

BSW Internship Manual

for

Students

and

Field Instructors

**University of Mississippi
Department of Social Work**

2019 Edition

Revised 01/14/2019

**STEVEN SOIFER, Ph.D., LCSW-C
Chair & Associate Professor**

**Jennifer L. Buford, LMSW
BSW Field Education Director**

**Dr. Desiree Stepteau-Watson
BSW Program Director**

TABLE OF CONTENTS

	PAGE
I. INTRODUCTION	3
The Purpose of this Manual	3
The Department of Social Work	3
The Department of Social Work Non-Discrimination Policy	4
The Department of Social Work's Mission	4
BSW Program Goals	4
Course Competencies and Practice Behaviors (Internship Objectives)	4
II. THE INTERNSHIP	10
The Field Practicum (SW 495: Social Work Internship)	10
Selection of Field Settings	10
Factors Considered in Selection of Agencies	10
Selection of Field Instructors (Agency Supervisors)	11
Other Factors Considered in Selection of Field Instructors	12
Policy Regarding Internships at Place of Employment	12
Placing and Monitoring Students and Maintaining Field Liaison Contacts	12
Evaluating Student Learning and Agency Effectiveness	13
Examples of Field Settings	14
Responsibilities for Internship	16
Field Education Director	16
Field Instructor	17
The Student	18
The Integrative Seminar (SW 496)	19
Evaluation Process	19
Preparing for the Internship	19
A Word about Risk	20
Safety	22
Insurance for Interns	23
Ethical Issues	23
Problem Resolution	23
Academic and Professional Reasons for Counseling Students Out of the Major	24
Academic Appeals/Grievance Procedure	24
Other Information about Internship	25
III. Life After Graduation	26
Professional Licensure	26
Other Professional Development	27
IV. Academic Information for Field Instructors	28
Social Work Course Descriptions	28
V. Appendix	31
APPENDIX A	32
Placement Request Form	33
Internship Pre-Placement Interview Agency Report	34
Internship Pre-Placement Interview Student Report	35

BSW Student Affidavit	36
BSW Student FERPA Agreement	37
BSW Field Instructor FERPA Agreement	38
BSW Internship Code of Conduct & Internship Responsibility Contract.....	39
Social Work/Agency Practicum Agreement of Understanding.....	41
APPENDIX B.....	46
BSW Learning Contract.....	47
Internship Contact Information.....	63
APPENDIX C	64
Internship Assignments.....	65
Instructions for the Weekly Activity Report.....	66
Instructions for the Internship Supervision Form	66
Power Point Case Presentation	67
Profile of the Agency Paper	68
Macro Project and Presentation	69
Macro Project Proposal - Paper 1	69
Macro Project Proposal Approval Form	71
Macro Project Completion Paper - Paper 2	72
Macro Project Completion Form	73
Macro Project & Power-Point Presentation	74
Bio-Psychosocial-Spiritual Assessment.....	75
Resume.....	76
The Resource Manual	77
Self-Reflection Papers (Learning Contract).....	78
Text-book/Case Study Assignments	78
The Final Evaluation Paper.....	79
The Weekly Activity Report Form	80
The Internship Supervision Form	81
APPENDIX D (Miscellaneous Forms)	82
Faculty Liaison/Agency Contact Form	83
Request for Field Internship at Place of Employment Form	84
APPENDIX E	86
Rubric for Assessing the Professional Behaviors of the BSW Intern.....	87
BSW Intern's Rubric for Self-Assessment of Professional Behavior	94
Annual Internship Setting Evaluation	106
APPENDIX F.....	108
University of Mississippi Policies	109
NASW Code of Ethics	112
APPENDIX G.....	144
Electronic Assessment (brief samples)	145

INTRODUCTION

Purpose of this manual. This BSW Internship Manual is produced to facilitate the efforts of social work interns, faculty liaisons, field instructors, and other agency personnel in developing and maintaining a pedagogical social work education learning environment. As the signature pedagogy of social work education, field education is the application and competent demonstration of the profession's knowledge base, skills, and values (Shulman, 2005).

Field education is the opportunity for the BSW intern to demonstrate professional social work competence through the application of knowledge, skills, and values in direct and indirect social work practice. Social work competence is measured through the evaluation of the intern's performance on the CSWE EPAS competencies (10) and associated observable behaviors

Portions of the material may appear redundant to some and new to others since readers have varied levels of knowledge about the Department of Social Work, its goals, objectives, and processes. Participants in internships should review the material carefully. For clarification of any points, please contact the intern's Faculty Liaison or the Field Education Director, Jennifer Buford, LMSW, Department of Social Work, University of Mississippi, University, MS. (662) 915-7391 or 7336, (662)-607-0737 (cell), jlbufor1@olemiss.edu.

The Department of Social Work. The Department of Social Work began at The University of Mississippi in 1970 and has maintained continuous accreditation by the Council on Social Work Education since 1974. Since that time the program has developed and expanded to keep abreast of the changing needs of the social welfare field, its agencies, its clientele, and its students. Ecological, systems, and human development theories are the conceptual base of the curriculum.

Generalist Practice Defined: The Department of Social of Work holds that the baccalaureate social worker should have a core foundation of knowledge, values, ethics and skills to work differentially with client systems from diverse social, cultural, racial and ethnic, religious, spiritual, and class backgrounds, including individuals, families, groups, organizations, and communities, either separately or simultaneously. Generalist social work practice should enhance the well-being of people and help ameliorate the environmental conditions that affect people adversely. The practice skills essential for engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing formation; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services;

and promoting social and economic justice.

The Department of Social Work Non-Discrimination Policy: The Department of Social Work does not discriminate on the basis of race, color, gender, age, disability, disabled veteran status or Vietnam-era veteran status, ethnic or national origin; religious, political or sexual orientation in any of its activities, programs, or classes.

Department of Social Work's Mission:

The mission of the Department of Social Work, in keeping with the university's emphasis on excellence in teaching, research, and service, is to provide students with a sound base of knowledge, values, and skills from the generalist perspective which equips students to work in a variety of entry-level social work positions and prepares them to pursue graduate work in social work or related fields. This mission involves a thorough grounding of students in the theoretical practice frameworks on which the professional development of social work practice is based. This mission is carried out by a university faculty who provide students with a sound liberal arts foundation and the knowledge, values, and skills of the profession of social work, emphasizing a commitment to the concepts of diversity and social and economic justice with systems of all sizes.

BSW Program Goals:

1. Prepare generalist social workers who can integrate the knowledge, values, and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, institutions, and communities.
2. Acculturate students to the profession of social work through the study of its history, purposes, and philosophy.
3. Prepare students to practice ethically with diverse populations and systems of all sizes, to alleviate poverty and oppression and to provide social and economic justice for all citizens.
4. Provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change.
5. Prepare students who will demonstrate a commitment to continue life-long learning and professional growth which may include graduate education in social work and other disciplines.

Course (CSWE EPAS) Competencies (in bold) and Observable Behaviors (bullets):

During the semester, students will experience an in-depth exposure to the NASW Code of Ethics, fields of social work, internship responsibilities, professional relationship building, networking, communication skills, case management, bio-psychosocial-spiritual application, documentation, and cultural humility and competence. After completing this course, it is expected that students should:

1. Demonstrate Ethical and Professional Behavior (Competency 1).

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 additional 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; and
- use supervision and consultation to guide professional judgment and behavior

2. Engage Diversity and Difference in Practice (Competency 2)

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

3. Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)

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; and
- engage in practices that advance social, economic, and environmental justice.

4. Engage in Practice-Informed Research and Research-Informed Practice (Competency 4)

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; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice (Competency 5)

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 policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)

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:

- 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.

7. Assess with Individuals, Families, Groups, Organizations, and Communities (Competency 7)

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

8. Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)

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-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)

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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

THE INTERNSHIP

The Field Practicum (SW 495: Social Work Internship). The Department of Social Work provides social work majors with an educationally-directed and competency-based internship designed to integrate academic content and practice experience into professional practice. The internship is conducted in a thirteen-week, nine semester hour (480 clock hours) block placement which receives a pass-fail grade. The mandatory three semester hour concurrent integrative seminar receives a letter grade. Internships may occur in approved settings anywhere in Mississippi, along with the Gulf Coast Region (from New Orleans to Mobile, AL, and the Memphis, Tennessee area. All Social Work and other (electives and required) course work for the BSW degree must be completed before the internship can begin.

The BSW field education experience is directed by the Field Education Director who has twenty-five percent of her academic time allocated to this endeavor during the spring and fall semesters. During the summer term, the Field Education Director also administers the Internship program. The Field Education Director receives input and feedback about the structure and facilitation of the program from the Field Advisory Committee, composed of key field instructors/practitioners representing a variety of field settings.

The Internship experience is structured to allow the integration of the knowledge, value, and skill bases obtained in the liberal arts (general education) core and the social work professional foundation. Effective classroom experiences prepare the student to enter an agency to develop a professionally relevant practice at the entry social work practice level. The internship is taken concomitantly with SW 496: Internship Seminar which is open only to students enrolled in the Internship.

The Internship presents the first opportunity for students to utilize professional social work skills in direct and indirect practice. It signifies a step which can integrate and solidify theory with practice. Therefore, previous work or life experience cannot substitute for the educational experience of the internship. Students who intern at their place of employment will have an individually designed curriculum which reflects the same standards as internships in other agencies (See APPENDIX D).

Selection of Field Settings. All field settings are developed by social work faculty, usually the Field Education Director or a Faculty Liaison. Students are not allowed to initiate placements without approval from the Field Education Director. Preliminary visits are arranged by the Field Education Director or Liaison to determine the "goodness of fit" between the agency, the field instructor, and the prospective student intern.

Factors Considered in Selection of Agencies:

- Only agencies with professionally degreed social workers who are available full-time within the host agency.

- The host agency administration's commitment to providing learning opportunities for students.
- Understanding by the host agency that the student is there as a learner to apply class-based theory, social work knowledge, skills, and professional values to real-world practice experiences that support the EPAS competencies and practice behaviors, not as an apprentice or to fill a job slot
- Past, positive experience with the host agency as a previous field site for the University of Mississippi students
- Opportunities for students themselves to provide direct and indirect services to clients, and not just to observe the actions of other social workers.
- Appropriateness of the host agency's services for generalist social work practice
- Opportunities for the student to work with clients from diverse populations, including clients who are different from the student
- Opportunities for all of the CSWE EPAS supported assignments/tasks of the SW 495 Social Work Internship to be realized
- Opportunities to serve in rural and in non-rural areas
- Willingness for social work staff to receive field-related training
- Ethical and professional role-modeling by agency social work staff
- Equal opportunity employer

Selection of Field Instructors: The education and experience of social workers are the first criteria considered when selecting Field Instructors. Following are the degree and experience requirements for all Field Instructors, listed in order of preference:

MSW with at least two years post-MSW degree experience or
BSW with at least two years post-BSW degree experience

The above degrees must be from accredited programs, and all Field Instructors are required to be licensed at the appropriate level by the state in which they practice. They must have been in their present position for at least **one year prior** to the semester in which they will be working with the student intern.

In the event that not enough social work degreed Field Instructors can be found, the UM Department of Social Work assumes responsibility for reinforcing a social work perspective in the host agency for the students.

This is accomplished in several ways: 1) agency task instructors (unlicensed degreed social workers and non-social work degreed professional staff) will be allowed to participate in the FI Orientation and Training, 2) The Field Education Director, other social work faculty member, a retired social work faculty member, or the agency task instructor's supervisor who is social work degreed and licensed will serve as the field instructor and will provide one hour of supervision per week, or 3) the Field Education Director or identified faculty member can review the learning contract weekly with the intern and the task instructor during the weekly supervision session (if a degreed and licensed social worker is not onsite). More than the usual two evaluative visits a semester

will be made when a task instructor is utilized in the absence of a degreed and licensed social worker. In this case, weekly supervisory sessions may be made at the agency or through Skype or FaceTime.

Also, any FIs in need of additional support in providing the social work education perspective will also receive more than the prescribed two evaluative visits. Monitoring of the need for that support is accomplished through contact with students in the seminar, Weekly Activity Reports, and Supervision Report forms, and through Portfolio assignments, as well as contact from students (via email, phone calls, or text messages). The Field Education Director will directly supervise the student's practice if the depth of required EPAS competency-based instruction and supervision is missing. However, every effort is made to use only those Field Instructors who have the BSW or MSW degree.

Other Factors Considered in Selection of Field Instructors:

- Interest in working with all students regardless of race, color, gender, age, disability, SES, disabled veteran status or Vietnam-era veteran status, ethnic or national origin; religious, political views, or LGBTQ orientation.
- Education and Experience
- Expertise
- Ability to be a positive professional and ethical role model for students
- Support of the mission, goals, and objectives of the University of Mississippi Department of Social Work and its curriculum
- Agree to adhere to the NASW Code of Ethics
- Past positive experience as a Field Instructor for The University of Mississippi
- Commitment to providing a meaningful learning experience for students
- Agree to abide by FERPA restrictions on sharing academic information about students with only University of Mississippi Department of Social Work faculty

Policy Regarding Internships at Place of Employment: While Internships have not been approved for students in agencies where they are employed, a plan is in place in case that situation does arise. The agency would have to prove that the student's field assignment is totally distinct from his/her usual duties. A different division, department, or location would be required, with staff members who are not familiar to the student in a particular role in the agency. The student would not receive credit for work done in the regular job in the agency, and there would need to be a clear demarcation between the student's role as an employee and as a student. These distinctions would be established during the initial visit and monitored for the remainder of the semester. The student, current supervisor, proposed field instructor and Agency Executive Director must complete and sign the **Request for Field Internship in Place of Employment** application. The Field Education Director has the final authority to approve the request.

Placing and Monitoring Students and Maintaining Field Liaison Contacts:

The Field Education Director assigns all placements. The first conference with the student and the field instructor may occur during the first week of the internship through

a phone call, face-to-face meeting, FaceTime or Skype. At this time, the BSW Manual, the Learning Contract, the Safety Contract, the Portfolio assignments, the BSW Code of Conduct and Internship Responsibilities, and FERPA regulations.

The Field Liaison (faculty assigned by the Field Education Director to work with the agency) or the Field Education Director will make at least two evaluative visits (face-to-face, Skype, or FaceTime) for conferences with the field instructor and the intern.

1. The first visit usually through a phone call, Skype, or FaceTime will review the submitted Student Learning Contract with the student and the Field Instructor, if necessary. The purpose of this meeting is to determine if tasks and assignments can be accomplished and if they are supportive of the EPAS competencies and practice behaviors, appropriate for generalist social work practice, and measurable. This visit is a brief meeting to follow up on any questions after the initial BSW Seminar and the Field Instructor Orientation and Training.
2. The second visit is to discuss the student mid-term evaluation and make sure that the field instructor and student are adhering to the learning contract and that the student is properly supervised. Student weaknesses and strengths are discussed, and an appropriate plan of action is developed to address these weaknesses as needed. The SWEAP FPPAI will be reviewed with the intern and field instructor.
3. The third visit is to discuss with the field instructor the final evaluation of the student and to discuss the student's performance while in Internship. The SWEAP FPPAI will be reviewed with the intern and field instructor.
4. Visit with the agency more often if problems arise.
5. Field visits will be documented on the Field Liaison Internship/Agency Contact Form

Evaluating Student Learning and Agency Effectiveness:

The Faculty Liaisons and/or the Field Education Director meet with the intern students in the integrative seminar (SW 496) and evaluate their discussions and presentations. Reviewing their Blackboard Journal assignments, The Supervision Report Form, and the Weekly Activity Report on a weekly basis further keeps the Liaisons and/or Field Education Director informed of where the students are in their internship and to demonstrate competence. The interns also must bring their Foundation Internship Portfolio to each seminar for review by the Field Education Director or the Faculty Liaison. These frequent contacts allow ongoing evaluation of each student's experiences and performance throughout the semester and the early detection of potential problems. Feedback is given to the student on the three weekly assignments.

Field Instructors are trained to constantly evaluate students' work and give feedback regarding both positive and negative issues at each weekly supervisory session and to not wait until formal (mid-term and final) evaluations to discuss the intern's performance.



Students are evaluated by the Field Instructor at mid-term and at the end of the semester using the SWEAP FPPAI. The Field Instructor completes the form and then shares the evaluation with the student, pointing out areas of success and helping the student to set goals for future work on areas of challenge. * It is the student's responsibility to ask for a printed copy of the signed and completed FPPAI at the time of

the evaluation. Copies of the evaluation will only be maintained for one year in the electronic database. This evaluation is often requested by MSW graduate programs.




















The University/Agency/Learning Contract contains the field learning Objectives (CSWE Competencies) for all of the students in the program and EPAS Practice Behavior-supported assignments/tasks. This contract can be further augmented by agency-specific assignments and tasks that the student and Field Instructor set at the beginning of the internship semester. The Learning Contract should be used in weekly supervisory conferences and liaison visits to monitor the progress of the student in meeting the internship goals and objectives.

Examples of Field Settings. The following are examples of field settings and do not constitute a comprehensive listing. New placements are developed on an ongoing basis.













Protective Services:

-  Mississippi State Department of Human Services in many cities - for example: Jackson, Booneville, Gulfport, Holly Springs, Hernando, Oxford, Pittsboro, Tupelo, Water Valley, Pontotoc, Houston
-  Tennessee Department of Human Services, Division of Family and Children, Memphis















Health Services:

-  Mississippi State Department of Public Health in Region II (northeast) – **Tupelo only**
-  University of Mississippi Medical Center, Jackson
-  St. Dominic Hospital, Jackson
-  Methodist Hospital, Memphis
-  St. Francis Hospital, Memphis
-  North MS Medical Center and Nursing Home, Pontotoc, MS
-  North Ms. Medical Center, Tupelo
 - Acute Care*
 - Oncology*
 - Women's Center*
 - Center for Behavioral Health*
-  Baptist Memorial Home Health Services/Hospice, Oxford
-  North Mississippi Hospice of Oxford
-  Sanctuary House (Hospice) – Tupelo
-  Memorial Behavioral Health - Gulfport
-  Northwest Mississippi Medical Center – Clarksdale
-  Hospice Ministries – Southaven
-  Gentiva Hospice – Oxford, MS
-  **A & E Hospice – Olive Branch**
-  Christ Community Health Centers – Memphis, TN
-  The MED (Regional One Health Services), Memphis, TN
-  The King's Daughters and Son Home – Bartlett, TN
-  Yalobusha Nursing Home and Rehab Services – Water Valley

Mental Health:

-  East Mississippi State Hospital, Meridian
-  Mississippi State Hospital, Whitfield, Tupelo, Batesville
-  Laurelwood Center, Meridian
-  North Mississippi Regional Center, Oxford
-  Hudspeth Center, Jackson
-  Delta Community Mental Health Services, Greenville
-  Warren/Yazoo Mental Health Center, Vicksburg
-  Region III Mental Health , Tupelo
-  North Mississippi State Psychiatric Hospital
-  Youth Villages, Memphis, TN, Jackson, MS
-  Camelot, Memphis, TN
-  Mill Creek, Pontotoc


Gerontology:

-  U.S. Naval Retirement Home, Gulfport
-  Compere Nursing Home, Jackson
-  Yalobusha Nursing Home, Water Valley
-  Pontotoc - NMMC Hospital and Nursing Home, Pontotoc
-  Three Rivers Area Agency on Aging, Pontotoc
-  Cedars Health Care, Tupelo
-  Behavioral Health (Gero-Psych), North MS Medical Center, Tupelo
-  Beverly Health and Rehabilitation Services, Tupelo
-  Graceland Nursing Home – Oxford
-  State Veteran’s Home - Oxford
-  North Delta Area Agency on Aging, Batesville
-  The King’s Daughters and Sons Home – Bartlett, TN
-  Senatobia Nursing Home – Senatobia
-  Golden Living – Batesville, Tupelo










Residential Facilities:

-  Baptist Children's Village, Jackson
-  Millcreek, Pontotoc

Corrections:

-  Tupelo/Lee County Youth Court, Tupelo

Other:

-  Exchange Club Family Center, Memphis
-  Mississippi School for the Deaf, Jackson, MS
-  Birthright, Inc. Memphis
-  Agape Adoption Services, Memphis
-  Care Lodge (domestic violence shelter), Meridian
-  Penelope’s House, Mobile AL
-  Catholic Charities, Jackson, MS, Vardaman, MS
-  Institute of Community Services (ICS) – Head Start – Lafayette, Panola, Marshall, Tunica, Desoto, Tate, Grenada, Tallahatchie Counties (not summer)
-  Family Resource Center, Tupelo, Oxford, MS

Responsibilities for Internship

Both The University of Mississippi and the Field Instruction host agencies share in promoting and implementing the educational objectives of the Department of Social Work and the CSWE EPAS competencies. However, the Department of Social Work recognizes and accepts its responsibility for leadership in fulfilling this function.

The Field Education Director is Responsible for:

The Field Education Director provides training for Field Instructors regarding the objectives of Field Instruction and the total Social Work curriculum. An understanding of the whole Social Work program is important for Field Instructors so they can effectively help students meet the program's objectives. A training meeting for all Field Instructors is held at the beginning of each semester (fall, spring, and summer). This provides orientation for new Field Instructors and training for all current Field Instructors. Some topics covered are how to orient students to the agency, how to contract with students regarding program objectives and agency services, how to select cases for assignment to students, how to make use of supervisory conferences with students, and how to evaluate students for recommendation in grading. In the spring, workshops are offered to Field Instructors regarding such topics as ethics, safety, professional liability, evaluation of practice, and issues of diversity and spirituality. This workshop is offered to all field instructors.

The Department of Social Work maintains overall responsibility for its instructional program and the education of the individual students who are part of it. The Department has basic responsibility for making decisions about the student, using input from the agency as needed. The Department, therefore, does the following:

1. Shares consented education and behavioral information about the student with the Field Instructor
2. Decides matters of students' passing, probationary status, extending placement, and eligibility for graduation
3. Decides whether a student will be transferred to another field placement
4. Makes decisions concerning referring students for treatment of the students' personal problems.

The Field Education Director maintains close, regular contact with students and agency Field Instructors through at least two supervisory visits to the agency per semester, telephone contacts, e-mail, Blackboard Discussion Board, and the students' Weekly Activity and Supervision Report Forms .

The Field Instructor is responsible for:

1. Attending orientation and training conferences at the University.
2. Orienting the host agency's staff to goals and objectives of the Internship. And Orienting the BSW intern to host agency through a formal orientation or and informal orientation developed for social work interns. The Orientation must include a review of agency policies and procedures, as well as intern professional conduct expectations.
3. Interviewing and deciding whether to accept or reject the student for internship and if accepted, orienting the student to the agency.
4. Developing a learning contract with internship learning objectives that are reflective of the Internship Objectives (EPAS competencies and Observable Behaviors). Student activities/tasks along with evaluative outcome measures must be developed to allow the student to apply in the practicum setting the social work knowledge, skills, and values.
5. Providing weekly scheduled supervision, reviewing the student's learning contract on a weekly basis, evaluating the student's demonstration of acquired practice skills and professional values (communication skills, social work roles, etc.) and adherence to the NASW Code of Ethics in the weekly supervision sessions with student. And monitoring the intern's performance during a 13-14 week (40 hours per week) internship
6. Providing opportunities for student practice using the planned-change model.
7. Completing accurate evaluations in timely fashion. These evaluations include the mid-term and final evaluations (FPPAI) and the Rubric for Assessing Intern's Professional Behavior.
8. Contacting the Faculty Liaison if significant problems arise that prevent the student from performing in a competent and ethical manner.
9. Maintaining the intern's safety by adhering to Safety Contract.
10. Guiding the professional development and growth of the student through self-reflection and assessment. Assisting the student to gain an awareness of the juxtaposition of personal and professional social work values.

The Student is responsible for:

1. Participating in the planning of placement, including completion of all forms in by the date set by the Field Education Director.
2. Completing the learning contract in cooperation with the Field Instructor and Faculty Liaison or Field Education Director.
3. Presenting all required documents to agency, such as malpractice and auto insurances, and drivers' license.
4. Engaging in the development of professional practice in the field setting.
5. Abiding by agency policies and procedures in relation to agency operations, including schedules, dress codes, etc. All interns must participate in a formal or informal orientation of the host agency.
6. Completing all weekly activity and supervision reports on a weekly basis. And completing all other written assignments in the timeframe assigned.
7. Preparing for weekly supervisory conferences with the Field Instructor and uploading into the Blackboard the Supervision Report Form to the Field Education Director on a weekly basis.
8. Preparing for mid-term and final evaluation conferences with the Faculty Liaison/Field Education Director and the Field Instructor.
9. Maintaining host agency and client confidentiality and privacy, including HIPAA regulations.
10. Abiding by the *NASW Code of Ethics*.
11. Completing all required evaluation forms – Mid & Final Self-Efficacy Evaluations, the Implicit Curriculum Survey, Foundation Curriculum Assessment Inventory (FCAI), and the BSW Intern's Rubric for Self-Assessment.
12. Adhering to the Safety Contract as written and contacting the Field Education Director if safety issues arise.
13. Interning at the internship host site for 13 weeks (40 hours per week, five days per week – unless attending the internship seminar class).
14. Abiding by the signed BSW Code of Conduct and Internship Responsibilities form.

The Internship Seminar (SW 496). At least 6 times during the semester students meet for a one-day seven hour (or longer if needed) integrative seminar in which they discuss issues and concerns related to their professional activity in the field, hear presentations of importance to them as they make the transition from student to beginning level generalist practitioner, and "staff" cases they have developed based on their field experiences.

Pedagogical methodologies in the integrative seminar include discussion of critical incidents from field, analysis of "cases" presented for staffing by the group, and several writing assignments (see assignment section).

The "staffing" cases are developed and presented by individual field students (with appropriate safeguards for confidentiality). This event allows students to understand the philosophy and workings of agency settings other than their own. The experience also offers critical thinking exercises in assessment and decision-making about intervention methodologies for various client systems.

This seminar plays a major role in students' cognitive and affective integration of academic and practice experiences. From these experiences students can relate classroom theory to case situations, can gather feedback on their own work and offer feedback to peers, and can begin to demonstrate to faculty and social work peers the development of a professional identity.

Evaluation Process. The Field Instructor completes an evaluation of the student's internship experiences at mid-term and at the end of the semester as well as the Rubric for Assessing the Intern's Professional Behavior. The student in turn completes an evaluation of the internship experience in the Implicit Curriculum Survey. Students will also engage in self-evaluation throughout the semester (BSW Rubric and Self-Efficacy).

The faculty liaison or Field Education Director, the student, and the field instructor discuss all aspects of the evaluation and grading process. The determination as to whether a student will pass or fail the internship and grading of the seminar is a joint decision among the field education director, the faculty liaison, and the agency field instructor. University faculty makes the final decision in grade disputes between faculty and field instructors. Students have the right of grade appeal in the internship as in any other academic course. Please refer to evaluation forms (APPENDIX E) and appeals/grievance procedures as outlined in the University of Mississippi *M Book*.

Preparation for the Internship. Planning for placement must start early. Except for rare circumstances, most placements will be away from the Oxford area. Therefore, students should be prepared to relocate. Priority for Oxford placements is given to persons with disabilities which require local housing and/or services, parents with children, and permanent residents of Oxford. Internships take place in the Fall, Spring, and Summer semesters. The thirteen-week internship is inclusive of 480 hours of internship placement and 2400 minutes (40 hours) of Internship Seminar.

In the Fall and Spring semesters the internship begins about 1-5 days following the first day of classes and ends about 1-2 weeks prior to the last day of classes. All internships consist of thirteen to fourteen weeks and a total of 480 clock hours (not including

Internship Seminar – additional 40 hours). The summer internship begins on the Monday following May graduation and continues until the thirteen-fourteen weeks of Internship are completed.

In the semester prior to the internship students will take SW450: FIELDS OF SOCIAL WORK which is taught by the Field Education Director or other designated faculty at the Desoto and Tupelo campuses. The purpose of this course is preparation for internship. During this time students will complete the following tasks in order:

- (1) Complete the application for degree and have it approved by the School of Applied Sciences
- (2) Submit evidence of NASW membership and possession of malpractice insurance
- (3) Submit a placement request form indicating three geographic preferences and three fields of practice settings, i.e., child welfare or medical social work
- (4) Meet with the Field Education Director or Field Liaison to discuss the proposed settings. Make pre-placement visits with Field Education Director's approval to select a prospective setting.
- (5) Visit the prospective setting for an interview with the Field Instructor where the learning needs will be discussed with the Field Instructor.
- (6) Be advised about the agency's professional expectations and such details as office hours and dress codes.
- (7) Complete the HIPAA Basic Privacy Course offered by NASW online.

Good faith attempts are made by the field education director to arrange internship settings at least four weeks prior to the end of the semester, to provide ample time for arrangements such as relocation, etc. If the student fails to pass all course work, the internship will be delayed until the work is completed. This determination cannot be made until all semester grades and any incomplete coursework is completed. Students may begin internships only at the beginning of a semester, not at mid-point during a semester.

A Word About Risk. Participation in the field experience exposes students to certain inherent risks and dangers common to all social workers in certain agencies. Such dangers include but are not limited to physical injury from clients or from unsafe environments, physical illness from exposure to disease, and emotional distress related to stressful situations.

The student should understand that the Department of Social Work and the

University make good faith efforts to provide adequate supervision and instruction about safety issues but cannot guarantee the student's safety or otherwise protect the student from risks s/he might encounter. Safety issues are addressed in SW 450: FIELDS OF SOCIAL WORK and students are strongly encouraged to enroll in basic self-defense classes. Safety is addressed at the beginning of the internship, as interns and field instructors are required to contract for the intern's safety by reviewing and signing the Safety Contract Form. Students are encouraged to think on two levels--appropriate professional response and personal safety awareness. Students should remain alert to the presence of risks and take reasonable precautions to protect themselves from harm. They must know and understand their agency, its organizational structure and cultural, and its environment. Students should report immediately to both the field instructor and the faculty liaison or Field Education Director any incident or development which could expose them to unreasonable risk.

If an injury occurs, the University does not have any mechanism to assume responsibility. For example, Workers' Compensation does not cover students.

**University of Mississippi
Department of Social Work**

BSW Internship Safety Contract

Cognizant of the dangers that are sometimes present in our society, the Department of Social Work requires that all field instructors:

1. Orient the intern to the agency's safety regulations and protocol.
2. Monitor the intern's interactions with clients and agency personnel for signs of provocation on the part of the intern. Discuss observations in the weekly Supervision Session.
3. Never send a social work intern on an investigation alone.
4. Never send a social work intern to a residence alone where there is a known history of violence, drug abuse, or other criminal activity.
5. Never send a social work intern alone into a residential area that has a history of high crime activity.
6. Never allow a social work intern to transport alone a client who has a history of violence or erratic behavior.
7. Never allow a social work intern to work alone in the office.
8. Advise the BSW intern of clients with erratic and/or dangerous behaviors such as elopement, aggression, etc.
9. Make sure that social work interns dress appropriately at all times.
10. Never assume that the social work interns know where they are traveling. Give precise written directions.
11. Make sure that the intern has the agency phone number (s) and your cell number (emergencies only).
12. Ask the intern for all phone numbers, i.e., home, cell, parents, and emergency contact numbers.
13. Advise intern of infectious hazards, if the intern will come in contact with a client or others who are diagnosed with a contagious disease. Teach intern proper sanitary techniques to lessen exposure and risk. Example: client with active MSRA or tuberculosis infection.
14. Call or email the Field Education Director if you are unsure of what to do in a particular situation.
15. _____
16. _____
17. _____

Field Instructor

Date

Social Work Intern

Date

Insurance for Interns. All interns are required to show proof of a basic professional liability insurance package before placement can be finalized. The plan used by most students was developed especially for student social workers and is provided for student members of National Association of Social Workers. The cost is minimal. Because of the time necessary to process applications, students are required to join NASW at the beginning of the semester prior to placement. Application for liability insurance should be made by midterm of that semester to allow ample time for certificate of coverage to be returned.

Students who will be using their automobiles as a part of the internship are required to show proof of automobile liability insurance, along with a current drivers' license.

All of these procedures are covered in the SW 450 Fields of Social Work course that all social work students take in the semester preceding placement. The certificates of insurance coverage must be in hand when placement begins, as agencies require proof of coverage before allowing the intern to start the internship.

Ethical Issues. Students in placement are expected to adhere to the same ethical code as professional social workers. The National Association of Social Workers' Code of Ethics (COE) is the standard for social work professionals and is addressed with students throughout the curriculum. A copy of the COE can be downloaded from:
<http://www.socialworkers.org/pubs/code/default.asp>

Problem Resolution. Interns sometimes encounter problems which they cannot resolve on their own. Examples may include such things as feeling as though one is not getting sufficient instruction in the field, has insufficient or inappropriate cases for work, or isn't getting along well with the instructor. Sometimes students feel that the agency staff is not acting in a professional manner or does not have the client's interests at heart.

On the other hand, the Field Instructor may feel that a student is not performing in an acceptable manner, or may feel that there are too many personality conflicts between student and instructor for the placement to be successful. Either party having concerns about the placement should present specific data to the liaison and/or the Field Education Director. Generalizations such as "I just don't like this placement" do not facilitate an objective, professional discussion of the problem. Students are rarely moved from one internship setting to another except for student misconduct. Rather students work through the difficulties with the field instructor and agency staff. The field liaison and field education director are brought into the process if necessary. Such experiences become personal and professional growth opportunities for the student.

Some problems may be resolved through discussions in the integrative seminar. Problems appropriate for discussion in this forum include universal issues, i.e., feeling incompetent for the tasks at hand or confusion because agency assessment documents do not take the same form as those used in practice courses. Personality conflicts and other sensitive issues may be aired in seminar only in a general fashion which will protect confidentiality for clients and the professional reputations of students and instructors.

There are appropriate channels for problem resolution. Whether the concern is with the agency instructor or with the student, or both, it is best that the initial concern be discussed between student and instructor. If that is not satisfactory, the issues should be discussed with the faculty liaison, who will follow channels for resolution through the field education director and the department chair if necessary. The formal grievance procedure appears in the Appendix.

Academic and Professional Reasons for Counseling a Student Out of the Major

Regrettably, it is possible that a student might not discover his/her lack-of-fit with the social work profession until the internship experience. Every precaution is taken during the years as a social work major and in the profession courses to help the student make the determination early.

The following are grounds for dismissal from the BSW Social Work Program:

1. Failure to maintain at least an overall 2.5 social work GPA.
2. Failure to have a 2.0 overall GPA before entering SW 495: Social Work Internship and SW 496: Internship Seminar.
3. Failure to make at least a grade of "C" after two attempts in any social work course.
4. Failure in Internship SW 495: Social Work Internship.
5. Students found to have cheated or plagiarized on papers, exams, or other school work.
6. Falsifying student records.
7. A diagnosed disorder (uncontrolled) that significantly limits major life activities and internship performance.
8. Failure to successfully complete the BSW Internship after dismissals from two separate internships at the field instructor's request due to the student's misconduct. The student will be dismissed and terminated from the BSW program.
9. Derogatory attitudes, oppositional behaviors, or inappropriate behaviors such as uncontrolled outbursts of anger, threats of harm or retaliation, and verbal and/or physical abuse directed at peers, faculty or staff, agency staff or clients or other unprofessional conduct will be grounds for dismissal from the social work program.
10. Violation of the NASW Code of Ethics.

The student who is dismissed from the BSW Social Work Program or is advised to terminate the social work major has the right to appeal the decision in the same manner as any other appeal--such as a grade appeal or a grievance of some nature.

Academic Appeals/Grievance Procedure. Students should read and follow the appeals process as outlined in the University of Mississippi *M Book: Handbook of Standards and Activities*. The M Book can be found online on the Dean of Students link.

Other Information About Internship.

1. Confidentiality and privacy are a major concern and shall be exercised throughout the internship. Many students will be placed in rural communities where people expect to know about other people's affairs - often out of genuine concern for the person's well-being. Any questions about how to handle these difficult situations should be addressed with the field instructor and/or the faculty liaison/field education director.
2. Rumors usually abound about paid Internships. In reality, there are no paid Internships, although a few agencies may provide a small stipend. The availability of a stipend is not a consideration in selection of a site.
3. Students must abide by agency calendars and policies as a result, the University of Mississippi university calendars including seasonal and holiday breaks are not observed during the internship.
4. All hours missed from work must be made up before the end of the semester. Absences due to illness or family emergency should be documented. Any absences should be discussed with the field instructor prior to the absence, unless in emergency situations. All hours missed from the internship must be made up. The intern must accrue 480 hours to successfully meet the hourly requirement for the internship.
5. Interns are expected to maintain reliable personal transportation since no city except Memphis has comprehensive public transportation. If clients are to be transported, then proof of liability insurance must be presented before beginning placement can begin. Please discuss liability issues associated with transporting clients. This is a decision between the student and the host agency. It is not an internship requirement.
6. Students pay full tuition for the internship and seminar, which together equal twelve credit hours.

III. LIFE AFTER GRADUATION

Professional Licensure. If practice in Mississippi at the BSW level is anticipated, students may apply for and take the licensure examination during the internship. If the student successfully passes the LSW exam, the LSW license is not granted until the degree is received and validated to the Board of Examiners.

Student licensure applications are downloadable at [http://www.swmft.ms.gov/swmft/web.nsf/webpageedit/FormsPage_FormsPage_swstudentform/\\$FILE/REVISED%20STUDENT%20LETTER%202015.pdf?OpenElement](http://www.swmft.ms.gov/swmft/web.nsf/webpageedit/FormsPage_FormsPage_swstudentform/$FILE/REVISED%20STUDENT%20LETTER%202015.pdf?OpenElement)

If you desire to take the licensure exam during your internship (which we advise), bring the application to Dr. Soifer to sign.

Students planning to go directly to graduate school or to practice in a state which does not require a license for the BSW may choose not to take the exam. Legislatively mandated licensure is administered by the Mississippi Board of Examiners for Social Work and Marriage and Family Therapists (MSBOE/SWMFT).

The Mississippi Chapter, National Association of Social Workers serves the Board of Examiners in a professional advisory capacity. Membership in NASW does not qualify one for a license; neither does a license grant membership in National Association of Social Workers.

The application for licensure must be accompanied by a nonrefundable application fee (noted on the application form). Students will then receive information about taking the licensure exam, administered by Association of Social Work Boards (ASWB). The LSW exam requires an additional fee payable to ASWB.

In Mississippi the standardized licensure exam is administered at:

<u>Test Center</u>	<u>**Distance</u>	<u>City</u>	<u>State/Province</u>	<u>Country</u>
Pearson Professional Centers-Tupelo MS	46.3	Tupelo	Mississippi	United States
Pearson Professional	55.2	Memphis	Tennessee	United States

<u>Test Center</u>	<u>**Distance</u>	<u>City</u>	<u>State/Province</u>	<u>Country</u>
Centers- Memphis TN				
Pearson Professional Centers- Ridgeland (Jackson)MS	144.1	Jackson	Mississippi	United States

Please consult: <http://www.aswb.org/> click on test sites for other testing sites and directions. Students who do not pass on first attempt will receive information about how to retake the exam. Mississippi allows applicants to retest as many times as needed, but each retake requires another testing fee. ASWB requires a ninety day waiting period between retakes.

Students are strongly urged to purchase one of several available excellent study packets and prepare for the exam in groups. Information about packets is available in SW 450.

Other Professional Development

Further details about social work licensure and approved continuing education offerings in Mississippi can be obtained by contacting:

**Mississippi Board of Examiners for Social Work and
Marriage and Family Therapists (MSBOE/SWMFT)**

P.O. Box 4508

Jackson, Mississippi 39296-4508

(601) 987-6806 or 6807

(601) 987-6808 (FAX)

<http://www.swmft.ms.gov/swmft/web.nsf>

Students who need information about licensure in other states should contact:

Association of Social Work Boards

400 South Ridge Parkway, Suite B

Culpeper, VA 22701

800/225-6880

540/829-6880

<http://www.aswb.org/>

IV. Academic Information for Field Instructors

Social Work Course Descriptions (from the 2006-2007) Undergraduate Catalog)

315. INTRODUCTION TO SOCIAL WORK. An introductory systems approach to the professional and ethical knowledge, value, and skill base necessary for understanding generalist social work and the American social welfare system. Prerequisite: sophomore standing. (3).

316. SOCIAL WELFARE POLICY I. First of a two-part social welfare policy sequence. Review of the history, mission, and philosophy of social welfare. Consideration of major policy areas. Role of policy toward achievement of social justice and optimal health and well being for oppressed populations. Prerequisite: Completion of SW 315 with a minimum grade of C. (3).

321. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. First of two courses which utilize biological, psychological, social, and cultural perspectives to examine human growth and development across the life span. Covers early through late adulthood. Considers the impact of families, groups, organizations, and communities upon development and behavior. Prerequisite: sophomore standing. (3).

322. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. Second of two courses which utilize biological, psychological, social, and cultural perspectives to examine human growth and development across the life span. Covers early through late adulthood. Considers the impact of families, groups, organizations, and communities upon development and behavior. Prerequisites: completion of SW 321 with a minimum grade of C. (3).

325. SOCIAL WORK PRACTICE IN THE HEALTH SETTING. An elective course to study the dynamics of illness, the culture of health care systems, and their role of social work in health and mental health systems. Junior standing. (3).

326. GERONTOLOGY: SOCIAL WELFARE ASPECTS. An elective course to study the aging processes and the social and personal adjustments accompanying this stage; examination of implications for social welfare planning and social service provision. Junior standing. (3).

335. SOCIAL WORK PRACTICE I. First in a sequence of four social work practice courses. An introduction to oral and written communication theories and skills utilized in establishing relationships, data gathering, and conducting assessments essential for generalist social work intervention with diverse individual, family, group, organizational,

and community systems. Attention to ethical practice. Social work majors only.
Prerequisites: Completion of SW 315 and 321, each with a minimum grade of C. (3).

340. SOCIAL WORK RESEARCH. Research terminology, types and purposes of research, and research design. Role of research in evaluation of social work practice. Formulation and examination of research questions, reaching valid conclusions, reporting results, basic data analysis techniques, quantitative vs. qualitative methods, and ethics in research. Prerequisites: SW 315, 321, each with a minimum grade of C. (3).

400. HUMAN DIVERSITY AND SOCIAL WORK PRACTICE. The purpose of this course is to enhance the student's understanding of our diverse society. This course will provide content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. (3).

402. CHILD WELFARE POLICIES. Organization and components of child welfare services in a diverse society; examination of current problems, trends, and populations at risk. Prerequisite: junior standing. (3).

417. SOCIAL WELFARE POLICY II. Second part of a two-part social welfare policy sequence. Emphasis on the interconnectedness of social welfare policy and social work practice. Examination of the social worker's role in policy formulation. Exploration of current and proposed social welfare legislation, and analysis of social welfare policies. Prerequisite: SW 316 with minimum grade of C. (3).

436. SOCIAL WORK PRACTICE II. Second in the series of four practice courses. Utilization of the generalist problem solving model for interventions with individuals and families. Particular attention to oppressed populations and ethical practice. May be taken concurrently with SW 437. Social work majors only. Prerequisite: SW 335, with a minimum grade of C, and all lower level graduation requirements. (3).

437. SOCIAL WORK PRACTICE III. Third in the series of four practice courses. Utilization of the generalist problem solving model for social work with groups, organizations, and communities, with attention to achieving social justice for oppressed populations. Attention to ethical practice. May be taken concurrently with SW 436. Social work majors only. Prerequisite: SW 335, with a minimum grade of C, and all lower level graduation requirements. (3).

438. SOCIAL WORK PRACTICE IV. Fourth in the series of four practice courses. Utilization of the generalist problem-solving model for social work with organizations and communities, with attention to achieving social justice for oppressed populations. Attention to ethical practice. May be taken concurrently with SW 436 and 437. Social work majors only. Prerequisite: SW 335, with a minimum grade of C and all lower-level graduate requirements. (3).

450. FIELDS OF SOCIAL WORK. An examination of specific social work professional settings, to assist students in decision making about internship options. To be taken in the semester prior to internship. Social work majors only. Senior standing. (1).

459, 460. DIRECTED STUDY IN SOCIAL WORK. Individual study in specialized areas. Senior social work majors only. Consent of instructor required. (1- 3).

495. SOCIAL WORK INTERNSHIP. Social work majors only. Internship to facilitate the integration of curriculum content through supervised experiences with diverse client systems. Internship locations limited to departmentally approved settings in Mississippi and Shelby County, TN. Prerequisites: All other degree requirements must be completed prior to the internship. Approval of social work faculty is required. Must be taken concomitantly with SW 496: Internship Seminar. (9). (Z grade).

496. INTERNSHIP SEMINAR. Social work majors only. Integrative seminar designed to foster critical linkages between classroom instruction and field experiences, provide students an opportunity to discuss mutual concerns, and focus on achieving internship objectives. Course must be taken concurrently with SW 495. (3).

498. SPECIAL TOPICS. Content varies. Prerequisites: SW 315 and 321. May be repeated once for credit.

No credit is given for life experiences including volunteer or work experiences.

APPENDIX

APPENDIX A

Pre-placement Forms and Documents

NAME _____ ID# _____ Term in
Placement _____
Current Semester SW Courses: _____

Home address/phone # _____

1st
choice _____

2nd
choice _____

3rd
choice _____

1st
choice_____

2nd
choice_____

3rd
choice_____

Will you have use of a car during placement?	yes	no
If so, do you have vehicle liability insurance?	yes	no
Have you joined NASW?	yes	no
Have you purchased malpractice insurance?	yes	no
Have you achieved HIPAA certification	yes	no

Please record on back of this page any special circumstances that will impact your placement. I acknowledge that I must have attained the following before beginning of internship: an overall 2.0 GPA, a separate 2.5 in Social Work, NASW malpractice insurance, HIPAA certification, liability insurance for my car if I will be using my car at the agency.

33

_____/Date_____
Student

University of Mississippi
Department of Social Work
Internship Pre-Placement Interview
Agency Report

Date: _____

To: Jennifer Buford, ACSW, LCSW
Field Education Director
Department of Social Work
P O Box 1848
Longstreet Hall
University, MS 38677

I interviewed _____ on _____
regarding a possible 13 week (40 hours per week) internship placement with our agency.
Based on my interview with the student, I believe that this student is appropriately suited
_____ or inappropriately suited _____ to intern with our agency. If
the student is found to be appropriate to serve as an intern with our agency, I expect an
email from you confirming the student's decision to intern with our agency as soon as
possible.

Optional Remarks:

Name and Title

email

Agency Name

Phone number

Fax

Mailing Address _____

University of Mississippi
Department of Social Work
Internship Pre-Placement Interview
Student Report

I met with _____ on _____
(Name of potential field instructor) (Date)

regarding a possible social work internship with _____.
(Name of Agency)

I believe that this agency will offer me the kind of practicum experience that I desire for my internship placement. _____.

I believe that this agency will **not** offer me the kind of practicum experience that I desire for my internship placement. _____. I have contacted _____
Social worker
at _____ on this date _____ to inform him/her that I have
Agency
decided not to accept and internship placement with the above mentioned agency.

Optional Remarks:

Name of Student

Date

**The University of Mississippi
School of Applied Sciences
Department of Social Work**

BSW Student Affidavit

This is to certify that I have read the following professional documents. All of the following documents are included as links or as documents in the SW 450 Fields of Social Work (Blackboard), the BSW Internship Manual and the SW 495 Internship (Blackboard).

The BSW Code of Conduct and Internship Responsibilities

NASW Code of Ethics

NASW Standards for Cultural Competence

By signing below, I agree to abide by the guidelines, principles, and procedures noted in all the above noted professional documents. I also understand that this form will be maintained in my student file.

Date

Student Signature

Last four of Student ID

Student Printed Name

**The University of Mississippi
School of Applied Sciences
Department of Social Work**

BSW Student FERPA Agreement

By signing the Field Placement Request Form for Internship I, _____, certify that all information contained therein is accurate and complete to be the best of my knowledge. So that my educational needs can best be met, I consent to the sharing of all information in my educational record, including that which is disclosed on this form, to be shared with potential or actual field instructors.

This consent includes records and documents that would be otherwise protected under FERPA and applies to information currently in my educational record, as well as other behavioral information (including observations of my conduct while interning, subsequent disciplinary records, and plans of correction) that will be added throughout my tenure in the social work program.

_____ I voluntarily waive my Family Educational Rights and Privacy Acts (FERPA) rights.

_____ I do not waive my Family Educational Rights and Privacy Acts (FERPA) rights.

Even, though I voluntarily waive my FERPA rights as this time, I may in the future revoke my consent at any time during the internship.

I am also aware that my internship with the host agency may be terminated if the field instructor is unable to receive information from and share information with the Department of Social Work faculty.

Date

Student Signature

Last four of Student ID

Student Printed Name

**The University of Mississippi
School of Applied Sciences
Department of Social Work**

BSW Field Instructor FERPA Agreement

By agreeing to accept, _____, as a BSW intern, I agree to adhere to the Family Educational Rights and Privacy Acts (FERPA) rights of this University of Mississippi student:

1. I will not share any confidential educational information about this student with any source other than the faculty of the University of Mississippi.
2. I will only give employment references with written consent from the intern.

Date

Student's Name

Field Instructor's Printed Name

Field Instructor's Signature

BSW Internship Code of Conduct & Internship Responsibility Contract Spring 2019

I, _____ *am responsible for:*

1. The completion of all internship assignments and submitting them by the dates set by the Faculty Field Liaison or the Field Education Director.
2. Presenting my field instructor, _____, with an electronic version of the **Learning Contract** or a printed copy of the **Learning Contract** for our signatures and emailing a signed copy to my Faculty Liaison, within one week.
February 8, 2019: Due date.
3. Presenting copies of all required documents to my field instructor, such as **malpractice and auto insurances, HIPAA certification, and drivers' license.**
4. Engaging in the development of professional practice in the field setting. I recognize that Field Education is the signature pedagogy of the profession of social work and is the competent application of social work knowledge, skills, and values in the internship.
5. Abiding by agency policy in relation to agency operations, including communication policies, schedules, dress codes, and conduct, etc.
6. Completing all **Weekly Activity Reports** and **Supervision Report Forms** on a weekly basis and uploading a copy in Blackboard at the end of each week.
7. Preparing for weekly supervisory conferences with the Field Instructor by completing the intern section of the **Supervision Report Form** and by giving it to the field instructor at least one day before the weekly supervision session with the Field Instruction.
8. Preparing for **the mid-term and final evaluation** conferences with Faculty Liaison/Field Education Director and Field Instructor. I will present a working copy of my Learning Contract to the Faculty Liaison as proof of my good faith effort to fulfill my agreed upon Learning Contract at the mid-term and final evaluations.
9. Maintaining agency confidentiality and privacy. No information and/or comments about this agency (including clients, agency operations, field instructor, or other agency staff) or your personal opinions about your host internship agency will be posted on social media or shared in any situation outside of the agency except for the Internship Seminar or direct communications with the field education director or the faculty liaison.
10. Abiding by the **NASW Code of Ethics (COE)**. I will refer to the COE on a daily basis. I will also review the Code of Ethic with the field instructor on a weekly basis with field instructor during the supervision session.
11. Completing all required self-evaluation forms and internship assessment forms by due

dates

12. Adhering to the **Safety Contract** as written and contacting the field instructor or Faculty Liaison/Field Education Director if safety issues arise.
13. Maintaining proper professional behavior at all times. I understand that failure to maintain proper professional behavior will lead to my removal from my internship with an F assigned as the grade for SW 495 and SW 496, and dismissal from the social work program if I am removed from two internship settings because of my unprofessional behavior.
14. If I am late for my internship more than five days (more than 10 minutes late), I will be dismissed from my internship by my field instructor. If I am dismissed, I will re-enroll for a summer internship.
15. I understand that I am transitioning from a social work student to a professional social worker and will act accordingly by adhering to the NASW Code of Ethics and the host agency policies and protocol.

BSW Intern

Jennifer Buford, LMSW
Field Education Director

**SOCIAL WORK PRACTICUM
AGREEMENT OF UNDERSTANDING BETWEEN
THE SCHOOL OF APPLIED SCIENCES AT
THE UNIVERSITY OF MISSISSIPPI
Department of Social Work**

AND

This agreement of understanding is made this ____ day of _____, 20____
between the University of Mississippi Department of Social Work and the
_____.

This agreement will begin on the ____ day of _____, 20____ and it will
terminate on ____ day of _____, 20____. After the date of termination, this
agreement will be automatically renewed at the consent of said organization to accept
students for social work internship(s) for any given semester.

WITNESSETH:

WHEREAS, the University of Mississippi Department of Social Work provides the
course of study for the bachelor of social work degree to students enrolled in
undergraduate social work courses; and

WHEREAS, the University of Mississippi Department of Social Work desires said
students to have field practicum experiences and

WHEREAS, _____, said social service
agency/organization, is agreeable to provide the necessary instructions and
accommodations for said field practicum experience, it is agreed as follows:

- I. The University of Mississippi Department of Social Work agrees to:
1. Provide a faculty member to help field instructors (s) determine
meaningful and diverse learning experiences for students to engage in
helping individuals, small groups, families, communities, organizations,
and institutions.

2. Make periodic visits (2) to review student progress, and consult in matters concerning the student's attendance and performance in the setting.
3. Honor all agency/organizational communication channels, procedures, and policies in making plans for observation and/or consultation.
4. Assume responsibility for administration and coordination of field education.
5. Provide orientation for new field instructors and training that address subject matter pertaining to field instruction for all field instructors.
6. Provide copies of relevant course materials (learning contracts and assignments) pertaining to student educational learning expectations.
7. Assume responsibility for determining and submitting the student's final grade.
8. Require students to maintain professional liability insurance with the limits of \$1,000,000/\$3,000,000 unless directed to increase the amount by hosting internship facility.

II. _____, said social service agency/organization agrees to:

1. Provide qualified social worker(s) to provide field instruction and supervision of social work students enrolled in a 480 hour (13 week) internship.
2. Provide adequate orientation of said agency to the student(s).
3. Provide meaningful and diverse learning experiences that allow students opportunities to engage in helping individuals, small groups, families, communities, organizations, and institutions.
4. Relate to the field education director any agency changes in policies and procedures, relative to the student's field practicum.
5. Engage in weekly supervisory conferences and provide daily instructions for student(s) placed in the agency.
6. Assure designated agency field instructors attend yearly field instructor's training and meetings.
7. Provide environment and resources to accommodate student's needs in carrying out assigned duties and responsibilities, i.e., access to office space with phone, desk, and office supplies, in the agency.

8. Inform field education director immediately of any concerns pertaining to student's conduct and comportment.
9. Safeguard confidentiality of records and information pertaining to students in the field setting.
10. Provide input for the student's learning contract.
11. Complete mid-semester and final evaluation of student.
12. Adhere to the Safety Contract as agreed upon with the Intern and Field Education Director.
13. Agree to the terms and conditions contained in the attached addendum.

APPROVED:

University of Mississippi:

_____/_____
Steven Soifer, PhD, LCWS Date
Chair, Department of Social Work
University of Mississippi
School of Applied Sciences

_____/_____
Teresa Carithers, PhD, RD, LD Date
Associate Dean & Professor of Nutrition and Hospitality Management
University of Mississippi
School of Applied Sciences

Social Service Agency/Organization:

_____/_____
Director/Administrator/Date Date

Mandatory Addendum to
All University of Mississippi Contracts
June 2012

The University of Mississippi ["UM"], despite any contrary provision contained in any contract to which UM is a party, does not waive any rights, benefits, or prohibitions that may be provided under any law, statute(s), regulation(s), or policies,. All provisions to the contrary in any contract to which UM is a party are hereby null, void, and deleted. Not intended to be an exhaustive list, the following are examples of such matters and shall be exceptions to any contrary provision(s) in any contract to which UM is a party:

1. UM does not indemnify or hold harmless any party.
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
2. UM does not make any warranty.
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
3. UM does not waive any claim: past, present, or future.
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
4. UM does not waive its sovereign immunity. UM shall only be responsible for liability resulting from the actions of its officers, agents, and employees acting within the course and scope of their official duties.
Miss. Code Ann. § 11-46-1, et seq.
5. UM does not waive its Constitutional Eleventh (11th) Amendment immunity.
U.S. Const. amend. XI.
6. UM does not agree to the application of the laws of another state.
U.S. Const. amend XI; Miss. Code Ann. 11-11-3; Miss. Code Ann. 11-45-1; *City of Jackson v. Wallace*, 196 So. 223 (1940)
7. UM does not limit the tort liability of another party to the amount of the contract or to any other set amount.
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002); Miss. AG Op., Hathorn (May 28, 1992); Miss. AG Op., Davis (March 3, 1993).

8. UM does not agree to waive warranties of merchantability, fitness for a particular purpose, or any common law warranties to which UM is entitled.
Miss. Const. Art. 4, § 100; Miss. Code Ann. § 75-2-719; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
9. UM does not agree that a party may represent, prosecute or defend legal actions in the name of UM. IHL Board Policy 1102.
10. Provisions that limit the time for UM to pursue legal actions are deleted and void.
Miss. Const. Art 4, § 104; Miss. Const. Art. 4 § 100; Miss. Code Ann. § 15-1-5; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
11. UM does not agree to submit to binding arbitration.
Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
12. UM will make payments for all amounts owed under a contract agreement in accordance with state law. Miss. Code Ann. § 31-7-305.
13. In compliance with the Mississippi Accountability and Transparency Act of 2008, all payments made by UM will be posted on a public website beginning July 1, 2012. The information posted will include: the date of payment, vendor name, vendor's city and state, and the payment amount. The release of any such information supersedes any applicable non-disclosure or confidentiality obligations of UM. Miss. Code Ann. §§ 27-104-151 to 159.
14. Any Contractor/Seller of UM shall ensure compliance with the Mississippi Employment Protection Act. Miss. Code Ann. § 71-11-1, et seq. The provisions and requirements of the Mississippi Employment Protection Act supersede all conflicting contract provisions and requirements.

APPENDIX B

BSW Learning Contract
Intern Contact Informati

University of Mississippi Department of Social Work BSW LEARNING CONTRACT

Name:

Field Instructor:

Agency:

Instructions for submitting form:

1. Download the document to your computer
2. Open document with Word and fill out the form
3. Have a copy on hand to give to faculty liaison during site visits
4. Give a copy to your field instructor!

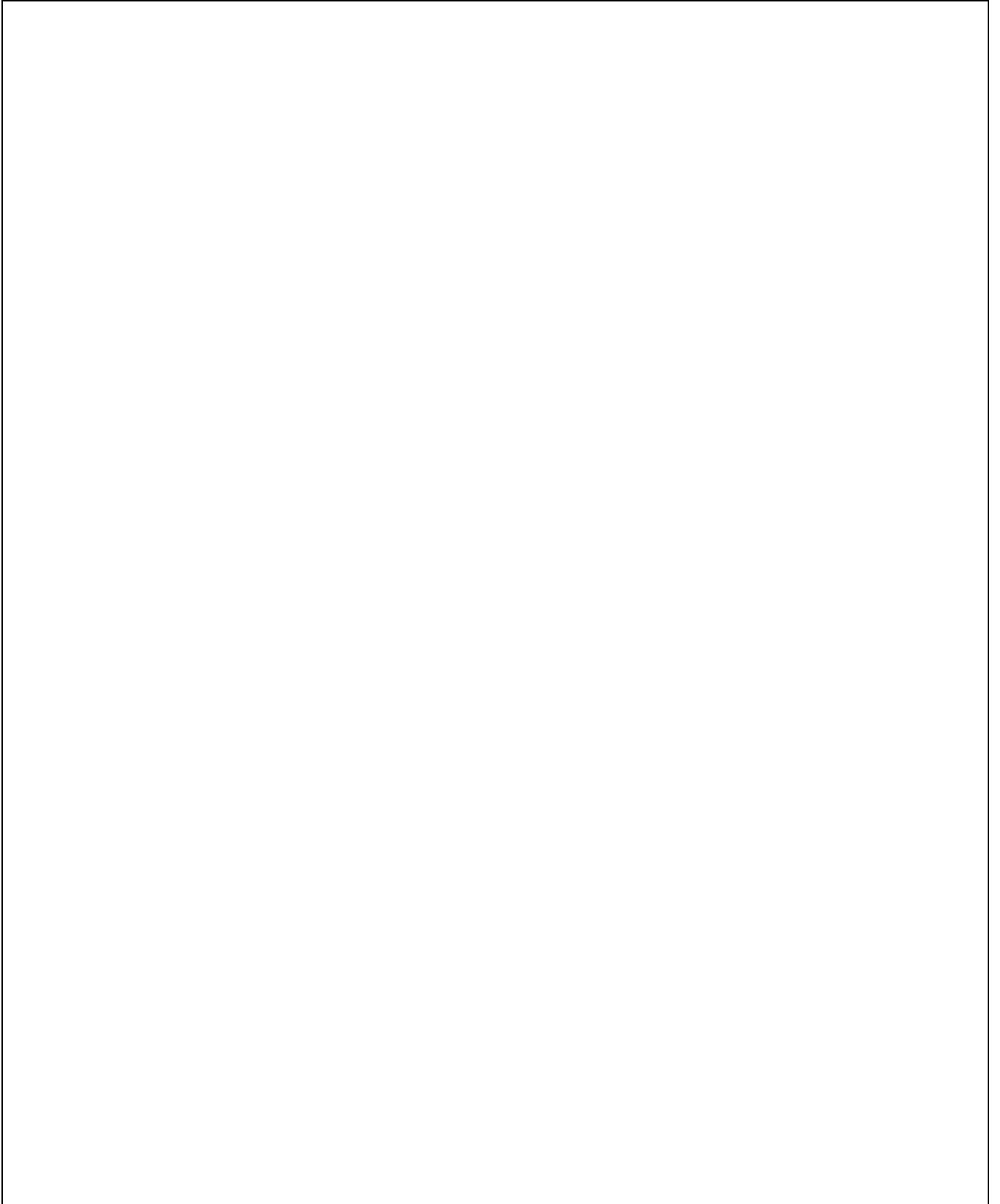
Start Date: (01/22/2019)	End Date: (05/3/2019)
Course Objective #1 Ethical and professional behavior	Description Demonstrate ethical and professional behavior (CSWE: Competency 1)

Social Workers:

- Make ethical decisions by applying the standard 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.
- Use personal 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.

Student Activities/Tasks/Assignments:

1. I will attend Enter workshop/conference/training title on or before Enter date of the event. (evaluated by the FI on the SWEAP)
2. I will attend four agency meetings and submit a **two-page paper**, outlining what I've learned from attending the meetings by **mid-semester**. (evaluated by portfolio)
3. I will practice self-evaluation and self-reflection of my social work practice skills weekly by identifying areas of needed self-correction and notating growth as a result of self-correction. This will be measured by completion of the Weekly Activity Sheet and weekly Supervision Form with my Field Instructor. (evaluated by the FI on the SWEAP and the portfolio)
4. I will prepare written agendas for each supervision session. This will be measured by completion of the Supervision Form before my scheduled session with my field instructor. (evaluated by the FI on the SWEAP)
5. I will focus on the following topics throughout internship: **Professional demeanor, professional roles, and ethical concerns/issues, and consultation (with FI's approval) to address practice concerns.** This will be measured by documentation on the **supervision form** and weekly supervision with my field instructor. (evaluated by the FI on the SWEAP)
6. I will advocate for my clients' access to services in my internship setting when appropriate. I will submit a **three-page advocacy reflection paper** outlining where I have done so throughout the internship, including the outcomes of my advocacy (positive and negative consequences, what I would do differently, and my use of supervision and consultation), and my thoughts and feelings about my skills and competence. (evaluated by the FI on the SWEAP and the portfolio)
7. I will develop a professional resume and submit a copy at the second seminar. (evaluated by the portfolio)
8. I will practice according to the *NASW Professional Values and Code of Ethics*. This practice behavior will be measured by mid-term and final observations from my field instructor and the weekly supervision forms. I will discuss at least three ethical standards with my field instructor during weekly supervision. This task will demonstrate my understanding of the NASW COE and the standard's relation to professional practice. I will notate on the weekly Supervision Form ethical conflicts, ethical dilemmas, and ethical solutions. (evaluated by the FI on the SWEAP and the portfolio)
9. I will recognize and manage personal values in a way that allows professional values to guide practice. Measurement: I will discuss with my field instructor how my professional values guide my practice and, I will submit **two, two-page papers**: one **at Mid-Term** and the second at the **end of my internship** on how I managed my personal and professional values. I will also provide **three examples (on each paper)** of how I accomplished this. I will also include in this paper a synopsis of my professional consultation with other knowledgeable social work professionals. (evaluated by the FI on the SWEAP and the portfolio)
10. I will use ethical reasoning daily. As a measurement, I will **discuss 1 ethical** dilemma or potential dilemma each week with my field instructor. I will **document discussions with my field instructor** on my Supervision Report form each week. (evaluated by the FI on the SWEAP and the portfolio)
11. I will also submit an **Ethical Reasoning Paper** by _____ (date) – And detail how I applied **ethical reasoning in my work with a particular issue or concern**. I will identify the **NASW COE or other standards like the Ethical Principles Screen that I used in arriving at my principled decision**. P (evaluated by the Portfolio)



<p>Course Objective #2 Diversity and Difference</p>	<p>Description Engage Diversity and Difference in Practice (CSWE: Competency 2)</p>
<p>Social workers:</p> <ul style="list-style-type: none"> • 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. 	

Student Activities/Tasks/Assignments:

1. I will be aware of the role of culture when working with clients. I will address the **client's culture structure and discuss the social, familial, spiritual, and personal values of the client in the bio-psychosocial-spiritual assessment.** (portfolio evaluation)
2. I will be aware of the socio-economic issues. In the bio-psychosocial-spiritual assessment, I will also address **socio-economic issues, client vulnerability, privilege and power with special attention to poverty and access to treatment.** (portfolio evaluation)
3. In the bio-psychosocial-spiritual assessment, I will address issues that may be related to the **problems/needs of the client, regarding class, color, culture, religion, sex, disability, race, age, gender, gender identity and expression, immigration status, political ideology, sexual orientation, etc.** I will also utilize my interactions with my clients to enhance my professional ability to value, relate to and to serve clients within the scope of the NASW COE. I will view my clients as informants to enhance my practice. (portfolio evaluation)
4. I will write a two page paper on what I learned from direct work with my clients. (portfolio evaluation)
5. In the self-evaluation of the **Weekly Activity Report Form**, I will **self-evaluate my comfort and discomfort (biases and personal conflicting values) and resulting growth in working with diverse populations and use that knowledge to enhance by practice as a social worker.** (portfolio evaluation)
6. In the weekly supervision, I will document on at **least 8 occasions** on the supervision form where **diversity and culture are addressed in supervision.** I must discuss my understanding of how differences influence my life experiences. (portfolio evaluation)

Goal #3 Human Rights and Social, Economic, and Environmental Justice	Description Advance Human Rights and Social, Economic, and Environmental Justice (CSWE: Competency 3)
Social workers: <ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels • Engage in practices that advance social, economic, and environmental justice. 	
Student Activities/Tasks/Assignments: <ol style="list-style-type: none"> 1. I will increase my knowledge regarding human rights and how it affects my practice as an intern through weekly supervision with my field instructor. This discussion will be documented on the Supervision Form at least 6 times per semester. (evaluated by the FI on the SWEAP) 2. <u>I will go to: http://www.hrw.org/ and monitor this website throughout my internship.</u> This will be measured by my discussions of social, economic and environmental injustice, oppression, and discrimination in supervision and in seminar and the writing of a five- page paper on what I have learned by monitoring this site for 13 weeks and I will include in the paper: how this assignment increased my knowledge regarding social, economic and environmental injustice, oppression, discrimination; and affected my practice as an intern?_(portfolio evaluation) 3. With the <u>approval of my field instructor</u>, I will demonstrate in a one-page paper how I advocated for a client regarding human rights and discuss how social, restorative, economic (including distributive), and environmental justice relates to this client. (evaluated by the FI on the SWEAP and the portfolio) 	

Course Objective #4 Research	Description Engage in Practice-informed Research and Research-informed Practice (Competency 4)
Social workers: <ul style="list-style-type: none"> • 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. 	

Student Activities/Tasks/Assignments:

1. In completing the Bio-psychosocial-spiritual assessment of an identified client, I will supplement the Bio-psychosocial-spiritual assessment with a **two-page paper** that describes the *appraisal and integration of research-based knowledge* gained by reading **social work journals** to assist in formulating the problem/need assessment, the intervention, and the evaluation. (portfolio evaluation)
2. I will develop a single-subject design (ABAB) to evaluate my client's progress towards an identified goal. I will present my findings to my field instructor and in the power point case presentation. In my presentation, I will discuss the client's progress and the intervention strengths and weaknesses. (evaluated by the FI on the SWEAP and the portfolio)

Course Objective #5 Policy Practice	Description Engage in Policy Practice (CSWE: Competency 5)
Social workers: <ul style="list-style-type: none">• Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services• Assess how social welfare and economic policies impact the delivery of and access to social services• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Student Activities/Tasks/Assignments:

4. I will go to http://billstatus.ls.state.ms.us/2017/pdf/all_measures/notdead.xml and select two bills for policy analysis that are still active. These two bills must advance the social well-being of others. (portfolio evaluation)
5. I will analyze **two active bills** and/or signed into law by Governor Bryant that advance social and economic well-being or relate to social work service delivery. * Follow policy analysis from SW 417. (portfolio evaluation)
6. I will write **three page minimum papers** on the bills (dead) or approved as laws. I will select a policy analysis model from the SW 417 textbook. 1) Specify the policy analysis selected and 2) Summarize if this bill or law is good for the citizens of the state of Mississippi? If you support the bill or law as written, tell how you would have advocated for the passage of these bills. (portfolio evaluation)
7. I will develop **a mini resource manual** of community, state and federal resources that would benefit the clients served by my internship agency (at least ten resources). (evaluated by the FI on the SWEAP and the portfolio)

Course Objective #6 Engage: Micro, Mezzo, and Macro	Description Engage with Individuals, Families, Groups, Organizations, and Communities (CSWE: Competency 6)
Social workers: <ul style="list-style-type: none">• Apply knowledge of human behavior and the social 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.	

Student Activities/Tasks/Assignments:

3. I will discuss with my field instructor, how best to prepare to work effectively with my clients, agency personnel, and other organizations. This will be documented at least 7 times in weekly Supervision Report Form. (evaluated by the FI on the SWEAP)
4. I will effectively demonstrate the use of empathy and other interpersonal skills by developing an ethical and productive professional relationship with my client that is free of ethical conflicts and dilemmas. I will discuss ethical issues with Field Instructor immediately as they arise. (evaluated by the FI on the SWEAP)
5. I will develop a professional relationship with my client(s) that is reflective and respectful of their rights as consumers, of their family of origin, of their social group, of the socioeconomic status, and community. I will work with the client to establish mutually agreed upon goals and objectives, and intervention plans. (evaluated by the FI on the SWEAP and the portfolio)
6. I will view my client(s) as an informant and use this opportunity to learn from my experiences with my client(s). (evaluated by the FI on the SWEAP)
7. I will complete a macro project with my Field Instructor's approval that consists of: 1) The Macro Project Proposal Paper, 2) the Macro Project, and 3) The Macro Project Completion Paper. This assignment will benefit my internship agency and/or community. (evaluated by the FI on the SWEAP and the portfolio)

Course Objective #7 Assess: Micro, Mezzo, and Macro	Description Assess individuals, families, groups, organizations, and communities (CSWE: Competency 7)
<p>Social workers:</p> <ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Select appropriate intervention strategies bases on the assessment, research knowledge, and values and preferences of clients and constituencies. 	

Student Activities/Tasks/Assignments:

1. I will meet with my clients on a least two occasions to collect, organize, and interpret client data to complete the Bio-psychosocial-spiritual Assessment. (evaluated by the FI on the SWEAP)
2. I will assess the clients' strengths and limitations on the Bio-psychosocial-spiritual Assessment. (evaluated in the portfolio)
3. I will work with the client to develop mutually agreed upon intervention goals and objectives that support the organization's service delivery system. (evaluated by the FI on the SWEAP and the portfolio)
4. I will work with the client in identifying needs/problems that cannot be addressed in this agency and make appropriate referrals with Field Instructor's approval. All referrals made will be documented on the Bio-psychosocial-spiritual assessment. (evaluated by the FI on the SWEAP and the portfolio)
5. I will develop an **intervention plan with outcome goals and objectives in the bio-psychosocial-spiritual** assessment. I will **research** the most effective intervention strategies (evidence-informed practice) by considering the client's needs, problems, time constraints, safety issues, and cultural/environmental concerns. I will receive Field Instructor's approval before starting the intervention with my client(s). (evaluated by the FI on the SWEAP and the portfolio)
6. And I will develop a **single-subject design to evaluate the success of the** selected intervention. This evaluation will be included in the **bio-psychosocial-spiritual assessment**. (evaluated by the FI on the SWEAP and the portfolio)

Course Objective #8 Intervene: Micro, Mezzo, and Macro	Description Intervene with Individuals, Families, Groups, Organizations, and Communities (CSWE: Competency 8)
<p>Social workers:</p> <ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes • Negotiate, mediate, and advocate with and on the behalf of diverse clients and constituencies • Facilitate effective transitions and ending that advance mutually agreed-on goals. 	
<ol style="list-style-type: none"> 1. The client and I will develop goals and measurable objectives that are reflective of the services provided by the internship agency and the problems and needs of the client. (evaluated by the FI on the SWEAP and the portfolio) 2. I will work with client in implementing the intervention plan. I will monitor the client's progress. (evaluated by the FI on the SWEAP and the portfolio) 3. I will monitor my day to day service delivery actions with this client. (evaluated by the FI on the SWEAP) 4. I will use social work skills such as advocating, brokering, negotiating, educating, and mediating to assist and empower the client to resolve problems/needs and obtain needed services. (evaluated by the FI on the SWEAP) 5. I will prepare my client for the termination of the service agreement and/or termination of the internship and transition to another agency staff member at the establishment of the client relationship. (evaluated by the FI on the SWEAP) 	
Course Objective #9 Evaluate: Micro, Mezzo, and Macro	Description Evaluate Practice with Individuals, Families, Groups, and Communities (CSWE: Competency 9)
<p>Social workers:</p> <ul style="list-style-type: none"> • 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. 	

Student Activities/Tasks/Assignments:

1. I will discuss with my Field Instructor in weekly supervision meeting successes and barriers to success with each of my clients. I will make necessary changes as directed by my Field Instructor. (evaluated by the FI on the SWEAP)
2. And I will develop a **single-subject design (or other research design) to evaluate the success of the intervention that was approved by my Field Instructor**. I will use research to justify the method that I select to measure the effectiveness of the intervention. This evaluation will be included in the **bio-psychosocial-spiritual assessment**. I will present on the intervention and evaluation of one of my clients in the Power Point Bio-psychosocial-spiritual Case Presentation. (evaluated by the FI on the SWEAP and the portfolio)

Signatures

Student's Name:	Date: (mm/dd/yyyy)
Field Instructor:	Date: (mm/dd/yyyy)

INTERN CONTACT INFORMATION

Student's Name _____

AGENCY INFORMATION

Agency Name _____

Agency Field Instructor _____

Field Instructor's email: _____

Field Instructor's Cell: _____

Agency Phone _____ Agency Fax _____

Agency
Address _____

INTERN'S PERSONAL CONTACT INFORMATION

Home Phone _____

Cell-Phone _____

E-mail _____

Emergency Contact Name _____ Relation _____

Emergency Contact's Phone Numbers: Cell _____

Work _____ Home _____

Your current Address _____

Parents' Name: Mother _____ Father _____

Parents' Phone Numbers: (please list home, work, cell, etc)

If you have a roommate, please list your roommate's name and cell number:

APPENDIX C

Internship Assignment Instructions

INTERNSHIP ASSIGNMENT INSTRUCTIONS

This Appendix contains the expectations and assignments for SW 495: Social Work Internship and SW 496: Internship Seminar. The student is expected to assume all responsibility for completing assignments in a timely fashion. Weekly reports should be signed by the field instructor before being mailed. Other assignments do not require the field instructor's signature.

Much material for these assignments will be gathered from agency resources and from clients themselves. Students should follow social work ethics guidelines about confidentiality as well as the agency's guidelines. Any information about clients will be disguised as to name, location, names of schools, hospitals, government agencies, etc., so that no identification of person and situation can be made by faculty, field instructors, and other internship students.

A listing of the assignments, grade weights, and due dates will be provided separately by the Field Education Director at the beginning of each semester's internship.

All papers will count toward the letter grade for SW 496 (3 credit hours). All Weekly Activity Forms and Supervision Forms should be uploaded into Blackboard at the end of each week. All weekly reports and supervision report forms may be handwritten. All other assignments should be **typed** in accordance with the Department of Social Work's Policy on Written Work, which follows. Weekly activity reports count on the Z grade in SW 495. **ALL PAPERS MUST BE FILED IN THE INTERNSHIP PORTFOLIO.**

SUBMIT ALL ASSIGNMENTS ON REGULAR 8 1/2x 11 PAPERS WITH PAGES STAPLED TOGETHER IN THE UPPER LEFT CORNER in the Internship Portfolio.

Department of Social Work Policy on Written Work - The department emphasizes good writing ability as a vital skill that social workers must possess. Accordingly, there are lots of written assignments, and students are held to high standards in terms of proper grammar, structure, and punctuation. It is also the department's expectation that students complete all written work in a neat and timely manner. Students should consult individual instructors in regard to style and form for individual class assignments if they are unclear about these issues. Quoting or otherwise using material from books, journals, magazines or other printed or on-line sources, including the Internet, without providing proper credit to the source in the form of a reference within the paper is considered plagiarism. This is a serious offense which can lead to disciplinary action by the department and/or the University and could result in dismissal. Plagiarism is an act of dishonesty. Please refer to the Social Work Code of Ethics and the Departmental Policy in the Appendix for further information concerning this and other ethical issues. APA style is required.

INSTRUCTIONS FOR WEEKLY ACTIVITY REPORTS

At the end of each week you are to complete a weekly activity report form which will summarize your activities in the agency for that week. The report should contain an account of what you have done over that week, and include as well some qualitative material concerning what impact this has had on you, your image of yourself as a professional, your view of the agency, and your opinion of the social work profession. You must use the form provided, and your comments should take up at least the front side of the sheet, but should be no longer than the form provides for. Agency issued activity report forms or time sheets will not be accepted as a substitute for this form. If your writing is not legible, your liaison will ask that the reports be typed.

You must submit this report to your supervisor for his or her review and signature prior to uploading it into Blackboard each week. Put the signed hardcopy of the activity report in your portfolio. Be sure to number your reports (first week #1, second week #2, etc.). You should have 13 reports in all at the end of the semester uploaded into Blackboard and in your portfolio.

These reports are your verification of your activity during your internship. You will receive an overall grade at the end of the semester and will be judged on the clarity, and how well you have expressed yourself in the Weekly Activity Report. All students are to submit their reports in Blackboard at the end of the week. The overall grade for the reports will be lowered if reports are late or missing entirely.

INSTRUCTIONS FOR INTERNSHIP SUPERVISION FORM

1. The Intern will first check topics to discuss with the field instructor during the scheduled supervision.
2. The field instructor will review the checked of topics submitted by the intern and then check topics of discussion. The field instructor will keep the form until the scheduled supervision time.
3. During the scheduled supervision, the field instructor and intern should address the items checked on the Supervision Form.
4. The field instructor will briefly describe how the above topics where addressed during the supervision session. It is best practice to complete this during the supervision session.
5. The intern will briefly describe how the topics were addressed during the supervision session. Again it is best practice to complete this section during supervision session.
6. The intern will rate his/her ability to communicate needs and/or concerns **during** the supervision session.
7. The intern will upload the signed Supervision Forms into Blackboard.

POWER-POINT CASE PRESENTATION-

Each student will present in a seminar a case to demonstrate work done with a client including the following (3 pages minimum)

1. A description of the client system, i.e., individual (include bio-psycho-social-spiritual information), family (include bio-psycho-social-spiritual information), group (include group development information, organization or community, and situation, including a genogram or ecomap. Data gathered and initial impression of the client. You must defend your selection of particular intervention strategy: problem-solving, strengths, solution-focused, problem-oriented, etc.
2. The client's purpose for seeking services, feelings about the problem, thoughts about the problem, and goals for treatment/service. For a mezzo or macro presentation, discuss what problems or concerns necessitated your intervention.
3. Your case presentation should include Freud, Piaget, or Erikson's theory of human development and the identified problem, including treatment/service goals/objectives. Use the Generalist Conceptual Framework and the Department of Social Work's Conceptual Framework to formulate your intervention
1. How have you intervened with this client and what further plans do you anticipate with this client?
2. Utilize the ABAB design to show the client's progress.
6. Ask the class for specific feedback in relation to your work with this client.

GUIDELINES FOR CASE PRESENTATION: (15 minutes maximum)

1. The student shall submit the case presentation in writing to all faculty present at the seminar on the day of the offering and lead the class discussion.
2. The student must produce a **power point presentation** to support the above objectives.
3. The student will answer any questions posed by the class and faculty.
4. The student will ask for feedback from class that is related to the case presentation.

PROFILE OF THE AGENCY PAPER

Internship affords each student a unique opportunity to observe, work with, and learn from the agency in its service delivery to clientele. One task of the student in placement is to acquire a comprehensive grasp of the host agency and its service delivery functions as it fulfills its mission to the community. This assignment requires the student to discover and record a profile of the agency and its functions.

Specifically, in this assignment the student is asked to examine what the agency does in relationship to its social work component. The following questions are among those which should be answered to accomplish this task. The student may include other pertinent information.

I. An introduction to your agency - who are the clients, practitioners, board, etc.?

1. Who does the agency serve - characteristics of its clientele, geographic region covered, age range served, type of problems addressed, and why? What sorts of oppression and social and economic injustices do these clients experience?
2. What is/are the funding source(s) for the agency? How does this impact service delivery?
3. In what way is the social service component of the agency utilized to help accomplish the purpose of the agency? What is the perceived role of social work within the agency?
4. How is this agency's practice addressing social and environmental conditions which affect people adversely?

II. What is the opinion(s) of the larger society regarding your client group? How has this opinion been formed or changed over time? What elements of social and economic oppression impact this group? How is the group at-risk?

In this area you are to look at how your client group or type of agency is/has been affected by societal values. For example, what is the current national philosophy about the needs of the elderly? AIDS patients? How has this changed over time? What has brought about that change? What national trends have emerged?

MACRO PROJECT & PRESENTATION

Two papers are to be written regarding the Macro Project, 1) the proposal (assessment and planning) and 2) a description of the completed Project (Intervention, termination, and evaluation). Use APA style in writing both papers. Write with professional wording and correct grammar. Two forms are to be submitted with this project: the Macro Project Approval Form and the Macro Project Completion Form.

Macro Project Proposal - Paper I

I. Assessment/Critical Analysis

A. **Problem:** Be specific in detailing the problem (location, duration, those affected apparent cause) found in your research of the problem. Lit review (theory behind your intervention. What has been done before?

B. **Proposed Change:** Include a summary of exactly what you plan to do so that the rest of the paper details what you state in the beginning.

II. Planning:

A. Key Actions and Systems:

1. Initiation System: who recognized the problem and brought attention to it.
2. Change Agent System: who will be responsible for leadership and coordination in early stages.
3. Client System: primary benefits and secondary benefits.
4. Support System: will support/has interest in success.
5. Controlling System: formal authority and power to approve.
6. Host System: organizations that sponsor and deliver activities.
7. Implementing System: which individuals will be involved in direct delivery?
8. Target System: what needs to be changed?
9. Action System: all individuals from other systems who have active role in planning the change and moving it toward implementation.

(Section A adapted from Chapter 9 of Social Work Practice, 3rd ed., by F. E. Netting, P.M. Kettner, and S. L. McMurtry)

B. Set Goals, Objectives and Activities:

1. Identify goals
2. List objectives to meet goals
3. List activities to accomplish objectives

Note: At this point in the paper all details should be clearly stated. Add a paragraph here to complete any details not already stated. Give details as if you were going to implement immediately. Include dates and time of sessions and location of meetings (specific room). Tell what your agenda is for each session. (This could be part of

activities).

C. Assess Resources: What strengths and resources will you have to call upon to help you achieve your goal(s)? Add budget if there will be cost involved. Who will pay for cost? Include in-kind donations in this section.

D. Termination: How do you plan to terminate services with clients?

E. Evaluation and Accountability: How do you propose to evaluate the effectiveness of your intervention? State what research design (instrument) you will use and how you plan to implement it.

F. Include copies of all letters, handouts, instruments, and questionnaires. Include a reference page.

G. Do not begin project until your liaison has approved your project!

H. ***Submit the Macro Project Approval Form with this paper.***

Macro Project Approval Form

Agency _____ **Date** _____

Field Instructor _____

Intern _____

Macro Project Description (brief description) _____

Macro Project approved by field instructor: **yes** **no** (please circle choice)

Field Instructor

Date

Macro Project Completion Paper (Paper 2)

Title of Project: _____ Completion Date: _____

I. Intervention

Student's Role: Tell what you actually did in your intervention. If you could not complete it as planned, tell why and describe adjustments made. You should cover all points of actual intervention as you outlined in the plan.

II. Termination

Discuss actual termination activities covered with the client.

III. Evaluation of Practice

1. Discuss your evaluation/research finding, including copies of sample questionnaires and your evaluation of the results. You may want to include graphs or charts.
2. What are the practice implications? What would you change or do differently in a future intervention?
3. What did you learn about yourself? Discuss your perceived effectiveness in practicing at the macro level versus the micro level.

Grading of Macro Project

Paper I	1/4
Paper II	1/4
Project Presentation	1/4
Project Completion	1/4 (Grade assigned by field instructor)
Total	100% Grade

Macro Project Completion Form

Macro Project Title: _____

Intern: _____

Field Instructor: _____

Agency: _____

Project Grade: (Please circle grade assignment below)

- A. Excellent project. Completed as proposed by intern. Excellent evaluation results.**
- B. Good Project. Completed as proposed by intern. Good evaluation results.**
- C. Satisfactory. Project completed but changes occurred due to work deficiency by intern. Satisfactory evaluation results.**
- D. Poor. Intern failed to comply with proposal as written.**
- F. Failure. Intern did not attempt to comply with proposal.**

I have discussed this grade with the intern: Yes

No

Field Instructor

Date

Macro Project Power Point Presentation –

Make a 5 to 10 minute presentation of your macro project. Tell why you and your field instructor decided on the project. Briefly describe your project and provide evaluation results of your project.

BIO-PSYCHOSOCIAL-SPIRITUAL ASSESSMENT

Each student is to complete a bio-psychosocial-spiritual assessment on a client seen by the student during the internship. It is recognized that agencies use various formats for assessment and obtain varying levels of information dependent upon the mission of the agency. The student should make every effort to obtain as much information as possible for this assignment, without being unduly invasive. Include a statement about sources of information used in the assessment, for example: interview with client on 6/7/92; case records from 6/7/92 through 10/10/92; psychological tests from 2/1/92; two contacts with spouse between these dates, etc. If your agency characteristically does not conduct comprehensive assessments, complete as much of the assignment as possible, indicating why your agency does not obtain comprehensive information. Since "assessment" is universal in social work, but may differ in form from agency to agency, your field instructor can instruct you about this process.

Parts of the Bio-Psychosocial-Spiritual Assessment

A psychosocial assessment is divided into three different sections, which contain different sub-headings:

- I. Basic Information**
 - a. Identifying Information
 - b. Referral
 - c. Presenting Problem
 - d. Sources of Data
 - e. General Description of Client
- II. Background and Current Functioning**
 - a. Family Constellation and Background
 - b. Educational Background
 - c. Employment and Vocational Skills
 - d. Religious/Spiritual Beliefs and Involvement
 - e. Physical functioning, Health Conditions, and Medical Background
 - f. Psychological and psychiatric history and functioning
 - g. Social, community, and recreational activities and needs
 - h. Basic Life necessities
 - i. Legal Concerns
 - j. Other Environmental or Psychosocial Factors
 - k. Client strengths, capacities, and resources
- III. Impressions, Assessment, and Recommendations**
 - a. Case summary, Case Impression, and Assessment
 - b. Ecomap or Genogram
 - c. Goals and Objectives
 - d. Intervention Plan
 - e. ABAB Single-subject design
 - f. Evaluation, Barriers and Limitations

RESUME

The development of a resume' is essential for all graduating social work students. There are several acceptable formats. Students should consult the public or university library system for models.

A representative from the University of Mississippi Career Center will provide a brief presentation during the Integrative Seminar. You will receive information on resume formats, cover letters, and how to effectively interview for employment.

For the purposes of this assignment, the resume' should be typed correctly with no noticeable corrections. You must keep a copy of your resume for your future use.

Generally speaking, resumes should be limited to one page. Two pages is the absolute limit. When you actually apply for a position you will state your request in the cover letter, so the type of work you are seeking need not be included in the resume.' Follow the suggested outline below:

I. Personal data - name, address, phone numbers, email, etc. Information such as age, marital status is not required nor is it appropriate.

II. Educational Degrees. Include high school graduation. Include the educational institution, title of degree, date degree was awarded, or is expected.

III. Work Experience. (Be sure to include internship and other non-paid activity which is related to work skills.) Begin with most recent work (internship) and state reason for leaving, i.e., graduation. List a supervisor for each job with addresses and telephone numbers where they may be reached.

IV. Honors, Campus Activities, Volunteer experiences, etc. Do not go back to high school for these. Reflect organizational and community involvement.

V. References. Suggestions, include at least one UM faculty, your field instructor, and another professional social worker or person who can speak to your strengths and potential as a professional social worker.

Remember that work references are listed above in III. Avoid the phrase "references available upon request" in spite of what many of the professional resume' artists will advise you. Someone else who included names and numbers of references will get hired because the agency had to search for your reference list! Include complete information (complete address, email, and telephone numbers) so references may be contacted during working hours.

The Resource Manual

This assignment is a continuation of your SW 316 and SW 417 policy workbook assignment. Previously, you identified resources at the federal and state levels. Now using the same template required in your previous assignments, identify all social service resources relevant to where you are presently interning. In other words, develop a policy notebook of all the community resources (local, federal, state, county, city, faith-based, etc.) currently available where you are interning.

For instance, if you are interning with a social service agency in Tupelo, MS. Develop a resource manual of all the available community resources. Be especially mindful of all community resources that would be relevant to your internship setting across three levels of social work practice, micro, mezzo, and macro.

Your Field Instructor may request a copy of the policy resource manual.

Self-Reflective Assignments

As you review the Learning Contract, you will see numerous embedded self-reflection

assignments. You will notice vague general instructions related to these assignments. In the past, you were given detailed instructions in many of your previous courses, however, in the BSW internship, you are asked to self-reflect on what you have learned and how you have applied what you learned from your classes and your internship. This is your opportunity to take an honest review of your knowledge, skills, and values. This is your opportunity to demonstrate how you have transitioned into thinking like a professional social worker.

Don't look to your fellow intern for their assistance with these papers. I will be looking for your self-reflection and self-assessment. I am looking for evidence that your thinking has transformed into that of a generalist social worker.

Textbook/Case Study Assignments

This semester, your assignments will come from:

Rivas, R.F. & Hull, G.H. (2004). *Case Studies in Generalist Practice* 3rd. Ed.
Belmont, CA: Brooks/Cole.

Garthwait, C.L (2016). *The social work practicum: a guide and workbook for students* 6th ed. Boston, MA: Allyn & Bacon

The Garthwait (2014) writing exercises are designed to enhance your internship experience by 1) helping you to understand the importance of the learning contract, 2) assisting you in developing professional and genuine relationships with your clients, 3) providing you with the support needed to develop professional yet meaningful relationship with your colleagues and to properly prepare and utilize internship supervision, 5) helping you to understand the complexity of human organizations and understand the structure of community-based social work practice, 6) helping you to develop professionally as a social worker. **Complete chapters 1-19.**

The Rivas and Hull cases are designed to enhance your development of professional social work skills, and comportment. Each of the cases asks the social work intern to think critically, engage, assess, advocate and intervene on the behalf of the client. You are also challenged to transition from thinking like a student to thinking like a professional social worker as you come to understand organizational values and policymaking.

FINAL EVALUATION PAPER

You are asked to review and evaluate the educational experience in the Social Work Department, along with the goals which you set for yourself for your educational career. This task is not particularly easy, but is helpful to students and faculty alike.

Be fairly detailed in the review of course work, selecting especially meaningful texts, classes, professors, and internship experiences. Evaluate these based on how much they have helped in your placement, and how much they will help you in your future career. Constructive criticism is welcomed, and any old unresolved issues should be addressed!

In setting goals, think about where you would like to be in your professional career five, ten, and twenty years from now. Be serious about this and relate to your educational experience by examining how that experience has prepared you for what you intend to do.

This assignment is designed to be of benefit both to you and to the Department. It is an opportunity for you as a student to direct your thoughts to your future. It is an opportunity for the Department to discover what has been helpful, along with your suggestions for change. The faculty takes your suggestions seriously.

Weekly Activity Report Form

Student _____ FI initials _____
Agency _____
Date _____ Week # _____ Supervision Date: _____

Hours: Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Observational Activities

_____ Field Trip
_____ Audio Visual
_____ Observe Interviews
_____ Home Visit
_____ Other _____

Meetings Attended

_____ Staff Meeting
_____ Informational Meeting
_____ Court Session
_____ Social Work Conferences
_____ Other _____

Skill Learning Activities

_____ Intake Interview
_____ Crisis Interview
_____ Small Group Session
_____ Large Group Session
_____ Family Interviews
_____ Establishment of agreed upon client goals
_____ Establishment of Professional Relationship
_____ Telephone Calls
_____ Client Referrals
_____ Client Advocacy
_____ Respectful of Client Rights and Diversity
_____ Other _____

Written Skills

_____ Social Summary
_____ Case Recording
_____ Group Reports
_____ Agency Forms
_____ Letters
_____ Meeting Notes
_____ Activity Report
_____ Court Report
_____ Letters-Social Policy
_____ Progress Notes
_____ Bio-psychosocial-spiritual
Assessment
_____ Other _____

Use the bottom of this form to make comments you would like to share with your university liaison or field education director regarding your field experiences and/or problems you may be having applying classroom concepts in the field.

Self-evaluation and self-reflection of your social work practice skills:

**The University of Mississippi
The Department of Social Work**

Internship Supervision Form

Date: _____

Week # _____

Agency: _____

Intern: _____ Field Instructor: _____

Intern's Pre-Supervision Plan: List topics to be shared with field instructor this week

_____ Agency policy and rules	_____ Code of Ethics Review
_____ Professional Comportment	_____ Ethical Dilemmas
_____ Performance Concerns	_____ Direct Instruction needs
_____ Human Rights/Practice Concerns	_____ Preparation for work with clients, staff, and other organizations.
_____ Social Problems	_____ Client Access to Services/Advocacy
_____ Client Goal Attainment concerns	_____ Establishment of Effective Client Relations
_____ Continued Education	_____ Diversity and Culture
_____ Client Trends and Policy Initiatives	_____ Documentation Review

Field Instructor's Pre-Supervision Plan: List topics to be shared with intern this week.

_____ Agency policy and rules	_____ Code of Ethics Review
_____ Professional Comportment	_____ Ethical Issues/ Dilemmas
_____ Performance Concerns	_____ Direct Instruction needs
_____ Staff Relations	_____ Personal Issues
_____ Time Management	_____ Generalist Practice
_____ Social Skills	_____ Barriers to Internship
_____ Diversity	_____ Oppression/Social Injustice
_____ Writing	_____ Critical Thinking
_____ Macro Project	_____ Learning Contract
_____ Client Relationships	_____ Interviewing Skills
_____ Other _____	_____ Other _____

How were the previously listed topics addressed in supervision this week?

Field Instructor's Comments:

_____ Direct Feedback	_____ Extra supervision
_____ Assigned Readings	_____ Referred
_____ _____	_____ _____
_____ _____	_____ _____

Intern's Comments:

Intern:

How effective were you in sharing your concerns and needs with your F. I.?

Very Effective	Somewhat Effective	Slightly Effective	Not at all
4	3	2	1

APPENDIX D

Faculty Liaison Internship/Agency Contact Form

Faculty Liaison/Agency Contact Form

Date: _____

Intern: _____

Field Instructor: _____

Agency: _____

Purpose of Contact:

Pre-Placement Interview _____

Mid-Term Evaluation _____

Final Evaluation _____

Problem Resolution _____

Renegotiate Learning Contract _____

Develop a Plan of Correction _____

Review the Plan of Correction _____

Other _____

Intern Evaluation:

(Adhering to established learning contract, agency policies and standards, NASW Code of Ethics, demonstration of professional comportment, prepared for and effectively utilizing supervision).

On-task _____

Not on-task (as stated above). _____

If not on-task, please describe areas of concern:

Field Instructor Evaluation:

(Adhering to established learning contract, providing adequate supervision, adhering to NASW Code of Ethics, adhering to agency policies, professional comportment evident, adequate field instructor/intern professional relationship boundaries evident, etc).

On-task _____

Not on-task. _____

If not on-task, please note areas of concern:

Field Liaison: _____

Date: _____

Please give a copy of this form to the field instructor, the Field Education Director and place a copy in intern's academic file.

**University of Mississippi
Department of Social Work**

REQUEST FOR FIELD INTERNSHIP IN PLACE OF EMPLOYMENT CONTRACT

BSW Student: _____ **Date:** _____

Agency: _____

Internship: **Fall** **Spring** **Summer** **Year:** _____

Internship (40 hours per week)		Employment (per week)	
Field Instructor		Employment Supervisor	
Task Instructor		Direct Supervisor	
Days of Internship		Days of Work	
Hours of Internship	40 hours per week	Hours of Work	
Internship Responsibilities	BSW Learning Contract-assignment/tasks SW 495 syllabus assignments SW 496 syllabus assignments	Employment Responsibilities	
Internship Location/Department/Setting		Employment Location/Department/Setting	
Agency Phone Number		Agency Phone Number	

Field Instructor email address		Employment Supervisor email address	
---------------------------------------	--	--	--

My signature below verifies my understanding that

1. the student's internship responsibilities are separate from the employment responsibilities
2. the student's employment hours cannot be counted as internship hours
3. the student is not given credit for agency experience
4. the agency is committed to adhere to this contract as written
5. any changes to this contract must be approved by the Field Education Director
6. failure to adhere to this contract as written could forfeit or prolong the internship for this student, _____

BSW Social Work Intern/Employee

Date

Agency Supervisor

Date

BSW Field Instructor

Date

Agency Executive Director

Date

APPENDIX E

Rubric for Assessing the Professional Behaviors of the Intern in the BSW Internship

The BSW Intern's Rubric for Self-assessing Professional Social Work Behaviors

Department of Social Work

The University of Mississippi

Rubric for Assessing the Professional Behaviors of the Intern in the BSW Internship

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below while interning, as these are the expected professional behaviors of social work interns and professional social workers. This form should be completed electronically by the field instructor and/or the faculty liaison to allow full expansion of the category ranges - "Evidence to support rating, Plan of Correction, and Review Date and Post Plan of Correction Assessment". It is advised that this form be utilized at least once per month during the 13-week internship.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends internship.	The intern has missed 6 days or more from the BSW internship without explanation, and has not made a plan to makeup the hours absent from the internship.	The intern has been absent (4+ days) from the BSW internship without offering a credible explanation for the absence, such as sickness, previously scheduled appointments, or a family emergency.	The intern has only missed 3 or fewer days from the internship. And has made arrangements to make up the hours absent.	The intern does not have any absences from the internship.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
2. Punctuality: Is punctual and present	The intern has been late to internship on at least 10 occasions.	The intern has been late to internship at least 5 to 9 times during the internship	The intern has been late 3 or fewer times, but has called to inform the FI and/or has made up the time.	The intern has been consistently on time throughout the semester.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
3. Communication: Manages communications with clients and agency personnel.	The intern is not prepared for supervision 35% or less of the time. Constant monitoring and correction are necessary regarding the intern's verbal and writing skills.	The intern is prepared for supervision 60% or less of the time. Communication skills are lacking. Field instructor corrects 50% of written communication	The intern is prepared for supervision 85% of the time. Minimal instruction needed regarding verbal and written communication with clients and agency personnel	The intern is consistently prepared for weekly supervision and communicates effectively verbally and in writing with clients and agency personnel.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
4. Respect: Demonstrates respect and support in relationships	The intern is frequently disrespectful, rude, and oppositional towards staff, faculty or clients.	The intern is occasionally disrespectful and non-supportive towards staff, faculty or clients.	The intern is usually respectful and supportive of staff, faculty, and clients.	The intern is consistently respectful and supportive of staff, faculty and clients.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
5. Self-Awareness: Demonstrates self-awareness	The intern shows a complete lack of self-awareness about the impact of their verbal and non-verbal communications, their personal values and their biases on	The intern occasionally shows self-awareness about the impact of their verbal and non-verbal communications, personal values, and personal biases on professional	The intern is aware of the impact of their verbal and non-verbal communication, personal values, and personal biases on professional relationships with clients	The intern maintains a high level of self-awareness about the impact of their verbal and non-verbal communications, personal values, and personal biases on professional	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	professional relationship with clients and agency personnel.	relationships with clients and agency personnel	and agency personnel.	relationships with clients and agency personnel.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	The intern's interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.	The intern's interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.	The intern's interactions almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.	The intern's interactions always reflect and appreciation of diverse opinions, experiences, and/or people.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
7. Collegiality: Demonstrates collegiality and collaborative interactions	The intern has not demonstrated collaborative skills in their work with others, including clients and agency personnel, and their relationships have been affected by this.	The intern is reluctant to collaborate with others and struggles with maintaining positive relationships.	The intern works collaboratively with all team members while relating easily and positively with others at least 85% of the time.	The intern consistently collaborates with staff, clients, and other agency personnel while relating easily and positively with others, at least 95%.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
8. Oral Expression: Strives for a high level of oral expression	The intern receives feedback from the field instructor and other agency personnel that their oral expression is unprofessional.	The intern's professional oral expression is challenging for staff and clients to understand. It may contain grammatical errors or slang words or it may be poorly organized.	The intern is usually articulate and professional in their oral expression.	The intern is always articulate and professional in their oral expression.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
9. Written Expression: Strives for a high level of written expression	The intern consistently receives feedback from the field instructor and other agency personnel that their written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.	The intern's written work lacks clarity and has some errors. APA guidelines are rarely followed correctly.	The intern almost always expresses ideas/concepts clearly with very few errors and use APA guidelines when required.	The intern consistently expresses ideas/concepts clearly with an absence of errors, and uses APA referencing accurately.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
10. Initiative & Reliability: Demonstrates initiative, reliability and	The intern rarely takes the initiative in	The intern only occasionally takes the	The intern almost always takes the	The intern developed a plan to	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
dependability	meeting the requirements of the learning contract. The learning contract which includes agency tasks and assignments is not being completed in a timely manner.	initiative to plan and complete the learning contract which includes agency tasks and assignments. The intern is inconsistent in completing agency tasks and assignments.	initiative to plan the satisfactorily completion of the learning contract and agency tasks and assignments.	effectively and efficiently complete the learning contract and is completing the agency tasks and assignments in a timely manner.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	The intern has not demonstrated that they are receptive of suggestions and feedback from others, and, therefore, makes no effort to adjust their performance accordingly.	The intern is usually receptive to suggestions and feedback, but does not adjust their performance accordingly.	The intern is almost always receptive to suggestions and feedback and adjusts their performance accordingly.	The intern is consistently receptive to suggestions and feedback from others, and adjusts their performance accordingly.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual	The intern demonstrates significant problems in complying with the Social Work Program requirements.	The intern only moderately demonstrates compliance with the Social Work Program requirements.	The intern almost always demonstrates compliance with the Social Work Program requirements.	The intern consistently demonstrates compliance with the Social Work Program.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	The intern is unaware of the NASW Code of Ethics.	The intern's knowledge of the NASW Code of Ethics is not evident in my thinking or my behavior.	The intern demonstrates respect for the NASW Code of Ethics which is evident in both their thinking and behavior.	The intern consistently demonstrates professional and ethical growth in thinking, behavior and evaluation of ethical issues.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					
14. Responsiveness to Communication: Uses departmental communications	The intern never communicates with the field instructor regarding direct or email communications from the field liaison or the Field Education Director. The intern rarely shares the educational content of the seminars.	The intern rarely checks the UM-designated e-mail account (the one the School has on record), and their response to the contents of these communications are therefore delayed or non-existent.	The intern consistently checks UM designated e-mail account (the one the School has on record). The Intern consistently responds in a timely manner.	The intern consistently demonstrates leadership with the field instructor, and agency personnel by monitoring and responding to e-mail and other methods of communication that is relevant to the internship in a timely manner.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
15. Professional Appearance: Displays professional appearance (dress and personal hygiene) that does not interfere with professional relationships/responsibilities.	The intern does not see the connection between their style of dress and the professional impression they communicate. The intern rarely comes the internship setting and to community settings wearing attire that reflects the seriousness with which they should take the professional social work identity.	The intern is ambivalent about the connection between their style of dress and the professional impression they communicate. The intern occasionally comes the internship setting and to community settings assignments wearing attire that reflects the seriousness with which they take their professional social work identity.	The intern understands the connection between their style of dress and the professional impression they communicate. The intern usually presents to the agency and in community settings wearing attire that reflects the seriousness of the professional social work identity.	The intern understands and can explain the connection between their style of dress and the professional impression they communicate. The intern consistently presents to the internship setting and to community settings wearing attire that reflects the seriousness of the professional social work identity.	
Evidence to support rating: Plan of Correction: Plan of Correction review Date _____: Post Plan of Correction Assessment:					

Based on the current internship performance of the below signed intern, this intern is:

_____ effectively maintaining the level of competence expected of a BSW intern.

_____ **not** maintaining the level of competence expected of a BSW intern and is in danger of **not** successfully completing the internship.

Student's Name (printed)

Student's Signature

Date

BSW Field Instructor's Name (printed)

BSW Field Instructor's Signature:

Date

* **Intern:** upload a copy of this form into Blackboard.

***Field Instructor:** it is advised that you complete this form on a monthly basis and discuss your evaluation with the intern.

The University of Mississippi
The Department of Social Work

The BSW Intern's Rubric for Self-assessing Professional Social Work Behaviors

Interns must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below during the field placement, as these are the expected professional behaviors of social work interns and professional social workers.

This form should be completed electronically to allow full expansion of the category range "Evidence to support rating, Plan of Correction, and Review Date and Post Plan of Correction Assessment". **Interns:** It is advised that you utilize this form at least once per month during the 13-week internship.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends internship. Reports at the designated time and remains at the internship setting until the end of the day.	I have missed more than 4 days of internship without explanation. Nor have I developed a plan with my field instructor to make up the hours missed.	I have missed 1-3 days from my internship, but I have developed a plan with my field instructor to make up the missed hours.	I have missed 1-3 days from my internship. I discussed the absences with my field instructor, and I have made up the hours.	I do not have any absences from my internship.	
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
2. Punctuality: Is punctual and present	I have been late to internship on at least 10 occasions. Although my field instructor	I have been late to internship at least 5 to 9 times during the internship.	I have been late 3 or fewer times, but I have contacted my field instructor to inform them of the situation,	I have been consistently on time throughout the semester.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	<p>has commented on my excessive tardies in my supervision sessions, I have not resolved this problem.</p> <p>I have not developed a plan of correction.</p>	I have developed a plan of correction to make sure that I am on time for my internship.	and I have made up the time.		
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
<p>3. Communication:</p> <p>Effective and professional use of oral and written communication skills in supervision and with clients, agency staff, and community resources</p>	<p>I am prepared for supervision with my Field Instructor at least once per month.</p> <p>Each week, my field instructor has to correct my communication skills with clients, staff and others on a continual basis.</p>	<p>I am prepared for supervision with my field instructor at least two times per month.</p> <p>Although, I think that my communication skills improving, my field instructor continues to correct my communication errors at least 4 times per week.</p> <p>I have developed a plan of correction with my field instructor.</p>	<p>I am prepared for supervision at least three times per month.</p> <p>My communication skills are corrected only 2-3 times per month.</p>	<p>I am prepared for supervision at least four times per month.</p> <p>My field instructor has commented that my oral and written communication skills with clients, staff, and others are effective and professional</p>	
Evidence to support rating:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
4. Respect: Demonstrates respect and support in relationships	I am frequently disrespectful, rude, and oppositional towards agency staff, field instructor, faculty, and/or clients. My field instructor has addressed this with me in supervision, but I am having difficulty managing my emotions and behavior.	I am occasionally disrespectful to and non-supportive of agency staff, field instructor, faculty and/or clients. My field instructor has addressed this with me. I have developed a plan of correction to respond to this personal issue.	I am usually respectful and supportive of agency staff, field instructor, faculty, and clients. When I sense any area of concern with my ability to respond in a respectful manner, I discuss it with my field instructor during the weekly supervision session.	I am always respectful and supportive of agency staff, field instructor, faculty and clients. I am open to any comment or instruction from my field instructor regarding the establishment and maintenance of professional relationships.	
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
5. Self-Awareness: Demonstrates self-awareness	I am unaware about the impact of my verbal and non-verbal communications, my personal values, and my personal biases on professional relationships	I only occasionally show self-awareness about the impact of my verbal and non-verbal communications, my personal values, and my	Most of the time, I maintain a high level of self-awareness about the impact of my verbal and non-verbal communications, personal values, and personal biases	I maintain a high level of self-awareness about the impact of my verbal and non-verbal communications, personal values, personal biases on professional	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	<p>with clients and agency personnel.</p> <p>My field instructor has had to address my unprofessional conduct on numerous occasions.</p>	<p>personal biases on professional relationships with clients and agency personnel.</p> <p>This is an area of limitation for me. I realize that I need to fully support the NASW COE and Cultural Competence Standards.</p>	<p>on professional relationships.</p> <p>I use my weekly self-reflection activities on the Weekly Activity Report and the Supervision Report to reflect on my growth.</p>	<p>relationship with clients and agency personnel.</p> <p>I daily self-assess and self-reflect on my actions as an intern.</p>	
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
<p>6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity</p>	<p>My interactions with clients and agency personnel rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.</p> <p>My field instructor has discussed this area of concern with me on numerous occasions.</p> <p>I have not developed a plan of self-correction to address this deficiency.</p>	<p>My interactions with clients and agency personnel only occasionally reflect respect and an appreciation of diverse opinions, experiences, and/or people.</p> <p>My field instructor has discussed this area of concern with me on numerous occasions.</p> <p>I have met with my field instructor to develop a plan of correction to address this deficiency.</p>	<p>My internship interactions almost always reflect respect and an appreciation of diverse opinions, experiences, and/or people.</p> <p>When I encounter a problem or area of concern, I address it in weekly supervision or in the internship seminar.</p>	<p>My internship interactions always reflect respect and an appreciation of diverse opinions, experiences, and/or people.</p> <p>I demonstrate cultural humility in that I am aware that cultural awareness and cultural competence is a continual growth process.</p>	
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p>					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
7. Collegiality: Demonstrates collegiality and collaborative interactions	I have not demonstrated collaborative skills in my work with others, and my relationships with my clients and agency personnel have been affected by my lack of collegiality and collaboration. I am having difficulty working with others, including my clients. My Field Instructor has addressed this with me. But I have not developed a plan of self-correction.	I am reluctant and sometimes hesitant to collaborate with others and struggle with maintaining positive relationships due my anxiety associated with maintaining professional collaborations during my internship. I have discussed this with my field instructor due to concerns about my ability to complete my internship tasks/assignments that require collaboration. I have developed a plan of correction with my field instructor.	I almost always work collaboratively with all team members while relating easily and positively with others. Whenever I encounter any collaboration issues, I am comfortable addressing it, utilizing self-reflection, and discussing it with my field instructor.	I always work collaboratively with all team members, while relating easily and positively with others. I have not experienced any difficulty during my internship in this area. I enjoy collaborating with others. I view collaboration as an opportunity to learn.	
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
8. Oral Expression: Strives for a high level of oral expression	I consistently get feedback from instructors that my oral expression is	My professional oral expression is challenging for others to understand.	I am usually articulate and professional in my oral expression.	I am always articulate and professional in my oral expression.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	unprofessional. This is an area that I need immediate improvement. However, I have not developed a self-correction plan.	I often make grammatical errors or use slang words in my professional communications. Sometimes, I am unsure how to organize my speech. I will address this with my field instructor in my weekly supervision.	Whenever my field instructor or other professionals offer suggestions or corrections, I am receptive of their instructions, and I work to improve my oral communication skills.	I have not received any corrections or negative comments regarding my oral expression.	
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
9. Written Expression: Strives for a high level of written expression	I consistently get feedback from my faculty liaison, field education director, field instructor or other agency personnel that my written expression is unacceptable or unprofessional. Internship writing assignments may not be accepted without revisions, or grades may be reduced significantly because of the writing.	My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly. I realize that I need to accept and follow corrections made to my written work. I plan to work with my field instructor to develop a plan of correction. I also know that I can utilize the University Writing Center for assistance.	I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required.	I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	<p>I have great difficulty managing my learning contract and daily internship activities/tasks.</p> <p>I have difficulty taking the initiative on my internship. Even though I know what is expected of me on this internship, I'm afraid to take any action without verbal direction from my field instructor. As a result, I will sometimes sit at my desk until I receive specific instructions.</p> <p>Because of my fear of failure (messing up on my internship), my field instructor cannot depend on me to take the initiative and work independently during my internship.</p> <p>I realize that this is a serious</p>	<p>I am having difficulty with adhering to come of my learning contract assignments and activities.</p> <p>I realize that I need to take more initiative during my internship.</p> <p>I have discussed this concern with my field instructor.</p> <p>I have developed a plan of correction with my field instructor.</p> <p>If this continues to be an area of concern, I will seek counseling.</p>	<p>I am current with most of my learning contract tasks/assignments.</p> <p>Most of the time, I am able to follow through competently with all tasks/assignments assigned to me by my field instructor.</p> <p>I have demonstrated that I am reliable and dependable.</p> <p>I am also comfortable taking the initiative on my internship. Of course, I would not initiate an activity that is beyond my skillset as an intern.</p>	<p>I am current with all of my learning contract tasks/assignments.</p> <p>I pride myself in taking initiative during my internship. I feel comfortable reporting to my internship and initiating my daily activities.</p> <p>I have maintained a personal standard of reliability and dependability on this internship.</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	<p>problem, but I am fearful of discussing this with my field instructor.</p> <p>I realize that it may be necessary for me to seek counseling, if I continue to struggle.</p>				
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	<p>I have not demonstrated that I am receptive to suggestions and feedback from my field instructor, agency staff, clients, and faculty.</p> <p>When I receive feedback, I often take offense. I tend to perceive feedback as a personal attack.</p> <p>Once, my feelings are hurt, I have difficulty making the needed suggested changes.</p> <p>I have a tendency to overact to feedback. This</p>	<p>I have some difficulty receiving suggestions and feedback from my field instructor, agency staff, clients, and faculty.</p> <p>I find that I take offense easily, and I realize that I need to work on this if I am to be successful as a professional social worker.</p> <p>Instead of worrying about what others think about me, I need to focus on the changes that I need to make in my performance as a social work intern.</p>	<p>I usually welcome feedback from my field instructor, agency staff, clients, and faculty.</p> <p>I receive feedback and able to self-reflect and self-assess how best to respond effectively to improve my performance as a BSW intern</p> <p>I am comfortable meeting with my field instructor to discuss any issues related to my performance</p>	<p>I am always receptive to suggestions and feedback from my field instructor, agency staff, clients, and faculty.</p> <p>I welcome opportunities to grow as a social worker. I view constructive feedback as an opportunity for growth.</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	<p>is an area of concern that I have not addressed in counseling.</p> <p>I have not developed a plan of correction with my field instructor.</p>	I have discussed this problem with my field instructor, and I have developed a plan of correction.			
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
<p>12. Compliance with Professional Requirements:</p> <p>Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual</p>	<p>I am having major difficulty demonstrating behavioral compliance with the BSW Social Work Program requirements, and the BSW Internship Manual.</p> <p>My conduct has been corrected on numerous occasions by my field instructor, agency staff, and faculty without improvement on my part.</p> <p>I realized that my conduct does not</p>	<p>I only moderately demonstrate compliance with the BSW Social Work Program and the BSW Internship Manual requirements.</p> <p>I realize that I need to make some serious changes in my conduct while on this internship.</p> <p>Numerous individuals (field instructor, agency staff, clients, fellow interns, and faculty) have commented on my</p>	<p>I almost always demonstrate compliance with the Social Work Program, the BSW Internship Manual, and the NASW Code of Ethics.</p> <p>Whenever my conduct is corrected, I immediately self-reflect to determine what changes that I need to make to maintain a professional conduct that is reflective of the NASW Code of Ethics.</p>	<p>I consistently demonstrate compliance with the Social Work Program, the BSW Internship Manual, and the NASW Code of Ethics.</p> <p>I self-reflect and self-assess my conduct on a daily basis. I want to make sure that my conduct is supportive of the NASW Code of Ethics.</p> <p>I utilize the weekly supervision session to enhance</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	<p>uphold the NASW Code of Ethics.</p> <p>I realize that continued failure to comply will be grounds for my dismissal from my BSW internship.</p> <p>I have not developed a plan of correction.</p>	<p>conduct which is out of compliance with the BSW Social Work Program, the BSW Internship Manual, and the NASW Code of Ethics.</p> <p>I realize that my future as a social worker is in serious jeopardy.</p> <p>I have met with my field instructor, and I have developed a plan of correction.</p>	<p>I consult my field instructor whenever I have a question about how to respond in any give situation.</p>	<p>practice as a professional social worker.</p>	
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
<p>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety</p>	<p>My current conduct as a social work intern is out of compliance with the NASW Code of Ethics.</p> <p>I do not study the Code of Ethics.</p>	<p>I have reviewed the Code of Ethics, but my current conduct does not indicate that I am able to apply in my practice what I have previously read in the NASW Code of Ethics.</p>	<p>I respect and support the NASW Code of Ethics which is evident in both my thinking and behavior.</p>	<p>I consistently demonstrate leadership with my colleagues, field instructor, and faculty in discussions of ethical issues at the internship site and in the internship seminar.</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
		<p>I realize that my inability to adhere to the NASW Code of Ethics will put me at risk for malpractice and hinder my employability as a social worker.</p> <p>I have developed a plan of correction.</p>			
<p>Evidence to support rating:</p> <p>Plan of Self-Correction:</p> <p>Plan of Self-Correction review Date _____:</p> <p>Post Plan of Self-Correction Assessment:</p>					
<p>14. Responsiveness to Communication: Uses departmental communications (IM, email and Blackboard) to keep up with notification and information regarding the BSW Internship</p>	<p>I do not check my phone, my UM-email and/or my Blackboard account on a daily basis for notifications or information regarding the BSW Internship.</p> <p>Nor do I notify my field instructor about any scheduling changes or any other notifications regarding my internship.</p> <p>I usually rely on other interns to keep me informed about communication</p>	<p>I check for communications from UM on a regular weekly basis.</p> <p>However, I am negligent in communicating with my field instructor any information regarding my internship.</p> <p>I have developed a plan of correction.</p>	<p>I consistently check for communications from UM several times a week.</p> <p>I respond to the communications by sending an acknowledgment that the information was received as well as notifying my field instructor if any of the communications concern the internship.</p>	<p>I consistently demonstrate leadership with my colleagues, field instructor, and faculty in regards to my professional response to all methods of communication.</p>	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
	s from the Department of Social Work.				
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	<p>I fail to see the connection between my style of dress and the professional impression I communicate.</p> <p>Although UM faculty and my field instructor have commented on the inappropriateness of several articles of clothing that I have worn to internship, I don't understand their critiques when the clothes that I wear are freshly laundered.</p> <p>I should be free to wear whatever I desire.</p>	<p>I am unclear about the connection between my style of dress and the professional impression I communicate.</p> <p>I am self-assessing my style of dress and considering how others might evaluate me as a professional social worker.</p> <p>I have developed a plan of correction. .</p>	<p>I understand the connection between my style of dress and the professional impression I communicate. I usually come to internship and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.</p> <p>For example, my clothing could be described as clean, neat and modest.</p>	<p>I understand and can explain the connection between my style of dress and the professional impression I communicate.</p> <p>I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.</p> <p>I know how to dress for an interview and for other professional occasions.</p>	
Evidence to support rating: Plan of Self-Correction: Plan of Self-Correction review Date _____: Post Plan of Self-Correction Assessment:					

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score

BSW Student Intern (printed name) _____

BSW Student Intern's signature _____

_____ Date

Field Instructor (printed name) _____

Field Instructor's signature _____

_____ Date

Annual Internship Setting Evaluation

Internship Host Agency: _____

Field Instructor: _____

Internship Semester: _____ 20_____

	Poor	Fair	Good	Excellent	Superior	NA
Ability of the host agency to provide adequate physical environment (office space, desk, phone, internet access, etc).						
Ability of the host agency and field instructor to provide the intern with experiences to meet the requirements of the EPAS competencies and Practice Behaviors.						
Ability of the host agency and field instructor to actually allow						

and require the intern to meet the requirements of the EPAS competencies and Practice Behaviors						
Ability of the host agency and field instructor to view the intern as a student and not as a new employee or volunteer.						
Ability of the host agency and field instructor to provide adequate weekly supervision						
Probability of the host agency's continuation as an internship setting						
Ability of the host agency to provide a safe learning environment.						

Faculty Liaison: _____

Date

APPENDIX F

University Policies
NASW Code of Ethics

UNIVERSITY OF MISSISSIPPI POLICIES

Honesty - As a social work student, you are training for a very important role in this society. Social Workers are often called upon to make critical decisions in the lives of the people they work with, and they are frequently entrusted, as part of their jobs, with confidential information which could well destroy lives if it were to be revealed. For these and other reasons, the faculty of the Department of Social Work at the University of Mississippi considers honesty as one of the most crucial qualities students can possess. Earning the good will and respect of the faculty is vital to your future career. Students who cheat or lie will at the very least lose the respect of the faculty, and depending on the severity of the offense, could be dismissed from the program and possibly from the University itself. Our clear expectation is that all social work majors will deal honestly with faculty, course work, other students, client contacts, and all other aspects of their social work educational experience.

THE UNIVERSITY OF MISSISSIPPI POLICY STATEMENT FOR EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The University of Mississippi is a place where Equal Opportunity for faculty, staff, and students is welcomed and embraced in both spirit and in law. In addition to Equal Opportunity, the University reaffirms and voluntarily chooses to strengthen its commitment to the Affirmative Action Program which emphasizes recruitment, outreach, and inclusion as its primary strategies for achieving goals. Equal opportunity and affirmative action are methods by which a wealth of human resources can be developed within our society and community. A viable Equal Opportunity program enables the University community to show respect and dignity for human relationships while improving the quality of life for University faculty, staff, and students. The University's policy ensures that all available employment opportunities are provided to qualified individuals without regard to race, color, religion, sex, age, national origin, pregnancy,

status as a disabled veteran or veteran of the Vietnam-era, or physical or mental disability. In addition, the University is committed to positive action to ensure equal opportunity.

The University's commitment to equal opportunity and affirmative action is an institutional commitment and positive results are expected from signatory officers and supervisors whose employment decisions have a direct impact on the attainment of affirmative action goals. The Director of Equal Opportunity and Regulatory Compliance is responsible for implementing, monitoring, and evaluating the Affirmative Action Program. Anyone desiring information regarding the Affirmative Action Program should contact Wilma Webber-Colbert, Director of Equal Opportunity and Regulatory Compliance, 203 Lyceum, 232-7735. A copy of the Affirmative Action Plan will be made available to any employee or student upon request.

THE UNIVERSITY OF MISSISSIPPI POLICY STATEMENT ON SEXUAL HARASSMENT

The University of Mississippi reaffirms its commitment to provide Equal Opportunity in education and employment to its faculty, staff, and student body. The University will not tolerate sexual harassment. An important part of the University's mission is to foster an open learning and working environment. Sexual harassment violates one of the University's mission tenants - to provide an environment where students and employees are free from discrimination and harassment. Sexual harassment is an act of unlawful sex discrimination that violates Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments. Through policies and actions, the University makes it unmistakably clear to every member of the faculty, staff, and student body that sexual harassment will not be tolerated.

In accordance with Title VII and Title IX, the University defines sexual harassment as follows:

Unwelcome and unsolicited sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature constitute sexual harassment when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or such conduct creates a hostile or offensive working or learning environment.

Examples of sexual harassment include, but are not limited to the following: Verbal (spoken), nonverbal, physical, sexual innuendos, leering, touching, suggestive comments, whistling, pinching, insults, obscene gestures, brushing the body, humor and jokes about sex, display of sexual materials, coerced sexual intercourse, threats or sexual demands, and assaults. All members of the University community are encouraged to report

promptly complaints about sexual harassment. An employee or student who believes he or she has been the subject of sexual harassment should report the alleged act to any of the following: any academic or administrative officer of the University, any vice chancellor, dean, director, supervisor, or department head. Any University employee or student found by the University to have sexually harassed another employee or student will be subject to appropriate discipline. Persons raising complaints about unlawful sexual harassment are protected from retaliatory actions. Questions regarding this policy should be directed to **the Director of Equal Opportunity and Regulatory Compliance, 203 Lyceum, 915-7735.**

POLICY ON ACADEMIC APPEALS (Students should read the *M Book: Handbook of Standards and Activities* for the University appeal process)

A student may appeal a course grade that he or she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student's request may be taken successively to the professor, the chair of the department in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution at any stage. Either the student or the professor may appeal a decision made at the Dean's level by making a written request for a review by an Academic Appeals Committee.

A final course grade may be based on attendance, recitation, written and oral quizzes, reports, papers, final examinations, and other class activities. There is a presumption that the professor who has conducted the course is competent to judge the student's work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his or her complaint and in his or her request for review or hearing.

If any part fails to pursue any step of the grade appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All records and correspondence shall be retained in the office in which the complaint is finally resolved.

POLICIES REGARDING STUDENTS WITH DISABILITIES

The entire statement regarding policies and procedures for students with disabilities can be found on the University of Mississippi home page at www.olemiss.edu/administration/ada/

Disability Accommodations

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities, which have been verified through the [Office of Student Disability Services](#), are encouraged to contact their instructors to discuss their individual needs for accommodations.

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#)

Preamble

The primary mission of the social work profession is to enhance human 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.

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social

workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

Some of the standards that follow are enforceable guidelines for professional

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to

ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social

workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential

information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

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

(p) Social workers should not disclose identifying information when discussing

clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to

the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in

the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO

COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work

educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully

consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability

to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being,

privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

Social workers should provide appropriate professional services in public

emergencies to the greatest extent possible.

6.04 Social and Political Action

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

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

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

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

Key Terms

[code of ethics](#), [nasw code of ethics](#), [ethics](#), [code](#), [social work](#), [preamble](#), [ethical](#), [code in english](#), [code in spanish](#),

APPENDIX G

(brief examples of online surveys)