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1. 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.
2. 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.

### Cultural Awareness and Social Diversity

1. Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
2. 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.
3. 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.
4. 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.

### Conflicts of Interest

1. 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.
2. Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
3. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
4. When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform

in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1. 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.
2. 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.
3. 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.
4. 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.

### Privacy and Confidentiality

1. 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.
2. 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.
3. 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.
4. 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.
5. Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
6. 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.

1. 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.
2. Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
3. 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.
4. 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.
5. Social workers should protect the confidentiality of clients when responding to requests from members of the media.
6. 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.
7. 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.
8. Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
9. 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.

1. 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.
2. 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.
3. Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
4. 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.
5. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
6. 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.
7. 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.
8. Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### Access to Records

1. 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.
2. 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.
3. 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.

### Sexual Relationships

1. 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.
2. 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.

1. 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.
2. 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.

### 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.

### 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.

### 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.

### Payment for Services

1. 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.
2. 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.

1. 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.

### 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.

### 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.

### Referral for Services

1. 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.
2. 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.
3. Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### Termination of Services

1. 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.
2. 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.
3. 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.
4. Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
5. 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.
6. 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

* 1. **Respect**

1. Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
2. 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.
3. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### 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.

### Interdisciplinary Collaboration

1. 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.
2. 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.

### Disputes Involving Colleagues

1. 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.
2. 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.

### Consultation

1. Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
2. 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.
3. When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### Sexual Relationships

1. 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.
2. 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.

### 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.

### Impairment of Colleagues

1. 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.
2. 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.

### Incompetence of Colleagues

1. 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.
2. 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

1. Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
2. 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.

1. 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.
2. 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).
3. Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### Social Workers' Ethical Responsibilities in Practice Settings

* 1. **Supervision and Consultation**

1. 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.
2. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
3. 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.
4. Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### Education and Training

1. 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.
2. Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
3. 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.
4. 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.

### 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.

### Client Records

1. Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
2. 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.
3. 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.
4. 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.

### 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.

### Client Transfer

1. 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.
2. 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.

### Administration

1. Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
2. 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.
3. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
4. 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.

### 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.

### Commitments to Employers

1. Social workers generally should adhere to commitments made to employers and employing organizations.
2. Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
3. 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.
4. 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.
5. Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
6. Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
7. 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

1. Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
2. 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

* 1. **Competence**

1. Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
2. 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.
3. Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### 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.

### Private Conduct

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

### Dishonesty, Fraud, and Deception

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

### Impairment

1. 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.
2. 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.

### Misrepresentation

1. 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.
2. Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
3. 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.

### Solicitations

1. Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
2. 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.

### Acknowledging Credit

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

### Social Workers' Ethical Responsibilities to the Social Work Profession

* 1. **Integrity of the Profession**

1. Social workers should work toward the maintenance and promotion of high standards of practice.
2. 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.
3. 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.
4. 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.
5. Social workers should act to prevent the unauthorized and unqualified practice of social work.

### Evaluation and Research

1. Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
2. Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
10. Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
11. Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
12. 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.
13. 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.
14. Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
15. 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.
16. 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.
17. Social workers should educate themselves, their students, and their colleagues about responsible research practices.

### Social Workers' Ethical Responsibilities to the Broader Society

* 1. **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.

### Public Participation

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

### Public Emergencies

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

### Social and Political Action

1. 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.
2. Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
3. 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.
4. 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.

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## APPENDIX K:

**NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS**

***CODE OF ETHICS***

## NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

***CODE OF ETHICS***

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

* I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
* I give precedence to this mission over my personal interest.
* I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
* I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
* I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
* I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
* I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

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