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VOLUME III

FIELD INSTRUCTION MANUAL BSW Reaffirmation Self-Study



***Submitted to
The Council of Social Work Education
Makeba Green, Ph.D.***

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The University has an Affirmative Action Policy Statement which guides the policies and practices of the Department of Social Work. The policy states:

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status, or veteran status. All policies, programs, and activities of the University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination, including, but not limited to, Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act; the Americans with Disabilities Act of 1990; Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students. (pg i. of BSU's 2016-2017 online Academic Catalog a.o.7.09)

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INTRODUCTION

The Field Instruction Manual is designed to serve as a guide for students, faculty, and agency-based field instructors as they plan, implement, and evaluate experiences for students in field placement. The manual outlines the expected nature and structure of the field experience by delineating responsibilities of all concerned parties and specifying student learning objectives required for the successful completion of the field instruction courses.

Field instruction constitutes a vital part of the social work curriculum. These experiences provide structured and supervised learning opportunities during which students learn to integrate and apply the social work knowledge, values, and skills necessary for effective generalist social work practice. Students are expected to read the Field Instruction Manual prior to entry into the field and discuss any questions or concerns with the Director of Field.

The social work program at Bowie State University has been accredited by the Council on Social Work Education. Students, field instructors, and faculty are encouraged to view the manual as a document intended to reflect the changing needs of the social work program. Suggestions to improve the program and/or content of the manual are encouraged.

BOWIE STATE UNIVERSITY

Background

Established in 1865, Bowie State University is the oldest historically black institution (HBI) of higher education in the state of Maryland and is one of the oldest HBIs in the nation. The institution has evolved from a normal school for teacher education into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities that prepare students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for underrepresented populations, with a continuing commitment to African Americans. To this end, Bowie State University remains a leader in the graduation of African Americans in teacher education and technological fields.

Bowie State University is a regional comprehensive university of the University System of Maryland, embraces diversity, which includes its African American heritage, emphasizes its foundational heritage in teacher education, facilitates interdisciplinary learning, fosters research, and produces graduates who are technologically astute, think critically, and demonstrate proficiency in their chosen fields. This statement can be found on the University website <http://www.bowiestate.edu/about/AtAGlance/> .

The College of Professional Studies

Mission Statement

The mission of the College of Professional Studies, which is congruent with the university's mission, is to provide an array of service-oriented educational programs that are guided by standards of excellence, as set forth by professional associations and accrediting organizations.

Goals

The *offered by the College of Professional Studies* academic programs empower students to become leaders by providing the foundations of essential theory and practice that prepare them for beginning roles in various service-oriented professions. Through interdisciplinary collaboration, students learn to value diversity, think critically, and integrate technology into their preparation for gainful employment or study at the graduate levels. The goals of the College of Professional Studies are as follows:

- Deliver competitive academic programs that ensure the integration of theory, practice, and technology;
- Facilitate students' achievement for time-to-degree;
- Enhance resources through external funding sources and partnerships;
- Initiate collaborative efforts to support faculty scholarship and research; and
- Implement programs that ensure optimal dissemination of information about the College of Professional Studies.

The Department of Social Work

Mission

The mission of Bowie State University's (BSU) Department of Social Work is to offer a sound educational program that is designed to prepare students for entry level generalist practice with diverse populations, graduate school, continued professional development, and lifelong learning. The program's mission is consistent with the profession's purpose and values.

Goals

The goals of the Department of Social Work are derived from the mission statement. According to these aims, the department of social work at BSU will prepare graduates who will demonstrate the ability to do the following:

1. work effectively at the entry level with individuals, families, groups, communities, and organizations (Correlated Program Competencies 1, 2, 3, 4, 5, 6, 7, 8, & 9);
2. engage effectively in continued education, professional development, and lifelong learning (Correlated Program Competencies 1, 4, 5, 7, 8, & 9); and
3. effectively communicate with diverse populations that reflect the global community (Correlated Program Competencies 2, 3, 4, 5, 6, 7 & 8)

Program Competencies

Consistent with CSWE, EPAS 2015, 9 competencies and 31 Practice Behaviors, students who complete the BSU social work program will demonstrate the following competencies:

- **Competency 1: Demonstrate Ethical and Professional Behavior**
 - 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
- use supervision and consultation to guide professional judgment and behavior
- **Competency 2: Engage Diversity and Difference in Practice**
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - present themselves as learners and engage clients and constituencies as experts of their own experiences
 - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - engage in practices that advance social, economic, and environmental justice
- **Competency 4: Engage in Practice-informed Research and Research-informed Practice**
 - use practice experience and theory to inform scientific inquiry and research
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

- use and translate research evidence to inform and improve practice, policy, and service delivery
- **Competency 5: Engage in Policy and Practice**
 - identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - assess how social welfare and economic policies impact the delivery of and access to social services
 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
 - 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-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

- select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies
- **Competency 8: Intervene with Individuals, Families, Groups, and Communities**
 - 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 selected for clients and constituencies;
 - use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes
 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
 - facilitate effective transitions and endings that advance mutually agreed-on goals
- **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - select and use appropriate methods for evaluating 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

Planned Change Process Model

BSU's social work curriculum prepares students to practice as generalists and to use a planned change process model, which involves the following:

1. Setting the appropriate climate for the development of helping or other professional relationships including the crucial process of self-examination and self-awareness;
2. Identifying and assessing problems/situations that demand social work intervention with, or on behalf of, individuals, families, and/or the community;
3. Determining possible options and outcomes;
4. Setting goals and planning appropriate intervention strategies, which includes identifying the change efforts that will best fulfill the purposes of social work, identifying the appropriate target(s) for change, and determining the resources and activities necessary to effect change;
5. Implementing plans for change, which involve mobilizing resources to produce change on micro, mezzo and macro levels;
6. Evaluating and documenting all processes involved in determining future courses of action, while using evaluative tools to determine the extent to which competencies for change have been achieved and evaluating self in the change effort; and
7. Terminating change efforts with an "open door policy" to reinstitute change efforts as necessary.

Students are expected to implement this problem-solving paradigm with the greatest degree of client participation possible, in a manner that will increase student and client problem solving skills. When implementing the above model, students are guided by the following purposes of social work:

1. To enhance the problem solving, coping, and developmental capacities of clients;
2. To promote the effective and humane operation of systems that provide clients with resources and services; and

3. To link clients with systems that provides them with resources, services, and opportunities.

Ecological and Strength Based Perspectives

At BSU, students learn that human behavior is influenced in a reciprocal manner by various systems in an individual's immediate and larger environment. They also learn the importance of developing the skills necessary to assist in the discovery of human strength, so that empowerment becomes a realistic possibility for their clients.

Curriculum

The social work program at BSU is accredited by the Council on Social Work Education (CSWE). A student pursuing a Bachelor of Science degree in social work at the University is not expected to take a minor. The major consists of 46 credit hours in social work courses. Social work majors must maintain a minimum grade of "C" in all social work courses. Grades below a "C" within the major are not accepted for credit toward graduation.

The social work curriculum consists of required and elective general education courses, social work courses, and courses from related social science disciplines. The social work sequence of courses consists of those areas of core knowledge that form the foundation of professional preparation. The program also places great emphasis on its field instruction component, which provides students with valuable opportunities to translate theory-based learning into practice.

GENERAL FOUR YEAR CURRICULUM MATRIX*

<p>FRESHMAN YEAR <u>First Semester Courses</u></p> <p>BIOL 101 Biological Science COMM 101 Oral Communication ENGL 101 Expository Writing SOCI 101 Freshman Seminar FRSE 101 Intro To Sociology</p> <p><u>Second Semester Courses</u></p> <p>COSC 110 Computer Lit & Application ENGL 102 Argument and Research MATH 127 Intro To Math Ideas PSYC 101 General Psychology I SOWK 200 Intro to Profession</p>	<p>SOPHOMORE YEAR <u>First Semester Courses</u></p> <p>ENGL 210 Intro to English Grammar OR ENGL 361 Technical & Report Writing HEED 102 Health & Wellness Elective IDIS 210 OR HIST 114/115 Contemporary Hlth. Iss. for Women PHIL 101 Afro American History Science Introduction to Philosophy Elective Science Elective with Lab</p> <p><u>Second Semester Courses</u></p> <p>ECON 211 Principles of Macroeconomics GOVT _____ Government Elective SOCI 409 Urban Problems SOWK 300 Human Behavior & Soc. Env. I SPAN 101 *First Year Spanish I OR _____ Free Elective</p>
<p>JUNIOR YEAR <u>First Semester Courses</u></p> <p>SOWK 201 Social Welfare Policy I SOWK 301 Human Behavior & Soc. Env. II PSYC 204 Elem. Statistics in Psychology SOCI 309 OR Sociology SOCI 310 Race/Ethnic Relations SPAN 102 *First Year Spanish II OR CAAS 350 American Sign Language I</p> <p><u>Second Semester Courses</u></p> <p>SOWK 202 Social Welfare Policy II PSYC 410 Group Dynamics SOWK 400 Social Work Methods I SOCI 407 Rural Sociology SPAN 201 *Second Year Spanish I OR CAAS 351 American Sign Language II</p>	<p>SENIOR YEAR <u>First Semester Courses</u></p> <p>SOWK 302 Social Work Research SOWK 401 Social Work Methods II SOWK 402 Field Instruction I & Seminar SOWK 404 Social and Ethical Issues</p> <p><u>Second Semester Courses</u></p> <p>SOWK 403 Field Instruction II & Seminar SOWK _____ Social Work Elective SOWK _____ Social Work Elective SOWK _____ Social Work Elective</p>

* Class selection is determined by curriculum options. Students in Option I-Spanish curriculum enroll in Spanish courses. Students in Option II-American Sign Language curriculum enroll in American Sign Language courses.

LIBERAL ARTS GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

Core Area	Credit Hours	Discipline	Course Title
English Composition	6	ENGL 101 ENGL 102	Expository Writing Argument and Research
Arts and Humanities	6	COMM 101 PHIL 101	Oral Communications Introduction to Philosophy
Social Sciences	6	SOCI 101 HIST 114 OR HIST 115	Introduction to Sociology African American History to 1865 OR African American History since 1865
Sciences	8	BIOL 101 _____	Biological Science with Laboratory and Science Elective with Laboratory
Mathematics	3	MATH 127	Introduction to Mathematical Ideas
Technology	3	COSC 110	Computer Literacy and Applications
Institutional Requirements	6	FRSE 101 HEED 102 OR IDIS 210	Freshman Seminar Life and Health OR Contemporary Health Issues for Women

Social work majors are required to complete three specific courses (9 credit hours) under related requirements.

Note: Course requirements effective August, 2006

SOCIAL WORK COURSE DESCRIPTIONS

SOWK 200 INTRO TO THE PROFESSION OF SOCIAL WORK (FALL, SPRING) 3 CREDITS

Prerequisite(s): SOCI 101. This course is designed to provide students with a broad understanding of the knowledge, skills, and value base of the profession. Students will explore the developmental aspects and current trends in social work.

SOWK 201 SOCIAL WELFARE POLICY I (FALL ONLY) 3 CREDITS

Prerequisite(s): SOWK 200, SOWK 300. This course is a study of the historical development of the American social welfare system and includes an exploration of the values and attitudes of society, as well as the political and bureaucratic systems that channel the operational growth and development of social welfare programs. (**Note: This course must be taken with SOWK 301.**)

SOWK 202 SOCIAL WELFARE POLICY II (SPRING ONLY) 3 CREDITS

Prerequisite(s): SOWK 200, SOWK 201, SOWK 300, SOWK 301. This course provides an assessment of policy as it directly affects service delivery and examines the responsibilities and roles of a generalist worker in policy development, policy clarification, and change in policy implementation. The course presents a conceptual and analytic framework for understanding and analyzing social welfare policy and includes discussions of resource allocation as it relates to policy, planning, and service delivery as presented.

SOWK 300 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (FALL, SPRING) 3 CREDITS

Prerequisite(s): BIOL 101, ENGL 101, ENGL 102, PYSC 101, SOWK 200. This course is an examination of development as a lifelong process. Students will explore theories of development, developmental methodology, and idiographic approaches to adult development. The course is limited to the period from early adulthood to death, with an emphasis on interactions between the changing person and the changing environment.

SOWK 301 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENTII (FALL ONLY) 3 CREDITS

Prerequisite(s): SOWK 200, SOWK 300. This course is designed to equip students with a basic understanding of the growth, development, and behavior of the adult individual. Special emphasis is placed on examining growth, behavior, and the environment from a systems perspective. (**Note: This course must be taken with SOWK 201.**)

SOWK 302 SOCIAL WORK RESEARCH (FALL, SPRING) 3 CREDITS

Prerequisite(s): MATH 127; PSYC 204 or SOCI 309. This course is a study of the scientific research method, as it specifically relates to social work research and practice. The course will focus on designs and techniques that are most appropriate for social work research and will assist students in the utilization of research and evaluations for the purpose of making practice decisions. By the end of the course, students will be prepared to analyze practice and programs in an objective way.

SOWK 303 POVERTY: MYTHS AND REALITIES (FALL, SPRING) 3 CREDITS

This course is designed to increase students' awareness of the many facets of poverty in America and its effects on various segments of society. The effects of social and public policy on the poor are examined, as are myths about poverty and the poor.

SOWK 305 SOCIAL WORK AMONG CHILDREN (FALL, SPRING) 3 CREDITS

This course provides a comprehensive view of the wide variety of child welfare services and programs that exist to meet the needs of children.

SOWK 306 SOCIAL WORK WITH BLACK FAMILIES (FALL, SPRING) 3 CREDITS

This course is designed to give students an opportunity to gain knowledge about the Black family in contemporary society and about the impact of social changes on the family system. The course places a particular focus on gender role expectations, courtship, parenting, and kinship relationship patterns and facilitates the examination of methods and points of intervention.

SOWK 307 SOCIAL WORK IN THE HEALTH FIELD (FALL, SPRING) 3 CREDITS

This course facilitates the examination of the healthcare crisis in America and the social work profession's attempts to respond to the needs of individuals affected by the crisis. The course focuses on the impact of social policy on the availability of health services, as well as on existing health services and provides an opportunity for students to acquire general knowledge and understanding of the effects of illness on individual and family functioning and the role of the social worker in the health field.

SOWK 308 REALITIES OF AGING (FALL, SPRING) 3 CREDITS

This course is designed to expand students' knowledge and understanding of aging as a part of the life cycle and enable them to function effectively within the framework of service delivery systems for aging persons.

SOWK 309 SOCIAL WORK AND ADDICTIONS (FALL, SPRING) 3 CREDITS

This course provides an opportunity to explore various facets of addictive lifestyles. Students will explore the role of the social worker, as well as the social work profession, in effecting more meaningful social services for clients dealing with addiction. Social attitudes, social policy, and social programs are also areas of concern.

SOWK 310 LAW AND SOCIAL WORK (FALL, SPRING) 3 CREDITS

This course is an examination of law as a mechanism for citizen protection, an avenue for social change, and a measure of social control. Students will also examine the relationship between law and social work.

SOWK 311 SOCIAL WORK IN CORRECTIONS (FALL, SPRING) 3 CREDITS

This course is designed to systematically explore and analytically view modern trends in corrections. Students will also assess the role of the social worker in correctional institutions and outpatient settings.

SOWK 312 SPIRITUALITY, RELIGION AND HELPING PROFESSIONS (FALL, SPRING) 3 CREDITS

This course considers broad issues of diversity and cultural competence by exploring the relationship between spirituality/religiosity and helping professions.

SOWK 400 SOCIAL WORK METHODS I (SPRING ONLY) 3 CREDITS

Prerequisite(s): SOWK 300, SOWK 301. The first course in the methods sequence presents a conceptual framework that covers the basic elements of social work practice. Specific attention is given to developing (a) the interpersonal skills needed for social work practice and (b) an understanding of the problem-solving practice model. **(Note: This course must be taken the year before entering field placement.)**

SOWK 401 SOCIAL WORK METHODS II (FALL ONLY) 3 CREDITS

Prerequisite(s): SOWK 400. This second course in the methods sequence builds on the conceptual framework that covers the basic elements of social work practice by exploring the interventive, evaluative, and termination phases of the social work process. **(Note: This course must be taken with SOWK 402.)**

SOWK 402 FIELD INSTRUCTION I (AND SEMINAR) (FALL ONLY) 5 CREDITS

Prerequisite(s): ENGL 101, ENGL 102, SOWK 200, SOWK 201, SOWK 202, SOWK 300, SOWK 301, SOWK 400. This course provides practice experience through placement in a community agency or program. Field instruction is designed to help students develop an understanding of the agency's programs and services and gain experience making initial contact with clients, conducting interviews, and collecting and recording data.

Time commitment: 16 hours per week, two days per week

SOWK 403 FIELD INSTRUCTION II (AND SEMINAR) (SPRING ONLY) 5 CREDITS

Prerequisite(s): SOWK 401, SOWK 402, SOWK 404. This course is a continuation of practice experiences in direct service delivery systems and places increased emphasis on the demonstration of knowledge, values, and skills in establishing interpersonal relationships, data collection and analysis, termination, and evaluation. Students must complete Field Instruction I prior to enrolling in this course. Time commitment: 16 hours per week, 2 days per week

SOWK 404 SOCIAL AND ETHICAL ISSUES SEMINAR (FALL ONLY) 3 CREDITS

Prerequisite(s): SOWK 401. This course is designed to give the student an opportunity to research, analyze, and discuss current social welfare and social work issues. Students will explore strategies for interventions to produce social change. **(Note: This course must be taken with SOWK 402.)**

SOWK 405 SOCIAL WORK WITH GROUPS (FALL, SPRING) 3 CREDITS

This course is designed to provide the student with opportunities to gain knowledge of group processes. Students will examine various practice models and their appropriate uses in social work practice.

SOWK 406 SOCIAL WORK WITH COMMUNITIES (FALL, SPRING) 3 CREDITS

This course is designed to furnish the student with a broader knowledge of community systems and planning as a method of intervention. Students will explore the process of social planning at the community level, placing specific attention on the role of social work in this helping process.

SOWK 407 MALE-FEMALE RELATIONSHIPS (FALL, SPRING) 3 CREDITS

This is an elective course designed to offer the student an opportunity to study the complexities and conflicts that exist in the "battle of the sexes." Students will examine the forces that have affected traditional relationships, as well as modern American couples and the role of human service professions in all areas of the service delivery system.

SOWK 499 SELECTED READINGS (FALL, SPRING) 3 CREDITS

Prerequisite(s): Seniors students only. This course is designed for in-depth study of an aspect of the field of social work. The social workers response to a current social problem and innovative social work interventive techniques and methodology are among the areas studied. **(Note: To take this course, students must obtain permission from the department chair.)**

Note: Course credit is not granted for life experience or previous work experience. Also, field and social work methods courses are not accepted as transfer courses.

Advising

Each student in the social work program has an assigned faculty advisor within the department. The faculty advisor assists with registration, scheduling, the fulfillment of general education requirements, and resource utilization for academic and/or personal concerns. Students are encouraged to contact their advisor early in their educational experience to plan their course of study. Advisors are available for consultation if problems occur in any aspect of the student's educational experience. In addition to speaking with the faculty advisor about concerns, students are encouraged to speak with the director of field field instructor, and classroom instructors, as appropriate. Junior and senior students are provided additional advisement sessions, as needed, for referrals and to discuss issues surrounding degree progressions.

Program Outcomes

The student is expected to demonstrate knowledge, skill, and attitude competencies in the fieldwork setting with a beginning level of proficiency. The program uses a generalist approach to practice, which is applicable to work with individuals, families, groups, communities, and specifically, to populations-at-risk.

Importance and Structure of Field Instruction

Field instruction is a vital part of the social work educational program and provides students with supervised social work practice opportunities. During fieldwork experiences, students learn to apply the social work knowledge, values, and skills that they have gained from classroom experiences to practice assignments in an agency setting. Field instruction is designed to facilitate the educational outcomes that are necessary for entry-level social work practice. These outcomes, which include the specific competencies of Field Instruction I and II, can be accomplished by affording the students opportunities to engage in a variety of practice activities

in field agencies and seminar sessions, which will assist in the attainment of each of the stated competencies.

The director of field works with the field instructor to ensure that field experiences meet each student's educational needs and the competencies of the social work program. Each student is scheduled to be in field placement for two consecutive semesters (approximately 14 weeks in each semester) and must complete a minimum of 200 clock hours per semester. Students are encouraged to establish a schedule that provides 16 hours in the field per week. Students are expected to spend additional time with field instruction activities whenever necessary.

Social work students begin field instruction during their senior year and must have completed the following courses prior to going into the field: Introduction to Social Work, Human Behavior and the Social Environment I, Human Behavior and the Social Environment II, Social Welfare Policy I and II, Social Work Methods I, English 101 and 102. In Social Work Methods I, students develop beginning-level communication and problem-solving skills.

Students enroll in the Social Work Methods II course concurrently with Field Instruction I. In this methods course, students learn how to plan and implement intervention strategies at the micro, mezzo, and macro levels. Students also learn to evaluate and terminate change efforts. Taking Field Instruction I concurrently with Social Work Methods II provides opportunities for students to apply the theoretical content they learn in class to the agency setting. The following semester, students enroll in Field Instruction II and take social work electives. During both semesters of field instruction, students also take part in a mandatory integrative field seminar conducted by the coordinator of field instruction. Additionally, the Social and Ethical Issues Seminar provides opportunities for students to concentrate on understanding the values and ethics of the profession.

Fieldwork Seminar

In the fall, just prior to the fieldwork placement, the seniors meet with the faculty director of field for an orientation and for final instructions before reporting to their fieldwork agencies. All students enrolled in Field Instruction I and II and seminar are required to attend the concurrent, weekly integrative field seminar. The seminar helps students to generalize the learning that occurs as a result of their field experience activities. Students engage in discussions and analyses of issues related to their application of the generalist practice model to their field work at the agency. This experience broadens students' understanding of social work practice and the commonalities of social work practice in a variety of settings. The seminar is designed to:

1. Facilitate students' efforts to fulfill learning competencies;
2. Promote students' learning across settings, through the exchange of information and sharing of experiences; and
3. Monitor students' adjustment and progress in the agency settings.

The seminar syllabus for each semester outlines the expectations and requirements for Field Instruction I and II and Seminar. In brief, each student is expected to attend regularly, participate freely, maintain a weekly journal, submit process recordings with an attached skills rating sheet, document field hours and activities, produce reports, and complete case presentations and assignments as directed. More specifically, the knowledge competencies for the field instruction courses are as follows:

- **Knowledge Competencies**

1. Develop an understanding of the process involved in thinking critically and the relevance of critical thinking to academic assignments, agency orientation, and subsequent practice, as well as participation in supervision and consultation with agency and community personnel (Program Competency 1)
2. Develop an understanding of (a) the value base of the social work profession and its ethical standards and principles, as outlined in the NASW Code of Ethics, and

- (b) the relevance of this knowledge to agency learning activities (Program Competency 1)
3. Develop an understanding of diversity issues and various forms and mechanisms of oppression and discrimination, particularly those that are related to the assigned agency and societal practices (Program Competencies 2 and 3)
 4. Develop an understanding of the social work profession and its contemporary structures and issues, especially those related to the assigned agency's history, mission, goals, and current successes and challenges (Program Competencies 1 and 3)
 5. Develop an understanding of the theoretical frameworks of generalist, evidence-based social work practice that facilitate the effective completion of agency assignments with individuals, families, groups, organizations, and communities at various stages of development (Program Competencies 4 and 8)
 6. Develop a specific understanding of the strength-based and planned change process models, as well as the ecological perspective, which are emphasized in the social work program and considered to be relevant to the effective completion of agency and academic assignments (Program Competencies 6 and 7)
 7. Develop an understanding of (a) the influence of social policies on the functioning of the agency, agency personnel, clients, the immediate community, and the larger society and (b) the potential for organizational change (Program Competency 5)
 8. Develop an understanding of the steps involved in developing effective verbal, written, and behavioral communication, especially as these skills relate to agency assignments, the supervisory process, and the process of affecting organizational change (Program Competencies 5, 7, and 9)

- **Skills Competencies**

1. Demonstrate the ability to utilize critical thinking to complete practice and academic assignments utilizing information from agency interactions and current academic coursework (Program Competencies 1, 4, 5, 6,7, 8, and 9)
2. Demonstrate the ability to complete practice and academic assignments while adhering to the NASW Code of Ethics (Program Competency 1)
3. Demonstrate skill in the process of conducting goal-directed interviews (Program Competencies 6, 7, 8, and 9)
4. Demonstrate the ability to link people with systems that provide them with resources, services, and opportunities (Program Competencies 6, 7, 8 and 9)
5. Demonstrate the ability to utilize the strength-based and planned change process models and the ecological perspective in social work practice (Program Competencies 7, 8, and 9)
6. Demonstrate the use of effective communication skills, along with knowledge of human development, human behavior, and social systems, in work with individuals, families, groups, communities, and organizations (Program Competencies 6, 7, 8, and 9)
7. Demonstrate the ability to evaluate the effectiveness of practice approaches and program functioning (Program Competencies 5, 6, 7, 8, and 9)
8. Demonstrate the ability to (a) evaluate the impact of social policies on the current and past functioning of the agency, agency personnel, clients, the immediate community, and the larger society and (b) assess the potential for organizational change (Program Competencies 5, 6, 7, 8, and 9)

- **Value Competencies**

1. Develop the ability to demonstrate professional behaviors and values in interactions with clients, colleagues, supervisors, instructors, and representatives of other agencies (Program Competencies 1, 2, 3, 6, 7, 8, and 9)
2. Develop the ability to continually evaluate self in relationship to professional growth and development and practice behaviors and skills (Program Competencies 1, 2, and 9)
3. Assume initiative in furthering learning and skill development (Program Competencies 2 and 4)
4. Develop an appreciation for the complex issues related to oppression and special populations (Program Competencies 2 and 3)
5. Develop an appreciation for the concepts of empowerment, individual differences, and self-determination, as they relate to work with a diverse population of individuals, families, groups, communities, and organizations (Program Competencies 2, 3, and 6)
6. Develop an appreciation for the value of self-awareness, self-discipline, and lifelong learning (Program Competencies 1 and 2)

Eligibility for Field Instruction

Students are responsible for understanding the requirements for a social work field placement, as outlined in the Bowie State University catalog and the Social Work Student Handbook. To qualify for a field placement, students must have completed SOWK 200 (Introduction to the Profession of Social Work), SOWK 300 (Human Behavior and the Social Environment I), SOWK 301 (Human Behavior and the Social Environment II), SOWK 201-202 (Social Welfare Policy I & II), SOWK 400 (Methods I), and English 101 and 102 with a grade of “C” or better in each course. Eligible students must also have a cumulative GPA of at least 2.50 and plan to graduate within three semesters of beginning the field practicum.

The Field Instruction and Seminar course begins in the fall and continues through the spring semester. Students must be in field practicum during both semesters, excluding holidays, semester break, spring break, and mid semester and semester examination weeks. Field Instruction and Methods II are linked courses. Students cannot take one course without taking the other; and if students drop either Field Instruction or Methods II, they must also drop the linked course.

Students are required to devote at least 16 hours per week to the field practicum. Most students arrange a 2-day per week schedule, usually adopting a Tuesday-Thursday or Monday-Wednesday pattern. Students select field days (with the approval of the field instructor and the Director of Field according to their schedule of classes and other personal considerations, such as employment and family obligations). Students must have some daytime availability for field placement without daytime availability, the director of field may not be able to place a student.

The field placement agency sets the specific hours of field instruction based upon their hours of operation. Most social services agencies in the region operate from 8:15am to 4:45pm or from 8:30am to 5:00pm. However, some students are placed at agencies where there may be evening and/or weekend hours available. Students must continue working in field placement

agency until the formal end of the semester whether they have fulfilled minimum required hours (200).

The actual placement assignments for students' spring semester of field assignments typically occur during April and May. Students receive notifications of their agency assignment by letter or email correspondences, which direct them to arrange a pre-placement interview with their prospective field instructor. The interview gives the student an opportunity to meet the field instructor, visit the agency, ask questions about the field instructors' expectations, and discuss the specific assignments and learning experiences that are available in the agency.

Similarly, the field instructor receives a correspondence via letter or email that provides the name of the prospective student to be interviewed for a field instruction assignment at their agency and a copy of the student's profile of experiences. After the pre-placement interview, if the student and the field instructor agree to the placement, the two parties sign an educational affiliation agreement, which they return to the **Director of Field**. However, after the interview, either party has problems or reservations about the placement, they should contact the **Director of field** directly.

Criteria for Selection of Placement Agencies

Field placement agencies are selected according to the following criteria:

1. The field agency must provide a range of human services.
2. The agency's mission and goals must be congruent with the social work program's mission goals and competencies.
3. The field agency must provide students with the opportunity to experience learning activities consistent with generalist level practice.
4. The field agency must provide students with opportunities to demonstrate the nine social work competencies.
5. The field agency must provide students with opportunities to serve a diverse client population.
6. The field agency must designate a field instructor who meets the requirements described in the field manual.
7. The field agency must provide each assigned field student/social work intern 16 hours of work each week for one consecutive academic year.
8. The field agency must ensure that the assigned field instructor has adequate time in his/her work schedule to:
 - a. provide orientation/training for the assigned student(s);
 - b. provide information pertaining to workplace safety;
 - c. meet with the field liaison to discuss student learning and performance;
 - d. attend field instructor orientation/workshops provided by the Social Work Department; and
 - e. provide weekly individual or group supervision to assigned students.
9. The field agency must accept students on a non-discriminatory basis.
10. The field agency must provide sufficient workspace for assigned student(s).

11. The field agency must complete mid-term and final field evaluations for each assigned student at a time designated by the director of field.
12. The field agency must agree to and sign the Education Affiliation Agreement set forth by the University.

Criteria for Selection of Field Instructors

Because the baccalaureate degree from a CSWE accredited undergraduate program is the students' first professional social work degree, the University believes that students can experience the best socialization into the profession through the development of a supervisory/mentoring relationship with a professional social worker at their assigned field agency. Thus, the order of educational preference for a field instructor is an MSW or a BSW degree from a CSWE accredited program. The bachelor's-level social worker must have at least three years of professional social work practice experience to be eligible for the field instructor role. As part of an agency's initial application to become a field agency, a copy of the field instructor's masters or baccalaureate diploma in social work is requested in lieu of a current valid professional social work license for the state in which the placement is located (e.g., LGSW, LICSW, LCSW).

The field instructor must be employed by the assigned agency and must be able to teach, interpret, and represent the image, values, and ethics of the social work profession. Field instructors must also be resourceful and competent in their role and position in the organization. Of prime importance is their interest and belief in the student's capacity to learn and make meaningful progress. Additionally, the field instructor must make a reasonable commitment to the social work program to remain in the capacity of field instructor during the time required for the student's placement.

Professional Liability Insurance

Students engaged in field placement have professional liability insurance coverage from the group plan offered through Bowie State University. Notification of coverage is provided to the field agency. Students may choose to obtain additional coverage.

Disability Support Services

The Office of Special Populations coordinates services to ensure that individuals with disabilities receive equal access to University programs by improving the understanding and support of the campus environment and by maintaining an accessible physical environment so that students may achieve their educational competencies. All qualified students must have full access to field placements. The University recognizes that students who have special needs, due to a disability, may require certain accommodations to participate in the field practicum. To this end, after consulting with the counselor for students with disabilities, arrangements will be made for any necessary accommodations at the student's assigned field agency.

Learning Contracts

The learning contract (see Appendix C) is an agreement between the student and the field instructor and is approved by the Department of Social Work's Director of Field. The contract lists the actions that the student and field instructor will undertake in the field setting to ensure that the student achieves the learning competencies of the Department of Social Work.

The learning contract provides a means of improving the level of performance during and satisfaction with the field instruction experience for both students and field instructors by reducing the subjectivity and ambiguity of field instruction goals, competencies, experiences, and evaluations, and by allowing students to be more self-directed and responsible in critiquing their own performance. The underlying premise is that students learn better and more willingly when they participate in designing the learning program. The learning contract includes the following components:

- learning goals and competencies,
- specific learning strategies,
- evaluation criteria, and
- target dates for the goals and competencies to be accomplished.

Absences from Field

Students are expected to be in the field on a regular schedule and must notify the field instructor promptly in case of an unexpected absence. Students must make up any time missed from fieldwork (except absences that are due to holidays and jury duty). In the role of a field agency student students are important to their clients and to the agency's dependable delivery of service. Unscheduled absences can be disruptive to clients, the field instructor, and students' overall performance, no matter how effective they may be in performing specific assignments.

Excessive absences and/or excessive rescheduling of time at the field agency (no more than three per academic semester) are grounds for dismissal from the field placement agency and the field instruction course.

In the event that an agency closes due to inclement weather, students are to abide by the decisions of the field placement agency. In other words, if the agency is open for business, the student must report to work even though classes may be canceled at the University. If a student is unable to get to an open agency during inclement weather, management of the absence is left to the discretion of the field instructor.

Field Instruction Expenses

Students are expected to pay their own transportation costs to and from the agency. Agencies may pay transportation costs required by field assignments, as well as other petty cash expenses that students may incur in the course of carrying out field assignments. Students must inquire about agency procedures regarding reimbursement.

Health insurance is strongly recommended for all students enrolled in the field program. Students may obtain their coverage through family or individual plans. **Any illness or accident that requires medical attention or hospitalization during field placement is the responsibility of the student and his/her family.**

Element of Safety and Risk

Personal safety is a concern for all people and can be a particular concern for social workers and social work interns during the performance of work related activities. Students need to be aware of the element of risk related to working with and on behalf of clients. Therefore, students should review their field placement agency's policies regarding safety procedures for home visits and client contacts.

When students have concern for their safety or the safety of others, as related to particular clients or circumstances, they should discuss their concerns with the field instructor to determine the best course of action. If concerns about safety persists, students should discuss the situation with the BSU **Director of Field**. Students should not take extraordinary or unnecessary risks in the course of performing their duties at the field placement site. Each student is required to sign a form documenting awareness of the social work program recommendations regarding safety (see Appendix I).

Sexual Harassment Policy for Social Work Field Placement

It is the policy of the Bowie State University's Department of Social Work that sexual harassment of students will not be tolerated in any field placement.

Sexual harassment is defined as any use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of the educational benefits, climate, or opportunities within the placement. The following behaviors are examples of sexual harassment: inappropriate and offensive sexual advances of either a physical or verbal nature; solicitation of sexual activity or other sex-related behavior; coercion of sexual

activity by threat of punishment or promise of rewards; sexual assault; suggestive or offensive sexual language, remarks, or jokes; offensive sexual behavior such as inappropriate touching, stroking, and/or kissing.

Any student who believes she/he is being or has been sexually harassed by a field instructor, his/her designee, or another agency staff member, should notify the BSU Director of Field. The Director of Field will work with the student and the field agency to assess the situation and take the appropriate actions to protect the student from possible negative repercussions. Students who believe that the above actions have not resolved the harassment or who believe that their rights have been violated or disallowed should then seek recourse following the University procedures as outlined under the Sexual Harassment Policy in the BSU's Division of Student Life Student Handbook.

Student Accommodations

Students with special needs should inform their professor and student services. Students who have a disability and want special accommodations should report to Disability Support Services immediately, located in the basement of the Thurgood Marshall Library. The office number is 301-860-4067. See "Disability Support Services" above for more information.

Student Placement Process

Students preparing for their field placement must first complete the application process, which begins with the completion of pre-requisite course work. All applicants must have completed SOWK 200 (Introduction to the Profession of Social Work), SOWK 300 (Human Behavior and the Social Environment I), SOWK 301 (Human Behavior and the Social Environment II), SOWK 201 and 202 (Social Welfare Policy I & II), SOWK 400 (Social Work Methods I), and English 101 and 102, with a grade of "C" or better in each course. Students must also have a cumulative GPA of at least 2.50 and plan to graduate within three semesters of beginning the field practicum.

Students are matched with prospective field placement agencies through the following process:

1. The director of field and field liason(s) will review the student's application for field placement, giving particular attention to the personal statement and interest checklist;
2. The director of field and field liason(s) will conduct an interview with the student applicant to clarify the student's interests, goals, and perception of the field practicum experience;
3. The director of field and field liason(s) will review the student's academic records and other relevant materials (e.g., grades and courses taken);
4. The student takes part in an interview with their prospective field instructor and/or other agency personnel; and
5. The field agency and BSU sign the Department of Social Work Educational Affiliation Agreement.

Policy for employment based Field Practicum

The student field placement must be in a department different from that of the student's permanent employment assignment. In addition, the student must have supervision with someone other than that of the employment supervisor. The student must also have formal release time from regular employment duties to be actively engaged in field placement activities and the workload must be suitable and congruent with the social work competencies.

The following are criteria for students who request employment based field placement:

- The student must put in writing the request for employment based field placement. This letter must include their current job duties and discuss how these duties will be different from field placement assignment. This letter must include contact information for current supervisor as well as contact information for potential field instructor.
- The Director of the field agency must agree in writing the provisions of formal release time from regular employment and the new department and duties assigned.

- The director of field in the department of Social work will evaluate all documents to assure that the criteria for employed based field placement is met and will make a decision to approve based on the suitability of the request. The student will be notified in writing of the decision to approve the request for employed based field placement.
- Upon approval of the employed based field placement, the assigned field instructor will adhere to the obligations and commitment of the role for the academic year.

Responsibilities of Students to their Field Placement Agencies

Once placed at their respective agencies, social work interns have the following responsibilities:

- to become knowledgeable about agency procedures, policies, and regulations;
- to establish a field instruction schedule in cooperation with the field instructor and with approval from the director of Field;
- to inform the field instructor when there will be an absence from or lateness to the field placement site (Note: Rescheduling of time on site should be kept to a minimum. Excessive absence and rescheduling will jeopardize students' continuation in the field instruction program [no more than 3 absences per academic year.]);
- to conform to proper dress codes practiced by the agency and dictated by the University;
- to attend conferences and staff meetings and perform learning activities assigned by the field instructor;
- to submit periodic reports of field instruction activities as assigned by the field instructor;
- to utilize weekly supervisory conferences as a participatory learning experience and **prepare a written agenda (see Appendix E-2) for each planned supervisory session;**
- to act in a mature and responsible manner;

- to seek the assistance of the field instructor, or designated staff member when the field instructor is not available, to address agency problems and concerns;
- to understand and acknowledge the risk involved in certain field placement assignments/learning activities (see Appendix I); and
- to understand and agree to adhere to the National Association of Social Workers (NASW) Code of Ethics (see Appendices M and N).

Note: Students are not expected to be in attendance at their field placement agency during major holidays and breaks documented on the University calendar. However, it would be highly desirable for students to complete make-up work during this time. In any event, students are expected to make necessary preparation whenever there is an expected break in client contact.

Responsibilities of the Director of Field

The director of field has the following responsibilities to the department, his or her students, and the field placement agencies:

- to coordinate all aspects of the field instruction program for the BSU Department Social Work;
- to establish field placements with agencies that can provide learning experiences that help students to develop the competencies of the social work program;
- to inform appropriate agency staff members of the educational competencies of field instruction and give them a general overview of the social work curriculum;
- to provide the agency with materials that describe the social work curriculum and appropriate course syllabi and outlines; and
- to plan and conduct seminars and consultations for field instructors.

Responsibilities to Students

The director of field has the following responsibilities to the students enrolled in the BSU Department of Social Work who are seeking field instruction experiences:

- to inform students of their field placement assignments;
- to plan and implement the field instruction program;
- to conduct field seminars for all students engaged in field instruction to deal with the collective concerns and experiences of the group;
- to have individual conferences with students who are having difficulties in field instruction and/or need clarification about matters related to field instruction; and
- to intervene when difficulties arise in field placements that cannot be resolved by the student and the field instructor.

Responsibilities to the Field Placement Agency

The director of field has the following responsibilities to the partner agencies and field instructors that host students during their field instruction experiences:

- to assist field instructors with meeting their educational responsibilities to students;
- to inform the agency of individual student's needs and background to facilitate planning and ensure that the student's educational needs are met; and
- to review students' agency recordings and evaluation reports and confer with the field instructor to assign a letter grade for the student's performance in field placement.

Responsibilities of the Agency Field Instructor

When providing supervision for a BSU social work intern, agency field instructors have the following responsibilities to the student and the University:

Responsibilities to the University

The agency field instructor is must accept responsibility for the following:

- to familiarize himself/herself with the social work curriculum by reading the Field Instruction Manual and maintaining communication with the director of field;
- to prepare appropriate agency staff for the student's arrival, obtain staff cooperation, and encourage staff appreciation for the important educational venture in which the

agency is involved;

- to familiarize himself/herself with the student's background information prior to the student's arrival;
- to attend seminars and workshops held on the University campus for the benefit of all field instructors;
- to meet with the director of Field to discuss the student's performance;
- to evaluate the student's performance at appropriate intervals (at mid-term and at the end of each semester) using the proper evaluation instrument(s);
- to provide the director of Field and student with materials that detail the organizational structure of the field placement agency, as well as its goals, competencies, policies, and delivery systems; and
- to teach the student basic skills and techniques necessary for specific practice in the agency.

Responsibilities to the Student

The agency field instructor has the following responsibilities to the student(s) placed at their agency for the social work internship:

- to assist in the planning and guidance of the social work student's learning experience at the agency;
- to help develop and assign tasks that are relevant to the educational competencies at the micro, mezzo, and macro intervention levels;
- to develop and assign increasingly complex and challenging tasks that foster the student's growth and address his or her learning needs;
- to consult with the director of field prior to the student's arrival;
- to have regular **weekly** conferences with individual students and/or student groups that foster student growth in the following areas:
 - professionalism,

- Ability to identify and assess problematic situations,
- intervention skills,
- communication skills,
- evaluation skills,
- basic core knowledge, and
- specific program activities;
- to orient students to the environment in which they will work by providing information about the following:
 - the agency and its purpose, personnel, functions, policies, goals, personnel regulations, and specific activities;
 - the source of agency funding;
 - the clientele and geographic area served;
 - the connections between the agency, the surrounding community, and other agencies; and
 - the agency and field instructor's expectations for student interns;
- to teach the student the purpose and methods of recording in the agency setting;
- to inform the director of field of any problems relating to the student;
- to introduce practice concepts, principles, and techniques to the students that are necessary to function in the agency setting; and
- to evaluate the student's progress regularly, including a formal oral and written evaluation at mid-term and at the end of each semester.

Educational Review Process for Non-Academic Performance

In addition to preparing generalist social work practitioners for professional practice the Department of Social Work also carries a gate keeping function. This means that Faculty are obliged to assess any student who appears to be unsuitable for a career in social work. The

Educational Review Process for Non-Academic Performance is not utilized to resolve a student's grievance regarding a grade. The evaluation for nonacademic performance will occur when a student exhibits the following:

1. Little evidence of professional responsibility: The student is consistently late in meeting academic and/or agency deadlines. This behavior brings into question the student's ability to assume professional responsibility.
2. Inappropriate adaptation to the goals of the social work profession – The student consistently demonstrates the inability to internalize the knowledge, values, and skills that a part of professional social work practice.
3. Inadequate interpersonal skills – The student is unable to relate to others, i.e., faculty, students, and clients, appropriately and in congruence with the values, ethics, and belief of the social work profession.
4. Personal Problems – (exclusive of intellectual and or physical disabilities) The student's personal or emotional difficulties consistently and significantly interfere with learning. They may also deter the student from relating helpfully to clients and/or developing self-awareness for professional practice in social work.
5. Violation of the Profession's Code of Ethics of the University's Code of Conduct – The student breaches either:
The Code of Ethics of NASW and/or
The University's Code of Conduct and/or
CSWE Competencies where the behavior is not in alliance with the social work profession (*Bowie State University Student Handbook*).

When an instructor believes that a student's performance is unsatisfactory, the instructor will notify the student and the academic advisor, in writing, and will also initiate the following process:

1. Arrange a meeting involving the student(s), the instructor, and or the faculty to discuss the area(s) of the student's performances that generated concern.
2. Develop a corrective action plan, including specific assignments, expectations and a time line for reassessing the student's performance.
3. If steps 1 and 2 do not result in satisfactory performance on the part of the student, the faculty, instructor, will inform the academic advisor, and the following steps will be initiated:
 - a. The academic advisor will inform the student that his/her performance has been referred to the Educational Review Committee for review and disposition. The Educational Review Committee is comprised of two (2) faculty members. Statements from the academic advisor describing the situation under review are submitted to the chairperson of the Educational Review Committee before the committee meets.
 - b. A copy of all statements are forwarded to the student before the committee meets.
 - c. The chairperson of the Educational Review Committee informs all parties of the date and time the committee will meet.
 - d. The academic advisor and the student must be present at the meeting. The student may bring one (1) advocate.
 - e. All points of view regarding the situation under review are presented at the meeting.
 - f. The student must be sent a letter of notification of the committee's decision within 24 hours of the committee's meeting. The letter will inform the students of his/her right to appeal. The student, if he/she wishes, may discuss the committee's disposition with the committee chairperson.

- g. The student has the right to appeal to the Chair of the Department of Social Work within 10 days of the committee's decision.
- h. Statements submitted by the student and others are maintained in confidential Educational Review Committee files until the end of the academic year when they are destroyed. They are not placed in the student's general file. However, if a withdrawal is recommended, the academic advisor prepares a summary statement for the student's general file.
- i. The following documents are placed in the student's general file:
a copy of the Educational Review Committee's notification letter, the academic advisor's recommendation (placed in all student files), and a summary statement in the event the student is terminated from the BSW program.

POSSIBLE RECOMMENDATIONS BY THE EDUCATIONAL REVIEW COMMITTEE

1. Continuing in the BSW Program with no changes.
2. Continuing in the BSW Program along with one of the following recommendations:
 - a. Extend the plan for corrective action that was implemented prior to review by the Educational Review Committee.
 - b. Change faculty advisor.
 - c. Replace the student in a different class

Where there are academic problems, the Committee's recommendations can include:

- a. Setting dates for the completion of outstanding work.
- b. A less rigorous program (e.g. reducing the number of credit hours carried)
- c. Termination from the BSW Program.

ADVISEMENT PROCESS

The Department of Social Work recognizes the importance of the individual faculty advisor-student relationship in enabling the student to achieve the educational goals of the BSW Program. Advisement is aligned throughout the educational component of the BSW Program.

The student's attitude and aptitude for professional and personal growth, including meeting student and program expectations. Honest and open communication regarding goals accomplished, and anticipated goals, as well as, problems encountered, are considered as vital to a useful and productive relationship between student and academic advisor. The advisor and advisee assess and re-assess the student's total performance (i.e., theoretical, experiential, in-class, relationship skills, etc.) throughout the educational process.

As progress is made in the program, the student's academic performance and his/her capacity, capabilities, skills, and on-going interest in the profession are re-assessed. At any point in time, a student can be determined to be inappropriate for a career in social work. Through advisement the student is assisted to consider other professional options.

The academic advisor is available to assist the student in making career assessments; to function as a resource regarding services available at the University; to assist in selecting courses consistent with the curriculum and to assist with assessing and re-assessing the student's developing competence as a professional social worker.

The advisor communicates and advocates on the student's behalf with the faculty, as necessary. The faculty advisor is available to assist regarding concerns related to policies (e.g., grade appeal process).

Advisors do not provide therapeutic intervention as a response to students' personal problems. Students in need of professional assistance may confer with the academic advisor regarding available services in the University or the human service network.

The student has responsibilities in the advisee-advisor relationship. The student is expected to:

1. Arrange a meeting with the academic advisor at least during the registration period of each semester to discuss his/her progress in the BSW Program and to make appropriate course selections.
2. Arrange a meeting with the academic advisor as a part of the process to discuss placement options that are consistent with the student's learning needs, interests and the curriculum
3. Meet with the advisor when experiencing problems that may prevent completing course assignments of the BSW Program and satisfying the University's graduation requirements.

Students may request assignment to a different member of the faculty. When a request is made due to disagreement with the advisor, students are encouraged to discuss the problem with the advisor before requesting a different advisor. Such requests should be directed to the Chair. Similarly, faculty may request that a student be assigned to another member of the faculty for advising.

Student Termination from the Field Instruction Program

A student can be terminated from the field instruction program for excessive absences (no more than 3 per academic semester; plagiarism/cheating; serious violation of agency policy; or behavior in the classroom, field agency, and/or community that violates or is contrary to the NASW Code of Ethics. The decision to terminate a student from the field practicum is made by the

director of field only after a careful review of all available information and consultation with the involved parties. Students who are placed on probation (see Appendix O) will be terminated from the field practicum for any violation of the terms of their probation.

A student who violates the Code of Ethics will be terminated from their field placement, which results in an automatic failure in the field instruction and seminar course for the semester. The student will be instructed to re-enroll in the section of the Field Seminar class that was failed and will also have to repeat the semester of field instruction. If the student has an egregious violation against the Code of Ethics, the student will be reviewed for permanent removal from the field practicum. In such cases, students will be referred to the chair of the Department of Social Work for a final decision on his/her removal from the social work program. Students may appeal a termination by following the appeal procedures of the Department of Social Work, which are outlined in the Social Work Student Handbook.

Evaluating the Field Agency

At the end of each semester, social work interns are asked to anonymously evaluate the field agency's role in meeting students' educational and professional needs and helping them to achieve their educational goals. Utilizing these evaluations, as well as assessments from **the director of field** and feedback from the field instructor and other relevant agency personnel, the director of field makes a decision about the agency's continued role as a field site for the social work program.

Conclusion

The field placement experience is one of the most meaningful parts of the social work curriculum for students. The experience is challenging because it represents a real test of skill, commitment, and knowledge; and it is the time when students first assume professional responsibility for intervening in other people's lives.

While recognizing that the field placement may have its agonizing moments, ideally, it will be a satisfying and meaningful experience for all who participate and will provide an opportunity for students to gain direction, confidence, and valuable skills. The field practicum experience may be a lot of things, but it is unlikely that it will be irrelevant. Few students ever forget their first client or their field instructor.

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The Generalist Practice Model

The Generalist Model

A Definition of Generalist Practice

The BSU Department of Social Work defines generalist practice as entry level professional social work activities guided by the knowledge of and an ability to utilize a planned-change process effectively, in combination with a strength-based and ecological perspective, to assist clients and client systems with a variety of social problems. The Department of Social Work utilizes a generalist model (as an approach to undergraduate education) that incorporates a sound knowledge base in the areas of sociology, human behavior, psychology, political science, economics, social work methods, languages, and research. This foundation provides students with the knowledge and understanding necessary to acquire a wide variety of skills for utilization in entry-level jobs.

The generalist model incorporates and integrates various methodological approaches to practice regardless of whether services are provided to or on behalf of individual clients, families, groups, organizations, or communities. This model also prepares students to perform effectively and efficiently in a variety of roles within myriad social work and host settings.

The skills necessitated by the generalist model approach can be categorized into the following areas:

- positively using the professional self
- the observation of behavioral and environmental factors;
- establishing effective communication and developing a rapport with clients;
- understanding and becoming proficient in problem identification as an ongoing process;
- assessing client and client system behavior and the need and capacity for change;
- planning and implementing plans;
- evaluating service delivery outcomes and the need for system changes, especially as they relate to at-risk and oppressed populations; and

- appropriately participating in change efforts aimed at community and organizational development designed to improve service delivery.

Since the entry level student educated in the generalist model program cannot be expected to be a specialist in any area, the student must demonstrate a number of characteristics crucial to effective performance, including knowledge of self, awareness of personal limitations, skill in assessment, the ability to utilize community resources; and effective referral making. Students are expected to combine their knowledge based acquired skills with a commitment to the social work value systems specified in the NASW Code of Ethics.

Education Affiliation Agreement

Education Affiliation Agreement
Between
Bowie State University
and

This Agreement is entered into this , between Bowie **State University, 14000 Jericho Park Road, Bowie, MD 20715**, a constituent institution within the University System of Maryland, which is an agency of the State of Maryland, (“Bowie” or the “University”), and , a community agency, to collaborate in the provision of field practicum experiences **for** students enrolled in the Department of Social Work at Bowie State University (“Department”); and

WHEREAS, the Department of Social Work is engaged in educating Bowie social work students (“Social Work Students”) to become professional social workers, through a program that includes the provision of field practicum experiences to students under the supervision of both the Department of Social Work Faculty Director of Field employed by Bowie State University (“Director of Field”) and the above named community agency’s Social Work Field Instructor (“Field Instructor”); and

WHEREAS, participation by Social Work Students in a field practicum experience is one of the requirements necessary for students to qualify for a **Bachelor of Science or a Bachelor of Arts in Social Work** degree at the University; and

WHEREAS, Social Work Students’ participation in a field practicum experience at the community agency benefits the community agency by educating social workers for the general community; and

WHEREAS, it is in the mutual interest of Bowie State University Department of Social Work and the community agency to work together to provide educational clinical experiences for Social Work Students;

NOW THEREFORE, for, and in consideration of, the mutual promises contained herein and for good and valuable consideration the parties mutually agree as follows:

I. Agreements

A. The BSU Department of Social Work and the above named Agency will not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status, veteran status, or any other legally publicized status.

B. Students will spend a minimum of sixteen (16) hours per week in the field placement or a minimum of 200 clock hours per semester for two semesters.

C. The number of students assigned to the Agency and the student schedules shall be determined by a mutual agreement between the BSU Director of Field or Department of Social Work representative and the Agency Field Instructor or Agency representative.

D. Assigned students will be expected to perform assignments abiding by the rules, regulations, and standards of the agency, the BSU Department of Social Work, and the National Association of Social Workers (NASW) Code of Ethics.

E. The BSU Department of Social Work or the Agency may request the termination from field placement of any student who violates the rules, regulations or standards of the agency, the BSU Department of Social Work, or the NASW Code of Ethics.

F. Students are responsible for transportation expenses to and from the agency and can expect the Agency to provide reasonable reimbursement or provision of transportation for travel related to field practice assignments.

G. Students shall not be used in lieu of professional or other staff.

H. Students' professional liability insurance is provided through the State Treasurer's Office. A certificate of insurance will be provided to the agency by the State Treasurer's Office upon a request from the BSU Department of Social Work.

I. The educational objectives and evaluation criteria in the BSU Department of Social Work Field Instruction Manual constitute the expectations for student learning. The student field practice assignments shall complement the educational expectations of the BSU Department of Social Work and service needs of the Agency.

J. Agency field instructors must have the credentials of MSW or BSW (with a minimum of three years' practice experience), practicing under a supervisor with an MSW.

K. The policies, procedures, and specific responsibilities for field instruction are contained in the BSU Department of Social Work Field Instruction Manual, which is provided to the agency, field instructors, and students. Additional manuals are available upon request. The policies, procedures, and responsibilities contained in the BSU Department of Social Work Field Instruction Manual constitute the guidelines, understandings, and agreements for the field practice educational experience for students. The policies, procedures, and responsibilities contained in the Field Manual are in addition to and not contrary to the terms in this agreement.

II. Term

The Agreement shall have an initial term of five (5) years, commencing on [] and ending on []. Thereafter, this Agreement may be renewed annually upon the written agreement of both parties.

III. Evaluation Meeting

Following a written request from BSU Department of Social Work or the Agency, the parties shall meet to discuss the goals, implementation, and progress of the Clinical Experience provided in accordance with this Agreement.

IV. General Provisions

A. This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland and shall be made in the State of Maryland. Any action in connection with this Agreement shall be brought only in the courts of the State of Maryland or in the Federal District Court for the District of Maryland, after all applicable administrative remedies have been exhausted.

B. This Agreement contains the entire agreement between the parties; and there are no promises, agreements, conditions, undertakings, warranties, or representations—oral or written—expressed or implied between them other than as herein set forth. This Agreement is intended by the parties to be an integration of all prior or contemporaneous promises, agreements, conditions, and undertakings between them.

C. Nothing contained in this Agreement shall be deemed or construed by the parties hereto, or by any third party, as creating a relationship between Bowie State University, the State of Maryland or the University System of Maryland and the Agency as principal and agent.

D. If any term or provision of this Agreement shall be held illegal, unenforceable, or in conflict with any law governing this Agreement, the validity of the remaining portions shall not be affected thereby.

E. This Agreement may not be assigned, modified or altered in whole or in part, without the prior written consent of both parties.

F. This Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties hereto.

G. All notices required to be given hereunder shall be in writing and shall be sent by first class mail, postage, prepaid, addressed as follows:

If to the Community Agency:

Name _____

Title _____

Address _____

If to Bowie State University:

Dr. Makeba Green

Chairperson

Department of Social Work

14000 Jericho Park Road

Bowie, MD 20715

IN WITNESS WHEREOF, the parties have caused this Agreement to be properly executed by their duly authorized officers, as of the day and year first above written.

[_____] **[BOWIE STATE UNIVERSITY]**

Authorized Officer(s)

By: _____

Date

Name: _____

Title: _____

By: _____

Date

Name: _____

Title: _____

Authorized Officer(s)

By: _____

Date

Provost and

Senior Vice President of

Academic Affairs

By: _____

Date

Dean

School of Professional Studies

By: _____

Dr. Makeba Green **Date**

Chairperson

Department of Social Work

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Learning Contract

BSW LEARNING CONTRACT/EVALUATION
Bowie State University Department of Social Work

Student's Name: _____ **Phone:** _____ **E-mail:** _____

Primary Field Instructor: _____ **Agency:** _____

Address: _____ **Phone:** _____ **E-mail:** _____

Secondary Field Instructor (Task Supervisor): _____ **Phone** _____ **E-mail:** _____

Faculty Liaison: _____

INSTRUCTIONS:

1. The student completes the top of this document.
2. The student and the field instructor then agree on one or more agency or placement and the specific activities or products the student will complete that will demonstrate their competency for each practice behavior and enter these into the spaces provided.
3. The student and the field instructor then print this document and sign and date in the space designated as "Learning Contract" on the final page of this document.
4. The student submits this document to the faculty coordinator for review, approval, and signature if no changes are needed.
5. **All parties should keep a copy of this document each time it is changed, signed, and dated.**

This document is intended to be added to as needed when approved by the Faculty Director.

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as the 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 updating their skills continually to ensure those proficiencies are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will 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.			
Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.			
Student will use technology ethically and appropriately to facilitate practice outcomes			
Student will use supervision and consultation to guide professional judgment and behavior.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
Student will present themselves as learners and engage clients and constituencies as experts of their own experiences.			
Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person, regardless of his or her 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 strategies designed 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.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
Student will engage in practices that advance social, economic, and environmental justice.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

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

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will use practice experience and theory to inform scientific inquiry and research.			
Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
Student will use and translate research evidence to inform and improve practice, policy, and service delivery.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 5: Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will identify social policies at the local, state, and federal level that affect individuals' well-being and access to social services, as well as overall service delivery.			
Student will assess how social welfare and economic policies influence the delivery of and access to social services.			
Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may influence their ability to engage effectively with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals, as appropriate.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
Student will use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

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

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will collect and organize data, and apply critical thinking to interpret information from clients and constituencies.			
Student will 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.			
Student will develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges exhibited by clients and constituencies.			
Student will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 8: Intervene with Individuals, Families, Groups, Organization, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to intervene effectively 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.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to their selection and implementation of interventions with clients and constituencies.			
Student will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
Student will use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes.			
Student will facilitate effective transitions and endings that advance mutually agreed-on goals.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance the effectiveness of practice, policy, and service delivery. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge when evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Student will select and use appropriate methods for evaluating outcomes.			
Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
Student will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Additional Comments:

Role	Learning Contract Signature & Date	1st Semester Evaluation Signature & Date	2nd Semester Evaluation Signature & Date
Student			
Primary Field Instructor			
Secondary Field Instructor			
Faculty Liaison			

Monthly Reporting Form

**Bowie State University
School of Professional Studies
Department of Social Work
Field Instruction Monthly Reporting Form**

Student Name: _____

Agency: _____

Reporting Period (Month and year): _____

Practice Activity	Hours Spent
1. Client Contact - - Face-to-face (formal)	_____
2. Client Contact - - Face-to-face (informal)	_____
3. Client Contact - - Telephone	_____
4. Contact with other significant systems*	_____
5. Referrals	_____
6. Documentation	_____
7. Supervision (by supervisor only)	_____
8. Collaboration and consultation*	_____
9. Planning and preparation*	_____
10. Staff, agency, and community meetings	_____
_____	_____
11. Other activities for educational enrichment*	_____
12. Other	_____
<i>(Please specify – Agency holidays, travel or others)</i>	
Total hours this reporting period	=====
Total hours to date	=====

***Definitions**

4. Contact with other significant systems includes all systems with which the client system has been or is currently involved. Systems to which you are referring your client should not be included her. (Specific to client system). *

8. Collaboration and consultation include time spent with staff and other professionals to enhance your abilities to handle practice situations. (To increase general knowledge or practice abilities).

9. Planning and preparation include all time spent planning your daily activities, preparing for practice activities, scheduling, reading reports and client files, materials read to guide practice activities.

11. Other activities for educational enrichment include workshops, seminars, tours or other agencies and facilities, materials read for general knowledge.

Field Instruction Monthly Reporting Form
Page 2

Number of client systems seen: _____
(Count each only once) _____

Number of client systems contacted by telephone: _____
(Count each client only once)

Indicate the focus of your intervention efforts:
(Check all that apply)

- Individual
- Family
- Family
- Group
- Community
- Group

Number of referrals made: _____

Specify the names of reports completed and the type of record keeping systems used:

**Due Date – First Friday of each month
(Reduction in semester grade for lateness)**

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Monthly Supervisory Conference

Report Guide

Journal Entries Guide Agenda Format

Monthly Supervisory Conference Report Guide

The following information need to be included on your supervisory conference report:

Student Name _____ Agency Name _____

Dates of conferences: _____

1. What was the most significant thing you learned at your agency this month? How does that learning tie in with your classroom learning?

(Heading*: Practicum Learning – Relationship to Classroom Learning)

2. Are there any unresolved issues/concerns that were not covered/resolved during the session? If so what are they? What are your plans for dealing with these issues?

(Heading: Remaining Concerns and plans for resolution)

Due: Second Friday of each month – Attach this monthly conference report and agendas for the month to the Field Instruction Monthly Reporting Form

Note: Students are required to submit a written agenda (Appendix E-2) to the field instructor before each supervisory conference.

Journal Entries Guide

Your weekly journal entries should contain the following information:

Dates entry covers: _____

1. What experience(s) do you feel good about this week?

(Heading: Positive Experiences)

2. What was the low point of your week? Why was it a low point?

(Heading: Low Point – Reason)

3. Discuss any concerns/problems you experienced with your placement this week. What did you do (or plan to do) to resolve this concern/problem?

(Heading: Concerns/Problems - Resolution)

Journals are collected twice per semester. Additional requests may be made by the instructor.

***Heading refers to the topic heading to be used for your written entries and report.**

Agenda Format

Agenda

Note: Students are required to submit a written agenda to the field instructor before each supervisory conference.

Student: _____

Agency: _____

Date for Supervision: _____

Date Agenda Submitted: _____

Items for Discussion:

Items Submitted for Review, signature, comments:

Additional Items Discussed (Note: Complete section during or after supervisory session)

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Process Recording Form
Skills Rating Sheet Form

Process Recording

The major purposes of process recording are the following:

1. To structure thinking about field practicum activities
2. To begin to conceptualize what happens in the transactions between the social work student and the client
3. To heighten self-awareness and purposeful use of self
4. To promote skill in separating facts from judgments

Please utilize the following information to complete each section of the process recording form:

- Client System (Client's first name, age, gender, race, ethnicity, occupation, etc.)
- Presenting Issues: Presenting problem/situation or background relevant to interview.
- Purpose of Interview (Include which interview i.e. – intake, third meeting, and reason for interview)
- Description of the transactions – Content

Recording factual occurrences. Record what actually took place, how the meeting or interview began, what was done and said (including by you), omit feelings, and judgments about these actions in this section.

- Skills Used

What social work skills were used – example – open ended or closed ended question, paraphrasing, summarizing, reflecting content and/or feelings, body language, etc.

- Gut Reaction

Describe your subjective reactions (e.g. thoughts, feelings) about the client's words and presentation, and your own words and presentation during the interview.

- Analysis
 1. What do you understand about the client system's situation and behavior?
 2. Briefly characterize your role(s) in the transaction.
 3. Identify techniques you used in the transactions. Which interventions were useful and which were not?
 4. Explain why you did or did not achieve your objectives.
- Field instructor's comments – Section for comments by field instructor and field coordinator
- Overall Assessment of the Interview (How effective were you? What techniques were successful? What can you improve in the next interview?)
- Plan/Contract for future intervention (If any)
 1. What have you and client system decided to work on at this point?
 2. Indicate next steps as you view them.

Note: The process recording should represent the content of the entire interview from beginning to end.

Outline of information to be included for each section of the process recording form:

	Content	Skill Used	Your Gut Reactions	Your Analysis
Worker	Report words you said	Identify social work skill used	Describe your subjective (e.g., thoughts, feelings, sensations) reactions to your own words during this exchange	Objectively evaluate your selection of the skill used and the quality of your performance
Client	Report words client said	(Leave Blank)	Describe your subjective (e.g., thoughts, feelings, sensations) reactions to the client's words and gestures during the exchange	To the degree possible, objectively analyze the client's words and gestures during this exchange

Example of a completed portion of a process recording

	Content	Skill Used	Your Gut Reactions	Your Analysis
Worker	What are some of the feelings you have been having during this difficult time?	Open ended question	I have a hunch that the client wants to and probably needs to talk about her feelings, but I'm scared it might be too much for her – and perhaps for me to handle	I think this is an appropriate skill to use at this point. I also believe that I phrased it well. An open question is more useful here than a closed question because she can say as much or as little as she wants to at this time.
Client	I'm just so tired all the time; It makes it hard for me to do all the things I need to do. I've also been very impatient with everybody.		I can believe it! I'd be exhausted too. If I were in her shoes, I don't know if I could even get out of bed to face the world.	Client's words appear to represent an accurate description of her feelings at this time. I wonder if she might be depressed enough that she should talk to her medical doctor?

Worker	You're feeling exhausted therefore you do not do some of the things you think you need to do. This can also cause you to be impatient. When was the last time you went for a medical check-up?	Reflecting feelings and content Body language – leaning in closer to her Closed question	She looks and feels terribly fatigued. I feel depleted as I try to feel what she's feeling.	I believe that I'm on target with this feeling and content reflection. I also think that it's the right skill to use at this time to let her know I am listening and displaying empathy. However, I don't want to overlook a possible physical problem.
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Process Recording

Student: _____ **Date:** _____

Agency: _____

Client System: _____

Presenting Issue(s): _____

Purpose of Interview: _____

Interview Sequence: _____

(Example: Intake, Initial, Third)

	Content	Skills Used	Your Gut Reactions	Your Analysis	Field Instructor's Comments
W O R K E R					
C L I E N T					

Process Recording (continuation page)

Student: _____

Page: _____

	Content	Skills Used	Your Gut Reaction	Your Analysis	Field Instructor's Comments
W O R K E R					
C L I E N T					
W O R K E R					
C L I E N T					

Note: Duplicate this page as needed for a complete recording of the ENTIRE CONTENT of this interview.

Process Recording (final page)

Student: _____ Page: _____

	Content	Skills Used	Your Gut Reaction	Your Analysis	Field Instructor's Comments
W O R K E R					
C L I E N T					

Plans for Next Interview (If applicable)

Notes: (1) Complete and attach the Skills Rating Sheet to this process recording.

(2) Late submission policy – two point deduction from grade for this assignment for each day of lateness. Assignment will not be accepted after five days from due date resulting in a grade of “0” for the assignment.

Field Incident Report Form

Bowie State University

14000 Jericho Park Road
Bowie, Maryland 20715

**Department of Social Work
Field Incident Report**

Student: _____ Agency: _____

Person submitting report _____

Date of incident _____ Date of report _____

Persons involved in incident _____

Description of incident (What led to the situation and what occurred during the incident?)

Nature of injury and persons injured

Action taken and by whom

Student

Date

Field Instructor

Date

BSU Field Coordinator

Date

Self-Assessment Guide

Self-Assessment Guide Field Seminar I & II

Self-assessment is an integral part of the evaluation process. The self-assessment should include:

1. A summary of major assignments and/or areas of responsibility.
2. A discussion of the skills you have developed during the semester.
3. An evaluation of your strengths and weaknesses, identifying the areas in which you have shown improvement and the areas which you need to improve and ways you can improve. (Be specific)
4. A list of your professional goals and identification of the skills to be developed next semester (or after graduation).
5. An optional discussion of any other factors relating to your field placement or performance.
6. A list of experiences you would like to receive but have not received.
7. A discussion of biases/prejudices you have discovered about yourself and how these affected your work in the field practicum?

Date due: Prepare three weeks prior to each semester evaluation and submit to field instructor. Attach to the evaluation. The self-assessment should be signed by the student and the field instructor. The self-assessment should be discussed in supervision and field seminar prior to the formal semester evaluation.

Acknowledgement of Risk Form

Bowie State University
School of Professional Studies
Department of Social Work
Acknowledgement of Risk in the Field Placement

Student Name: _____

This document is designed to inform you of the potential risks associated with the field placement (SOWK 402 & 403), which is required for graduation with a Bachelor of Science or Bachelor of Arts Degree with a major in Social Work. It is the social work program's responsibility to inform you of risks associated with this aspect of your educational and professional preparation. With proper knowledge and preparation, risks can be minimized.

1. **Liability Insurance:** Professional liability coverage is required for all students. Coverage is provided through the University system. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, consult your field instructor and/or **Director of Field**

2. **Automobile Liability Insurance:** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The social work program strongly recommends that you not use your personal vehicle to transport clients. If clients are to be transported, an agency vehicle should be used. Consult your field instructor regarding agency policies.

3. **Client Office Visits:** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended courses of action should such an event happen.

4. **Institutional Settings:** Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling a client whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to discuss the possibility of having your field instructor or another staff person accompany you when you visit certain clients. Concern in this and other areas can also be discussed with the Bowie State University (BSU) **Director of Field**.

5. **Home Visits:** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor. The time of departure, time of return, other activities while on the trip, etc. should be documented according to agency policy and your field instructor's directions. Do not conduct a home visit when you feel extremely uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Also beware of dogs or other household pets that might be a threat. Do not take undue risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place and take appropriate safety measures such as noting street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you arrange to be accompanied by someone when going to your car after dark.

Acknowledgements:

I have read the above, discussed these risks with the **BSU Director of Field** and I understand that the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policies and practices regarding the above situations and to act accordingly. I also understand that it is my ongoing responsibility to discuss my concerns and questions with my field instructor and the BSU field coordinator.

Student signature: _____ **Date:** _____

Items 1-6 have been discussed with the above named student and the opportunity has been provided for the student to ask questions and receive clarification. The student has been told to expect instruction, supervision, and support regarding items 1-6 and related issues.

_____	_____
Agency Field Instructor	Date
_____	_____
BSU Director of Field	Date

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Mid Semester Evaluation Form

**Bowie State University
School of Professional Studies
Department of Social Work**

**Field Instruction Mid-Semester Evaluation
Semester I and II**

Student: _____

Date: _____

Agency: _____

Field Instructor: _____

Directions: Please check the box which best describes the student's level of performance at this stage in the semester.

	Satisfactory	Not a problem, but growth needed in this area	Possible problem area
Attendance and Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grasp of Agency Functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to effectively communicate orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to produce effective written communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to establish meaningful and purposeful relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to identify and express problem areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to act as an advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to set appropriate goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of personal strengths and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation* for and use of supervision (*submission of written agendas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification with the social work profession including the NASW Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to reflect an understanding of problem solving/ planned change process skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to reflect an understanding of the strength based and ecological perspectives in interactions with agency staff and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of a knowledge of intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instruction Mid-Semester Evaluation
Page 2

*

Additional Comments: _____

Agency Field Instructor Signature

Date

Student Signature

Date

Recommended Grade: _____

- S - Superior**
- P - Passing**
- M - Marginal**
- F - Failing**

Semester Evaluation Form

BOWIE STATE UNIVERSITY
Bowie, Maryland 20715
COLLEGE OF PROFESSIONAL STUDIES
DEPARTMENT OF SOCIAL WORK

Date: _____ Total Cumulative Field Hours: _____

Student: _____ (Check one) First Semester of Placement: _____
Second Semester of Placement: _____

Agency: _____

Field Instructor: _____

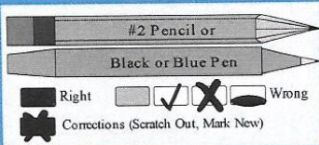
Instructions for Rating Interns on the 9 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

This reflects that the student has not had the opportunity to demonstrate competence in this area.

Under each competency statement there are several items that you are asked to rate according to the criteria above. Please add any comment or clarification of content at the end of each section.



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



Marking Instructions

- Use a No. 2 pencil, a black, or a blue pen.
- Do not use felt tip pens or red ink.
- Fill rectangle with a solid, dark mark.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

Section A: Demographics

What are the last four digits of your School ID # ?

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

This information will not be shared outside of the SWEAP Project, or with your school.

If your school uses letters, use the following:

- | | | |
|-------|--------|--------|
| 1=ABC | 2=DEF | 3=GHI |
| 4=JKL | 5=MNO | 6=PQRS |
| 7=TUV | 8=WXYZ | |

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Month/Year

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

BA or BS in Human Services field

- BA or BS in Human Services field
- BA or BS in Social Work
- BS
- MA in Liberal Arts field
- MA in Human Services field
- MSW or MA/MS in Social Work
- MS
- PhD in Human Services field
- PhD or DSW in Social Work
- Other

Student Name

A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

Section B: Assessment

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

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern/Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Lack- Inade- Compe- Supe- Mast- Not-
ing quate ntant rior ered Observ.

- | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern demonstrates professional demeanor in behavior |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern demonstrates professional demeanor in appearance |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern demonstrates professional demeanor in oral communication |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern demonstrates professional demeanor in written communication |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern demonstrates professional demeanor in electronic communication |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern uses technology ethically and appropriately to facilitate practice outcomes |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> no | Intern uses supervision and consultation to guide professional judgment and behavior |



Competency 5 - Engage in Policy Practice (Continued)

Lack- ing	Inade- quate	Compe- ntant	Super- rior	Mast- ered	Not- Observ.	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 - Engage w/ Individuals, Families, Groups, Organizations & Communities

Lack- ing	Inade- quate	Compe- ntant	Super- rior	Mast- ered	Not- Observ.	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Lack- ing	Inade- quate	Compe- ntant	Super- rior	Mast- ered	Not- Observ.	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8 - Intervene w/ Individuals, Families, Groups, Organizations & Communities

Lack- ing	Inade- quate	Compe- ntant	Super- rior	Mast- ered	Not- Observ.	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9 - Evaluate Practice w/ Indiv., Families, Groups, Organizations & Comm.

Lack- ing	Inade- quate	Compe- ntant	Super- rior	Mast- ered	Not- Observ.	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern selects and uses appropriate methods for evaluation of outcomes
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies evaluation findings to improve practice effectiveness at the micro level
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies evaluation findings to improve practice effectiveness at the mezzo level
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> no	Intern applies evaluation findings to improve practice effectiveness at the macro level

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. WE HOPE THE INFORMATION THAT IS COLLECTED WILL NOT ONLY HELP YOUR PROGRAM BUT SOCIAL WORK EDUCATION IN GENERAL.



1. Do you have any other comments about the student's performance?

2. Student's comments concerning this evaluation.

Recommended Grade (A-F) _____

(Signatures Required)

Student

Date

Field Instructor

Date

Field Liaison/ Director of Field

Date

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NABSW Code of Ethics

National Association of Black Social Workers

Code of Ethics

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

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

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

I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interest.

I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

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NASW Code of Ethics



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.

<http://www.socialworkers.org/pubs/code/code.asp>

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Código de Ética de la Asociación Nacional de Trabajadores Sociales

Preámbulo

La misión principal de la profesión de trabajador social es la de elevar el bienestar humano y ayudar a satisfacer las necesidades básicas humanas, con atención en particular a las necesidades y potenciación de la persona que es vulnerable,

oprimida y que vive en la pobreza. Una característica histórica y que define la profesión del trabajo social es el enfoque de la profesión en el bienestar individual sobre un contexto social y en el bienestar de la sociedad. Es fundamental para el trabajo social la atención a las fuerzas del entorno que crean, contribuyen a, y solucionan los problemas de la vida.

Los trabajadores sociales promueven la justicia y el cambio social con y a pedido de los clientes. "Clientes" se utiliza con un sentido inclusivo para referirse a individuos, familias, grupos, organizaciones y comunidades. Los trabajadores sociales son sensibles a la diversidad cultural y étnica y luchan para terminar con la discriminación, la opresión, la pobreza y otras formas de injusticia social. Estas actividades pueden ser en la forma de práctica directa, organización comunitaria, supervisión, consulta, administración, apoyo, acción política y social, desarrollo e implementación de políticas, educación, e investigación y evaluación. Los trabajadores sociales buscan aumentar la

capacidad de las personas para solucionar sus propias necesidades. Los trabajadores sociales también buscan promover la receptividad de las organizaciones, comunidades, y otras instituciones sociales a las necesidades individuales y a los problemas sociales.

La misión de la profesión del trabajo tiene sus raíces en un conjunto de valores esenciales. Estos valores esenciales, abrazados por los trabajadores sociales a lo largo de la historia de la profesión, son la base del propósito único y perspectiva del trabajo social:

1. servicio
2. justicia social
3. dignidad y valor de la persona
4. importancia de las relaciones humanas
5. integridad 6. competencia.

Esta constelación de valores esenciales refleja aquello que es exclusivo a la profesión del trabajador social. Los valores esenciales, y los principios que emanan de ellos, deben ser balanceados en el contexto y complejidad de la experiencia humana.

Propósito del Código de Ética de la NASW

La ética profesional se encuentra en el núcleo del trabajo social. La profesión tiene la obligación de articular sus valores básicos, principios éticos y normas éticas. El

Código de Ética de la NASW expone estos valores, principios y normas a fin de guiar la conducta de los trabajadores sociales. El Código es relevante para todos los trabajadores sociales y estudiantes en el área de trabajo social, sin importar su función profesional, el entorno en el cual trabajan, o las poblaciones a las que sirven.

El *Código de Ética de la NASW* asiste en seis propósitos:

1. El *Código* identifica valores esenciales en los cuales se basa la misión del trabajo social.
2. El *Código* resume amplios principios éticos que reflejan los valores esenciales de la profesión y establece un conjunto de normas éticas específicas que deberían ser utilizadas para guiar la práctica de la profesión.
3. El *Código* está diseñado para ayudar a los trabajadores sociales a identificar consideraciones relevantes cuando las obligaciones profesionales entran en conflicto o cuando surgen incertidumbres de naturaleza ética.
4. El *Código* suministra normas éticas a partir de los cuales el público en general puede responsabilizar la profesión del trabajo social.
5. El *Código* explica a los nuevos practicantes de la materia la misión del trabajo social, valores, principios éticos y normas éticas.
6. El *Código* articula normas que la profesión del trabajo social puede utilizar para determinar si los trabajadores sociales han seguido una conducta no ética. La asociación NASW posee procedimientos formales para resolver en demandas en el área de ética presentadas contra sus miembros.* Al suscribir este Código, se requiere de que los trabajadores sociales cooperen en su implementación, participen en los procesos de adjudicación de la NASW, y se sometan a cualquier decisión disciplinaria o sanción de la NASW basada en él.

El *Código* ofrece un conjunto de valores, principios y normas para guiar la toma de decisiones y la conducta cuando surgen asuntos en el área de la ética. No suministra un conjunto de reglas que describen la forma en que los trabajadores sociales deben actuar en todas las situaciones. Las aplicaciones específicas del Código deberán tener en cuenta el contexto en el cuál deberá ser considerado y la posibilidad de que surjan conflictos entre los valores, principios y normas del Código. Las responsabilidades éticas emanan de toda relación humana, desde la personal y familiar a la social y profesional.

Más aún, el *Código de Ética de la NASW* no especifica que valores, principios y normas son los más importantes y deberían tener mayor peso con respecto a otros cuando estén en conflicto. Las diferencias razonables de opinión pueden y deben existir entre los trabajadores sociales respecto a las formas en que los valores, principios éticos y normas éticas deben ser tenidas en cuenta durante un conflicto. La toma de decisiones éticas en una situación dada debe usarse con el juicio informado del trabajador social individual y debería considerarse también, como el tema sería juzgado en un proceso de revisión de pares donde las normas éticas de la profesión serían aplicadas.

La toma de decisiones éticas es un proceso. Existen muchas instancias en el trabajo social donde no se dispone de simples respuestas para resolver complejas situaciones éticas. Los trabajadores sociales deberían tomar en consideración todos los valores, principios y normas de este *Código* que son relevantes para cualquier situación en la cuál el juicio ético se encuentre justificado. Las decisiones y acciones de los trabajadores sociales deberían ser consistentes con el espíritu y la letra de este Código.

Los trabajadores sociales deberían considerar que sumado a este *Código*, existen otras fuentes de información acerca de pensamiento ético que pueden llegar a ser útiles. Los trabajadores sociales deberán considerar la teoría ética y los principios generales, la teoría del trabajo social y la investigación, las leyes, las regulaciones, las políticas de la agencia, y otros códigos relevantes de ética, reconociendo que entre los códigos de ética los trabajadores sociales deberían considerar el Código de Ética de la NASW como su fuente principal. Los trabajadores sociales deberán ser conscientes del impacto en la toma de decisiones éticas de sus clientes y de sus propios valores personales y culturales; además de las creencias y prácticas religiosas. Deberían ser conscientes de cualquier conflicto entre valores personales y profesionales y manejarlos responsablemente. Para orientación adicional los trabajadores sociales deberían consultar la literatura relevante sobre ética profesional y toma de decisiones éticas y buscar una fuente de consulta apropiada cuando se vean enfrentados a dilemas éticos. Esto podría implicar la consulta con un comité de ética basado en una agencia o en una organización de trabajo social, un cuerpo regulatorio, colegas con conocimientos, supervisores, o consejo legal.

Pueden surgir instancias en las que las obligaciones éticas de los trabajadores sociales entren en conflicto con las políticas de las agencias o leyes relevantes o regulaciones. Cuando ocurran tales conflictos, los trabajadores sociales deberán realizar un esfuerzo responsable para resolver el conflicto de forma tal que sea

consistente con los valores, principios y normas expresados en este *Código*. Si no se vislumbra una solución razonable al conflicto, los trabajadores sociales deberán buscar consejo adecuado antes de tomar una decisión.

El *Código de Ética de la NASW* debe ser utilizado por NASW y por individuos, agencias, organizaciones, y cuerpos (tales como oficinas de licencias y reguladoras, proveedores de seguros de responsabilidad profesional, tribunales de justicia, junta de directores de agencias, agencias gubernamentales y otros grupos profesionales) que eligieron adoptarlo o utilizarlo como marco de referencia. La violación de las normas de este Código no implica automáticamente una responsabilidad legal o una violación de la ley. Tal determinación sólo puede ser efectuada en el contexto de procedimientos legales y judiciales. Las presuntas violaciones al *Código* estarían sujetas a un procedimiento de revisión de los pares. Tales procesos son generalmente separados de procedimientos legales o administrativos y aislados de revisiones o procedimientos legales para permitir que la profesión aconseje y discipline a sus propios miembros.

Un código de ética no puede garantizar el comportamiento ético. Más aún, un código de ética no puede resolver todos los asuntos éticos o disputas o capturar la riqueza y complejidad involucrada en la puja por lograr elecciones responsables dentro de una comunidad moral. Más bien, un código de ética establece valores, principios éticos, y normas éticas a los que los profesionales aspiran y por los cuales sus acciones pueden ser juzgadas. El comportamiento ético de los trabajadores sociales debería surgir como consecuencia de su compromiso personal en involucrarse en el ejercicio profesional ético. El *Código de Ética de la NASW* refleja el compromiso de todos los trabajadores sociales de sostener los valores de la profesión y actuar éticamente. Los principios y las normas deben ser aplicados por los individuos de buen carácter que disciernen sobre cuestiones morales, de buena fe, a la búsqueda de juicios éticos confiables.

Principios Éticos

Los siguientes amplios principios éticos se basan en los valores esenciales del trabajo social de servicio, justicia social, dignidad y valor de la persona, la importancia de las relaciones humanas, integridad y competencia. Estos principios establecen los ideales a los que todos los trabajadores sociales deberían aspirar.

Valor: Servicio

Principio Ético: El objetivo principal del trabajador social es ayudar a las personas necesitadas y solucionar los problemas sociales.

Los trabajadores sociales elevan el servicio a otros por encima de su interés personal. Los trabajadores sociales recurren a sus conocimientos, valores y habilidades para ayudar a las personas necesitadas y solucionan los problemas sociales. Se alienta a los trabajadores sociales para que ofrezcan alguna parte de sus habilidades profesionales sin expectativa de una retribución financiera significativa (servicio pro bono).

Valor: Justicia Social

Principio Ético: Los trabajadores sociales desafían la injusticia social.

Los trabajadores sociales persiguen el cambio social, particularmente con y por cuenta de los individuos vulnerables y oprimidos y grupos de personas. Los esfuerzos de cambio de los trabajadores sociales se centran primariamente en temas de pobreza, desempleo, discriminación, y otras formas de injusticia social. Estas actividades buscan promover la sensibilidad hacia y el conocimiento de la opresión y la diversidad étnica y cultural. Los trabajadores sociales se esfuerzan para asegurar el acceso a la información necesaria, servicios y recursos; igualdad de oportunidades; y una participación significativa en la toma de decisiones para toda las personas.

Valor: *Dignidad y Valor de la Persona*

Principio Ético: *Los trabajadores sociales respetan la dignidad inherente y el valor de la persona.*

Los trabajadores sociales tratan a cada persona en un forma comprensiva y respetuosa, atentos a las diferencias individuales y a la diversidad étnica y cultural. Los trabajadores sociales promueven la propia determinación social de los clientes. Los trabajadores sociales buscan mejorar la capacidad y la oportunidad de sus clientes para el cambio y para que enfrenten sus propias necesidades. Los trabajadores sociales conocen de su responsabilidad dual hacia los clientes y hacia la sociedad. Ellos buscan resolver conflictos entre los intereses de los clientes y los intereses de la sociedad en una forma socialmente responsable consistente con los valores, principios éticos y normas éticas de la profesión.

Valor: *Importancia de las Relaciones Humanas*

Principio Ético: *Los trabajadores sociales reconocen la importancia central de las relaciones humanas.*

Los trabajadores sociales comprenden que las relaciones entre personas son un vehículo importante para el cambio. Los trabajadores sociales comprometen a las personas como socios en el proceso de ayuda. Los trabajadores sociales buscan fortalecer las relaciones entre personas en un decidido esfuerzo para promover, restaurar, mantener y realzar el bienestar de individuos, familias, grupos sociales, organizaciones, y comunidades.

Valor: *Integridad*

Principio Ético: *Los trabajadores sociales se comportan en una forma digna de confianza.*

Los trabajadores sociales están continuamente conscientes de la misión de su profesión, los valores, los principios éticos y las normas éticas y la práctica consistente de ellos. Los trabajadores sociales actúan honesta y responsablemente y decididos a promover prácticas éticas de parte de las organizaciones a las cuales se encuentran afiliados.

Valor: *Competencia*

Principio Ético: *Los trabajadores sociales ejercen su profesión en su área de competencia y desarrollan y mejoran su experiencia profesional.*

Los trabajadores sociales se esfuerzan continuamente para incrementar sus conocimientos profesionales y aplicarlos en el ejercicio de su profesión. Los trabajadores sociales deben aspirar a contribuir a la base del conocimiento de su profesión.

Normas Éticas

Las siguientes normas éticas son relevantes para la actividad profesional de todos los trabajadores sociales. Estas normas conciernen (1) las responsabilidades éticas de los trabajadores sociales hacia los clientes, (2) las responsabilidades éticas de los trabajadores sociales hacia sus colegas, (3) las responsabilidades éticas de los trabajadores sociales en el marco del ejercicio de su profesión, (4) las responsabilidades éticas de los trabajadores sociales como profesionales, (5) las responsabilidades éticas de los trabajadores sociales hacia la profesión del trabajo

social, y (6) las responsabilidades éticas de los trabajadores sociales hacia la totalidad de la sociedad.

Algunas de las normas que siguen son lineamientos que se deben cumplir para la conducta profesional, y otros son aspiracionales. La medida en la que cada norma es ejecutable es una cuestión de juicio profesional a ser ejercido por aquellos responsables de analizar las violaciones presuntas de las normas de ética.

1. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA LOS CLIENTES

1.01 Compromiso con los Clientes

La responsabilidad principal de los trabajadores sociales es la de promover el bienestar de los clientes. En general, los intereses de los clientes son la principal responsabilidad. De todas formas, la responsabilidad de los trabajadores sociales a una mayor parte de la sociedad u específicas obligaciones legales pueden en limitadas ocasiones suplantar la lealtad debida a los clientes, y los clientes deben ser notificados en consecuencia. (Los ejemplos incluyen aquellas ocasiones cuando se le requiere por ley a un trabajador social denunciar que un cliente ha abusado de un niño o ha amenazado realizar daño a sí mismo o a terceros).

1.02 Auto Determinación

Los trabajadores sociales respetan y promueven el derecho de los clientes a la auto determinación y en asistir a los clientes en sus esfuerzos para identificar y clarificar sus objetivos. Los trabajadores sociales pueden limitar el derecho a la auto determinación de los clientes, si a juicio profesional del trabajador social, el accionar de los clientes o su accionar potencial plantea un riesgo serio, previsible e inminente para sí mismos u otros.

1.03 Consentimiento Informado

- (a) Los trabajadores sociales deberían suministrar servicios a los clientes sólo en el contexto de una relación profesional basada, cuando sea apropiado, en un consentimiento válido informado. Los trabajadores sociales deberían utilizar un lenguaje comprensible para informar a los clientes el propósito de sus servicios, los riesgos relacionados con sus servicios, los límites de sus servicios debido a los requerimientos de una tercera parte pagadora, los costos relevantes, las alternativas razonables, el derecho de los clientes a rechazar los servicios o a retirar el consentimiento, y el período de tiempo cubierto por el consentimiento.

Los trabajadores sociales deben otorgar a los clientes una oportunidad para realizar preguntas.

(b) En aquellas instancias en las que los clientes no sepan leer y escribir o tengan dificultades para entender el lenguaje utilizado en el marco del ejercicio de la profesión, los trabajadores sociales deben seguir los pasos necesarios para asegurar la comprensión por parte de los clientes. Esto podría incluir suministrar a los clientes una detallada explicación verbal o realizar los arreglos para tener un intérprete calificado o traductor siempre que sea posible.

(c) En aquellas instancias donde los clientes carezcan de la capacidad de suministrar consentimiento informado, los trabajadores sociales deberían proteger los intereses de los clientes mediante la búsqueda del permiso de una tercera parte apropiada, informando a los clientes en el nivel de comprensión de los clientes. En tales instancias los trabajadores sociales deberían buscar asegurarse que esta tercera parte actúa en forma consistente con los deseos e intereses de los clientes. Los trabajadores sociales deberían tomar las medidas razonables para aumentar la habilidad de los clientes en brindar consentimiento informado.

(d) En aquellas instancias en las que los clientes se encuentran recibiendo servicios en forma involuntaria, los trabajadores sociales deberían suministrar información acerca de la naturaleza y el alcance de los servicios y acerca del derecho de los clientes a rechazar el servicio.

(e) Los trabajadores sociales que suministran servicios a través de medios electrónicos (tales como computadoras, teléfono, radio y televisión) deberían informar a los receptores de las limitaciones y riesgos asociados con este tipo de servicios.

(f) Los trabajadores sociales deberían obtener el consentimiento informado de los clientes antes de grabar o filmar a los clientes o permitir la observación de los servicios a los clientes por una tercera parte.

1.04 Competencia

(a) Los trabajadores sociales deberían suministrar servicios y representarse a sí mismos como competentes sólo dentro de los límites de su educación, entrenamiento, licencia, certificación, consultas recibidas, experiencia supervisada, u otras relevantes experiencias profesionales.

(b) Los trabajadores sociales deberían suministrar servicios en áreas sustantivas o utilizar técnicas de intervención o enfoques que son novedosos para ellos sólo después de involucrarse en el apropiado estudio, entrenamiento, consulta y supervisión de personas que son competentes en ese tipo de intervenciones o técnicas.

(c) Cuando no existan normas generalmente reconocidas en un área emergente del ejercicio profesional, los trabajadores sociales deberán ejercitar un juicio cuidadoso y tomar los pasos responsables (incluyendo la educación, investigación, entrenamiento, consultas y supervisión apropiadas) para asegurar la competencia de su trabajo y proteger a sus clientes del daño posible.

1.05 Competencia Cultural y Diversidad Social

(a) Los trabajadores sociales deberían entender la cultura y su función en el comportamiento humano y de la sociedad, reconociendo las fortalezas que existen en todas las culturas.

(b) Los trabajadores sociales deberían tener el conocimiento basado en la cultura de sus clientes y ser capaces de demostrar su competencia en la provisión de servicios que son sensibles a la cultura de sus clientes y las diferencias entre las personas y grupos culturales.

(c) Los trabajadores sociales deberían obtener educación acerca de y comprensión de la naturaleza de la diversidad social y opresión respecto de la raza, etnia, origen nacional, color, orientación sexual, edad, status marital, creencia política, religión, y discapacidad mental o física.

1.06 Conflicto de Intereses

(a) Los trabajadores sociales deberían estar alertas a y evitar conflictos de intereses que interfieran con el ejercicio de la discreción profesional y el juicio imparcial. Los trabajadores sociales deberían informar a los clientes cuando surjan conflictos de intereses reales o potenciales y tomar las medidas razonables para resolver la cuestión de forma de priorizar los intereses de los clientes y proteger los intereses de los clientes en la mayor medida posible. En algunos casos, la protección de los intereses de los clientes podría llegar a requerir la finalización de la relación profesional con la adecuada derivación del cliente.

- (b) Los trabajadores sociales no deberían sacar ningún tipo de ventaja injusta basada en una relación profesional o explotar a otros en favor de sus intereses personales, religiosos, políticos o de negocios.
- (c) Los trabajadores sociales no deberían involucrarse en relaciones duales o múltiples con clientes o clientes pasados en donde exista riesgo de explotación o daño potencial al cliente. En las instancias en que las relaciones duales o múltiples sean inevitables, los trabajadores sociales deberán tomar las medidas para proteger a los clientes y son responsables por establecer límites claros, apropiados y culturalmente sensibles. (Las relaciones duales o múltiples ocurren cuando los trabajadores sociales se relacionan con los clientes en más de una forma de relación, sea profesional, social o de negocios. Las relaciones duales o múltiples pueden ocurrir en forma simultánea o consecutiva.)
- (d) Cuando los trabajadores sociales suministran servicios a dos o más clientes que tienen relaciones entre ellos (por ejemplo, parejas, familiares), los trabajadores sociales deberán aclarar a todas las partes que individuos serán considerados clientes y la naturaleza de las obligaciones con los individuos que se encuentran recibiendo los servicios. Los trabajadores sociales que anticipan un conflicto de intereses entre los individuos que se encuentran recibiendo los servicios o que anticipan que deberán desempeñarse en roles conflictivos (por ejemplo, cuando se le solicita a un trabajador social que testifique en la disputa por la custodia de un niño, o en un proceso de divorcio que involucra a los clientes) deberán aclarar su función con las partes involucradas y tomar las acciones necesarias para minimizar cualquier conflicto de intereses.

1.07 Privacidad y Confidencialidad

- (a) Los trabajadores sociales deberán respetar el derecho de los clientes a la privacidad. Los trabajadores sociales no deberían solicitar información privada a los clientes salvo que sea esencial para suministrar servicios o conducir la evaluación o investigación en materia de trabajo social. Una vez que la información privada es compartida, se aplican las normas de confidencialidad.
- (b) Los trabajadores sociales podrán revelar información confidencial cuando sea apropiado con el consentimiento válido por parte del cliente o una persona legalmente autorizada por parte del cliente.

- (c) Los trabajadores sociales deberían proteger la confidencialidad de toda la información obtenida en el curso de un servicio profesional, a excepción que existan razones profesionales de peso. La expectativa general de que los trabajadores sociales mantendrán el carácter confidencial de la información no es aplicable cuando revelar la información es necesario para prevenir un daño serio, previsible e inminente a un cliente o a otra persona identificable. En todas las instancias, los trabajadores sociales deberían revelar la menor cantidad de información confidencial posible necesaria para lograr el propósito deseado; sólo la información que es directamente relevante al propósito deseado; sólo la información directamente relevante al propósito para la que es revelada debe ser dada a conocer.
- (d) Los trabajadores sociales deberían informar a los clientes, en la medida de lo posible, acerca de la revelación de la información confidencial y las potenciales consecuencias, cuando sea posible antes de que la información sea revelada. Esto se aplica tanto cuando los trabajadores sociales revelan información confidencial debido a un requerimiento legal o por el consentimiento del cliente.
- (e) Los trabajadores sociales deberían discutir con sus clientes y otras partes interesadas la naturaleza de la confidencialidad y las limitaciones de sus clientes al derecho de la confidencialidad. Los trabajadores sociales deberían revisar con los clientes las circunstancias en las cuales puede llegar a solicitarse información confidencial y la revelación de la información confidencial puede ser legalmente requerida. La discusión debe ser realizada tan pronto como sea posible en la relación trabajador socialcliente y cuando sea necesario en el curso de la relación.
- (f) Cuando los trabajadores sociales suministren servicios de asesoramiento a familias, parejas, o grupos, los trabajadores sociales deberían buscar el acuerdo entre las partes involucradas en relación al derecho de cada individuo a la confidencialidad y la obligación de preservar la confidencialidad de la información compartida por otros. Los trabajadores sociales deberían informar a los participantes en familias, parejas, o grupos aconsejados que los trabajadores sociales no podrán garantizar que todos los participantes honren tal tipo de acuerdos.
- (g) Los trabajadores sociales deberían informar a lo clientes involucrados en una familia, pareja, matrimonio, o

grupo de asesoramiento del trabajador social, del empleador y de la agencia la política concerniente a la revelación de información confidencial entre las partes involucradas en el asesoramiento.

- (h) Los trabajadores sociales no deberán revelar información a terceras partes pagadoras a menos que los clientes los hubieran autorizado a revelar tal información.
- (i) Los trabajadores sociales no deberían discutir sobre información confidencial en ningún entorno a menos que la privacidad se encuentre garantizada. Los trabajadores sociales no deberían discutir la información en áreas públicas o semipúblicas tales como vestíbulos, salas de espera, ascensores y restaurantes.
- (j) Los trabajadores sociales deberían proteger la confidencialidad de los clientes durante los procedimientos legales hasta el límite permitido por la ley. Cuando un tribunal de justicia u otro cuerpo legalmente autorizado ordena a un trabajador social revelar información confidencial o privilegiada sin el consentimiento del cliente y esta revelación podría causar daño al cliente, el trabajador social podría solicitar a la corte que retire o limite la orden tanto como le sea posible o mantenga los registros bajo sello, no disponible para la inspección pública.
- (k) Los trabajadores sociales deberían proteger la confidencialidad de los clientes cuando respondan interrogantes por parte de miembros de la prensa.
- (l) Los trabajadores sociales deberían proteger la confidencialidad de los registros escritos y electrónicos y toda otra información sensible de los clientes. Los trabajadores sociales deberán tomar medidas razonables para asegurarse que los registros de los clientes queden almacenados en un lugar seguro y de que dichos registros no queden al alcance de aquellos que no poseen autorización para tener acceso a ellos.
- (m) Los trabajadores sociales deberían tomar las precauciones para asegurarse y mantener la confidencialidad de la información transmitida a terceras partes a través del uso de computadoras, correo electrónico, faxes, teléfonos y contestadores automáticos, y otros medios de tecnología informática o electrónica. La revelación de información identificatoria deberá ser evitada siempre que sea posible.

- (n) Los trabajadores sociales deberán transferir o disponer de los registros de los clientes en una forma que proteja la confidencialidad de los clientes y que sea consistente con lo expresado por la regulación estatal y la licencia de trabajador social.
- (o) Los trabajadores sociales deberán tomar precauciones razonables para proteger la confidencialidad de los clientes en el evento de finalización del ejercicio profesional por parte del trabajador social, su incapacidad o muerte.
- (p) Los trabajadores sociales no deberían revelar información identificatoria mientras discuten acerca de sus clientes con propósitos de enseñanza o entrenamiento a menos que el cliente hubiera consentido revelar información confidencial.

1.08 Acceso a los Registros

- (a) Los trabajadores sociales deben suministrar a los clientes con acceso razonable a los registros sobre ellos. Los trabajadores sociales que están preocupados de que el acceso de sus clientes a los registros cause serios malentendidos o daño al cliente deberían suministrar asistencia al cliente en la interpretación de los registros y asesoramiento al cliente en relación a los registros. Los trabajadores sociales deberían limitar el acceso a los registros, o porciones de los registros de los clientes cuando exista fuerte evidencia de que dicho acceso podría causar serios daños a sus clientes. Tanto las solicitudes de acceso de los clientes como la racionalidad de la retención de partes del registro o el registro completo deberían encontrarse documentadas en los archivos del cliente.
- (b) Cuando se le suministre acceso a los registros, los trabajadores sociales deberían tomar las medidas para proteger la confidencialidad de otros individuos identificados o mencionados en dichos registros.

1.09 Relaciones Sexuales

- (a) Los trabajadores sociales no deberían bajo ninguna circunstancia involucrarse en actividades sexuales o contactos sexuales con sus clientes actuales, ya sea que dicho contacto sea consentido o forzado.
- (b) Los trabajadores sociales no deberían involucrarse en actividades sexuales o contactos sexuales con familiares de sus clientes u otros individuos con los cuáles

los clientes mantengan una relación personal cercana donde exista el riesgo de explotación o daño potencial al cliente. La actividad sexual o el contacto sexual con los familiares del cliente u otros individuos con los cuales el cliente mantiene una relación personal, tiene el potencial de ser dañino para el cliente y tornaría difícil al trabajador social y al cliente mantener los límites profesionales apropiados. Los trabajadores sociales – no sus clientes, ni los familiares de sus clientes, u otros individuos con los cuales el cliente mantenga una relación personal – asumen la carga total por establecer límites claros, apropiados y culturalmente sensibles.

(c) Los trabajadores sociales no deberían involucrarse en actividades sexuales o contactos sexuales con clientes pasados debido al potencial de causar daño al cliente. Si el trabajador social se involucra en una conducta contraria a esta prohibición o declara que una excepción a esta prohibición se encuentra garantizada por circunstancias extraordinarias, son los trabajadores sociales –no sus clientes– los que asumen la carga total de demostrar que el cliente pasado no ha sido explotado, obligado o manipulado, en forma intencional o sin intención.

(d) Los trabajadores sociales no deberían suministrar servicios clínicos a individuos con los cuales hayan mantenido previamente relaciones sexuales. Suministrar servicios clínicos a un compañero sexual anterior tiene el potencial de ser dañino para el individuo y es probable que haga difícil para el trabajador social y el individuo mantener límites profesionales apropiados.

1.10 Contacto Físico

Los trabajadores sociales no deberían involucrarse en contacto físico con sus clientes cuando existe la posibilidad de daño psicológico al cliente como resultado del contacto (tales como acunar o acariciar clientes). Los trabajadores sociales que se involucran en un apropiado contacto físico con los clientes son responsables de establecer límites claros, apropiados y culturalmente sensibles que rijan tales contactos físicos.

1.11 Acoso Sexual

Los trabajadores sociales no deberían acosar sexualmente a los clientes. El acoso sexual incluye avances sexuales, pedido sexual, solicitud de favores sexuales, y otra conducta verbal o física de naturaleza sexual.

1.12 Lenguaje Despectivo

Los trabajadores sociales no deberían utilizar lenguaje despectivo en sus comunicaciones escritas o verbales hacia o acerca de los clientes. Los trabajadores sociales deberían utilizar un lenguaje exacto y respetuoso en todas las comunicaciones hacia y de los clientes.

1.13 Pago por los Servicios

(a) Al establecer honorarios, los trabajadores sociales deberían asegurarse que los honorarios son justos, razonables, y proporcionados a los servicios prestados. También debe prestarse consideración a la capacidad de los clientes para pagar.

(b) Los trabajadores sociales deberían evitar aceptar bienes o servicios de los clientes como pago por los servicios profesionales prestados. Los arreglos de trueque, particularmente aquellos que involucran servicios, crean el potencial para conflicto de intereses, explotación, y límites inapropiados para la relación del trabajador social con sus clientes. Los trabajadores sociales deberían explorar y participar en operaciones trueque en muy limitadas circunstancias en las que puede ser demostrado que tales arreglos son un procedimiento aceptado entre los profesionales de la comunidad local, considerada esencial para el suministro de servicios, negociado sin coacción, y a la cual se llega por iniciativa del cliente y con el consentimiento informado del cliente. Los trabajadores sociales que aceptan bienes o servicios de los clientes como pago por sus servicios profesionales asumen la carga total de demostrar que este arreglo no fue realizado en detrimento del cliente o de la relación profesional.

(c) Los trabajadores sociales no deberían solicitar un honorario privado u otro tipo de remuneración por suministrar servicios a los clientes que disponen de esos servicios a través del empleador del trabajador social o agencia.

1.14 Clientes que Carecen de la Capacidad para Tomar Decisiones

Cuando los trabajadores sociales actúan por cuenta de clientes que carecen de la capacidad para tomar decisiones informadas, los trabajadores sociales deberán tomar las medidas razonables para salvaguardar los intereses y derechos de esos clientes.

1.15 Interrupción de Servicios

Los trabajadores sociales deberían realizar esfuerzos razonables para asegurar la continuidad de servicios en el evento de que los servicios sean interrumpidos por factores tales como indisponibilidad, mudanza, enfermedad, discapacidad o muerte.

1.16 Finalización de los Servicios

- (a) Los trabajadores sociales deberían concluir los servicios y las relaciones profesionales con sus clientes cuando esos servicios y relaciones ya no sean requeridas o no sirvan más a las necesidades o intereses de los clientes.
- (b) Los trabajadores sociales deberían tomar las medidas necesarias para evitar abandonar a los clientes que todavía requieran de sus servicios. Los trabajadores sociales deberían retirar precipitadamente sus servicios sólo ante circunstancias inusuales, prestándole cuidadosa atención a todos los factores de la situación y cuidando de minimizar los posibles efectos adversos. Los trabajadores sociales deberían contribuir a realizar los arreglos apropiados para la continuidad de los servicios cuando fuere necesario.
- (c) Los trabajadores sociales que se encuentren percibiendo honorarios por servicios a clientes que no se encuentren pagando los servicios ya prestados podrían terminar sus servicios si el acuerdo financiero contractual lo hubiera establecido al cliente claramente, si el cliente no representa un peligro inminente para sí mismo o para terceros, y si las consecuencias clínicas y de otro tipo del no cumplimiento del pago hubieran sido conversadas y discutidas con el cliente.
- (d) Los trabajadores sociales no deberían finalizar los servicios para lograr una relación social, financiera o sexual con un cliente.
- (e) Los trabajadores sociales que esperan finalizar o interrumpir los servicios a los clientes deberían notificarlos sin demora y buscar la transferencia, derivación o continuación de los servicios en relación a las necesidades y preferencias de los clientes.
- (f) Los trabajadores sociales que se encuentran dejando un entorno de trabajo deberían informar a los clientes sobre las opciones adecuadas para la continuación de los servicios y los beneficios y los riesgos asociados a ellas.

2. LAS RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA SUS COLEGAS

2.01 Respeto

- (a) Los trabajadores sociales deberían tratar a sus colegas con respeto y representar en forma precisa y justa las calificaciones, opiniones y obligaciones de sus colegas.
- (b) Los trabajadores sociales deberían evitar críticas negativas sin fundamento a sus colegas en comunicaciones a sus clientes o con otros profesionales. Las críticas sin fundamento podrían incluir comentarios humillantes que hacen referencia al nivel de competencia de sus colegas o a atributos de los individuos tales como raza, etnia, nacionalidad, color, sexo, orientación sexual, edad, estado civil, creencia política, religión y discapacidad física o mental.
- (c) Los trabajadores sociales deberían cooperar con colegas del trabajo social y colegas de otras profesiones cuando dicha cooperación sirva al bienestar de los clientes.

2.02 Confidencialidad

Los trabajadores sociales deberían respetar la información confidencial compartida con colegas en el curso de las relaciones y transacciones profesionales. Los trabajadores sociales deberían asegurarse que sus colegas comprenden las obligaciones del trabajador social en relación a la confidencialidad y todas las excepciones relativas a ella.

2.03 Colaboración Interdisciplinaria

- (a) Los trabajadores sociales que son miembros de un equipo interdisciplinario deberían participar y contribuir en las decisiones que afecten el bienestar de los clientes precisando las perspectivas, valores y experiencias de la profesión del trabajo social. Las obligaciones profesionales y éticas del equipo interdisciplinario como un todo y de cada uno de sus miembros deberían estar claramente establecidas.
- (b) Los trabajadores sociales para quienes la decisión de un equipo les generen preocupaciones éticas deberían intentar resolver los desacuerdos a través de los canales apropiados. Si el desacuerdo no puede ser resuelto, los trabajadores sociales deberían buscar otras vías para dirigir sus preocupaciones consistentes con el bienestar de sus clientes.

2.04 Disputas que Involucran a Colegas

- (a) Los trabajadores sociales no deberían tomar ventaja de las disputas entre un colega y un empleador para obtener una posición u otro tipo de avance en el interés propio del trabajador social.
- (b) Los trabajadores sociales no deberían explotar a sus clientes en disputas con colegas o involucrar a los clientes en ninguna discusión inapropiada de conflictos entre los trabajadores sociales y sus colegas.

2.05 Consultas

- (a) Los trabajadores sociales deberían buscar el asesoramiento y consejo de sus colegas siempre que tales consultas sirva a los mejores intereses de sus clientes.
- (b) Los trabajadores sociales deberían mantenerse informados sobre las áreas de experiencia y competencia de sus colegas. Los trabajadores sociales deberían buscar consultar sólo a aquellos colegas que han demostrado conocimiento, experiencia y competencia en áreas relativas a la consulta.
- (c) Al consultar a los colegas acerca de sus clientes, los trabajadores sociales deberían tratar de exponer la menor cantidad de información necesaria para los propósitos de la consulta.

2.06 Derivación de Servicios

- (a) Los trabajadores sociales deberían derivar clientes a otros profesionales cuando el conocimiento especializado de esos profesionales o su experiencia sea necesario para servir a sus clientes plenamente o cuando los trabajadores sociales creen que no se encuentran siendo efectivos o haciendo progresos razonables con sus clientes y que ese servicio adicional es requerido.
- (b) Los trabajadores sociales que derivan clientes a otros profesionales deberían seguir los pasos necesarios para facilitar una transferencia ordenada de responsabilidad. Los trabajadores sociales que derivan clientes a otros profesionales deberían revelar, con el consentimiento del cliente, toda la información pertinente al nuevo proveedor del servicio.

(c) Se prohíbe a los trabajadores sociales dar o recibir pagos por la derivación de un cliente cuando ningún servicio es prestado por el trabajador social que efectúa la derivación.

2.07 Relaciones Sexuales

(a) Los trabajadores sociales que funcionan como supervisores o educadores no deberían involucrarse en actividades o contactos sexuales con supervisados, estudiantes, pasantes u otros colegas sobre los cuales ejercen autoridad profesional.

(b) Los trabajadores sociales deberían evitar involucrarse en relaciones sexuales con colegas cuando exista la posibilidad de conflicto de intereses. Los trabajadores sociales que se involucran en, o esperan involucrarse en relaciones sexuales con un colega tienen el deber de transferir las responsabilidades profesionales, cuando sea necesario, para evitar conflicto de intereses.

2.08 Acoso Sexual

Los trabajadores sociales no deberían acosar sexualmente a los supervisados, estudiantes, pasantes o colegas. El acoso sexual incluye avances sexuales, pedidos de naturaleza sexual, solicitud de favores sexuales, y otras conductas físicas o verbales de naturaleza sexual.

2.09 Impedimento de Colegas

(a) Los trabajadores sociales que tengan un conocimiento directo del impedimento de un colega debido a problemas personales, estrés psicológico, abuso de sustancias, o dificultades de salud mental y que interfiere con la efectividad del ejercicio profesional del colega debería consultar con ese colega y asistir al colega a buscar acciones que remedien dicha situación.

(b) Los trabajadores sociales que creen que el impedimento de un colega de trabajo social se encuentra interfiriendo con la práctica efectiva y que el colega no ha tomado los pasos necesarios para solucionar el impedimento, debería accionar a través de los canales apropiados establecidos por los empleadores, agencias, NASW, organismos de licencias y reguladores y otras organizaciones profesionales.

2.10 Incompetencia de Colegas

- (a) Los trabajadores sociales que tengan conocimiento directo de la incompetencia de un colega en el campo del trabajo social deberían realizar consultas con ese colega y asistirlo para que tome acciones que remedien dicha situación.
- (b) Los trabajadores sociales que crean que un colega en el campo del trabajo social es incompetente y que no ha tomado los pasos necesarios para subsanar dicha incompetencia deberá accionar a través de los canales apropiados establecidos por los empleadores, agencias, NASW, oficinas de licencias y reguladores y otras organizaciones profesionales.

2.11 Conducta No Ética de Colegas

- (a) Los trabajadores sociales deberían tomar las medidas adecuadas para desalentar, prevenir, exponer y corregir la conducta no ética de sus colegas.
- (b) Los trabajadores sociales deberían conocer las políticas y procedimientos establecidos para el manejo de cuestiones acerca del comportamiento no ético de los colegas. Los trabajadores sociales deberían estar familiarizados con las políticas y procedimientos nacionales, estatales y locales para el manejo de los comportamientos no éticos de los colegas. Estos incluyen las políticas y procedimientos creados por la NASW, los cuerpos de licencias y reguladores, empleadores, agencias y organizaciones profesionales.
- (c) Los trabajadores sociales que creen que un colega ha actuado de una forma no ética deberían buscar la resolución mediante la discusión de su preocupación con el colega cuando sea posible y siempre que esa discusión fuese probablemente productiva.
- (d) Cuando fuera necesario, los trabajadores sociales que consideren que un colega ha actuado de una manera no ética deberían seguir cursos de acción a través de los canales formales apropiados (tales como contactar a las juntas de licencias o reguladoras, un comité o jurado de la NASW, u otros comités profesionales de ética).
- (e) Los trabajadores sociales deberían defender y asistir a los colegas que se encuentran injustamente acusados de conducta no ética.

3. LAS RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES EN EL ENTORNO DE SU EJERCICIO PROFESIONAL

3.01 Supervisión y Consulta

- (a) Los trabajadores sociales que suministren supervisión o consultoría deberían tener el conocimiento necesario y las habilidades de supervisar y asesorar apropiadamente y hacerlo sólo en aquellas que son sus áreas de conocimiento y especialidad.
- (b) Los trabajadores sociales que suministran supervisión y asesoramiento son responsables de establecer límites claros, apropiados y culturalmente sensibles.
- (c) Los trabajadores sociales no deberían involucrarse en ningún tipo de relaciones duales o múltiples con los supervisados donde exista el riesgo de explotación o de daño potencial al supervisado.
- (d) Los trabajadores sociales que suministran supervisión deberían evaluar el comportamiento de los supervisados de forma que fuera justa y respetuosa.

3.02 Educación y Entrenamiento

- (a) Los trabajadores sociales que funcionan como educadores, instructores de campo para estudiantes, o entrenadores sólo deberían suministrar instrucción dentro de sus áreas de conocimiento y competencia y deberían suministrar instrucción basada en la más reciente información y conocimiento disponible en la profesión.
- (b) Los trabajadores sociales que funcionan como educadores o instructores de campo para estudiantes deberían evaluar el comportamiento de los estudiantes de una forma que fuera justa y respetuosa.
- (c) Los trabajadores sociales que funcionan como educadores o instructores de campo para estudiantes deberían tomar las medidas apropiadas para asegurarse que sus clientes son rutinariamente informados cuando los servicios están siendo prestados por estudiantes.
- (d) Los trabajadores sociales que se desempeñan como educadores o instructores de campo para estudiantes no deberían involucrarse en relaciones duales o múltiples con los estudiantes en las que hubiera riesgo de explotación o

daño potencial para el estudiante. Los educadores del trabajo social y los instructores de campo son responsables por el establecimiento de límites claros, apropiados y culturalmente sensibles.

3.03 Evaluación del Comportamiento

Los trabajadores sociales que tienen la responsabilidad de evaluar el comportamiento de otros deben cumplir esa responsabilidad de una manera justa y considerada y sobre la base de criterios claramente establecidos.

3.04 Registros de los Clientes

- (a) Los trabajadores sociales deberían tomar las medidas necesarias para asegurarse que la documentación de los registros es exacta y refleja los servicios suministrados.
- (b) Los trabajadores sociales deberían incluir documentación suficiente y oportuna para facilitar la entrega de los servicios y asegurar la continuidad de los servicios suministrados al cliente en el futuro.
- (c) La documentación de los trabajadores sociales debería proteger la privacidad de los clientes hasta el punto que sea posible y apropiado y debería incluir sólo la información que es directamente relevante para la transferencia de los servicios.
- (d) Los trabajadores sociales deberían almacenar los registros luego de la finalización de los servicios para asegurar un razonable acceso futuro. Los registros deberían ser mantenidos el número de años establecido por las leyes del estado o los contratos relevantes.

3.05 Facturación

Los trabajadores sociales deberían establecer y mantener procesos de facturación que reflejen exactamente la naturaleza y la extensión de los servicios suministrados y que identifican a aquellos que suministraron los servicios en el entorno del ejercicio profesional.

3.06 Transferencia de Clientes

- (a) Cuando un individuo que se encuentra recibiendo servicios de otra agencia o colega contrata a un trabajador social por sus servicios, el trabajador social debería considerar cuidadosamente las necesidades del cliente antes de acordar

suministrar los servicios. Para minimizar la posible confusión y conflicto, el trabajador social debería discutir con los potenciales clientes la naturaleza de la relación actual de los clientes con otros proveedores de servicios y las implicaciones, incluyendo posibles beneficios y riesgos, de ingresar en una nueva relación con un nuevo proveedor de servicios.

(b) Si un nuevo cliente ha sido servido por otra agencia o colega, los trabajadores sociales deberían discutir con el cliente si la consulta con el anterior proveedor del servicio ha sido en el mejor interés del cliente.

3.07 Administración

(a) Los administradores de trabajo social deberían defender dentro y fuera de sus agencias los recursos adecuados para hacer frente a las necesidades de sus clientes.

(b) Los trabajadores sociales deberían defender los procedimientos de asignación de recursos que son abiertos y justos. Cuando no todas las necesidades de los clientes pueden ser satisfechas, debería ser desarrollado un procedimiento de asignación de recursos que no fuera discriminatorio y que se basara en principios apropiados y consistentes.

(c) Los trabajadores sociales que son administradores deberían tomar las medidas necesarias para asegurar que se cuentan con los recursos de agencia y organizacionales adecuados o que están disponibles para suministrar una adecuada supervisión del personal.

(d) Los administradores del trabajo social deberían tomar las medidas razonables para asegurarse de que el entorno de trabajo del cual son responsables es consistente con y fomenta el cumplimiento del Código de Ética de la NASW. Los trabajadores sociales deberían tomar las medidas razonables para eliminar cualquier condición en su organización que viola, interfiere con, o desalienta el cumplimiento del Código.

3.08 Educación Continua y Desarrollo del Personal

Los administradores y supervisores del trabajo social deberían tomar las medidas razonables para suministrar o realizar los arreglos para educación continua y el desarrollo del personal del cual son responsables. La educación continua y el

desarrollo del personal deberán tratar el conocimiento actual y los desarrollos emergentes relacionados con el trabajo social y la ética.

3.09 Compromisos con los Empleadores

- (a) Los trabajadores sociales deberían generalmente adherir a los compromisos hechos a los empleadores y organizaciones que los emplean.
- (b) Los trabajadores sociales deberían trabajar para mejorar las políticas de las agencias que los emplean y los procedimientos y la eficiencia y efectividad de sus servicios.
- (c) Los trabajadores sociales deberían tomar las medidas razonables para asegurarse que los empleadores conozcan las obligaciones éticas de los trabajadores sociales tal como lo establece el Código de Ética de la NASW y de las implicaciones de esas obligaciones para el ejercicio profesional del trabajo social.
- (d) Los trabajadores sociales no deberían permitir que la política de la organización empleadora, procedimientos, regulaciones, u órdenes administrativas interfieran con el ejercicio ético del trabajo social. Los trabajadores sociales deberían tomar las medidas razonables para asegurarse que los procedimientos de su organización empleadora son consistentes con el Código de ética de la NASW.
- (e) Los trabajadores sociales deben actuar para evitar y eliminar la discriminación en la asignación de trabajos de las organizaciones empleadoras y en sus políticas y procedimientos de empleo.
- (f) Los trabajadores sociales deberían aceptar empleo o arreglar la colocación de estudiantes sólo en las agencias que ejercitan prácticas de personal justas.
- (g) Los trabajadores sociales deberían ser custodios diligentes de los recursos de sus agencias empleadoras, conservando sabiamente los fondos donde sea apropiado y nunca apropiándose de fondos o utilizarlos para propósitos no previstos.

3.10 Conflictos TrabajadorGerencia

(a) Los trabajadores sociales pueden involucrarse en acciones organizadas, incluyendo la formación y participación en sindicatos, para mejorar los servicios a los clientes y las condiciones de trabajo.

(b) Las acciones de los trabajadores sociales que se encuentran involucrados en conflictos laborales con la gerencia, acciones de trabajo, o huelgas deberían estar guiados por los valores, principios éticos y normas éticas de la profesión. Existen diferencias razonables de opinión entre los trabajadores sociales en relación a su obligación principal como profesionales durante una huelga que está ocurriendo o amenaza de paro o acción en el trabajo. Los trabajadores sociales deberían examinar detenidamente el posible impacto sobre los clientes antes de adoptar un curso de acción.

4. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES COMO PROFESIONALES

4.01 Competencia

(a) Los trabajadores sociales deberían aceptar responsabilidades o empleo sólo en base a los conocimientos existentes o la intención de adquirir los conocimientos necesarios.

(b) Los trabajadores sociales deberían esforzarse para hacerse y permanecer competentes en la práctica profesional y en la ejecución de sus tareas profesionales. Los trabajadores sociales deberían examinar con sentido crítico y mantenerse al corriente con el conocimiento emergente relevante para el trabajo social. Los trabajadores sociales deberían revisar rutinariamente la literatura profesional y participar en educación continua relevante para la práctica del trabajo social y la ética del trabajo social.

(c) Los trabajadores sociales deberían basar la práctica de su profesión en el conocimiento reconocido, incluyendo el conocimiento empírico, relevante al trabajo social y a la ética del trabajo social.

4.02 Discriminación

Los trabajadores sociales no deberían practicar, perdonar, facilitar, o colaborar con ninguna forma de discriminación sobre la base de raza, etnia, nacionalidad, color,

sexo, orientación sexual, edad, estado civil, creencia política, religiosa, o discapacidad mental o física.

4.03 Conducta Privada

Los trabajadores sociales no deberían permitir que su conducta privada interfiriera con su capacidad para cumplir con sus responsabilidades profesionales.

4.04 Deshonestidad, Fraude, y Engaño

Los trabajadores sociales no deberían participar en, perdonar, o estar asociados a maniobras deshonestas, fraude o engaño.

4.05 Impedimento

(a) Los trabajadores sociales no deberían permitir que sus propios problemas personales, estrés psicológico, problemas legales, abuso de sustancias, o dificultades de salud mental interfieran en su juicio profesional y desempeño o amenazaran los mejores intereses de la persona por la cual tienen una responsabilidad profesional.

(b) Los trabajadores sociales cuyos problemas personales, estrés psicológico, problemas legales, abuso de sustancias, o dificultades de salud mental interfirieran con su juicio profesional y desempeño deberían buscar inmediatamente consejo y tomar medidas correctivas apropiadas mediante la búsqueda de ayuda profesional, haciendo ajustes en su carga de trabajo, finalizando el ejercicio profesional, o tomando aquellas medidas necesarias para proteger a sus clientes y a terceros.

4.06 Distorsión

(a) Los trabajadores sociales deberían efectuar una clara distinción entre las declaraciones y acciones que lo involucran como un individuo privado y como un representante de la profesión de trabajador social, una organización de trabajo social o la agencia que emplea a trabajadores sociales.

(b) Los trabajadores sociales que hablen en nombre de organizaciones profesionales de trabajadores sociales deberían representar en forma precisa la posición oficial y autorizada de las organizaciones.

(c) Los trabajadores sociales deberían asegurarse que sus representaciones a los clientes, agencias y el público de calificaciones profesionales, credenciales, educación, conocimientos, afiliaciones, servicios suministrados, o resultados a ser alcanzados son precisos. Los trabajadores sociales sólo deberían invocar aquellas credenciales relevantes que actualmente poseen y tomar los pasos necesarios para corregir cualquier inexactitud o distorsiones en sus credenciales cometidas por terceros.

4.07 Solicitudes de consentimiento

(a) Los trabajadores sociales no deberían involucrarse en solicitudes de consentimiento no requeridas de potenciales clientes, debido a que por sus circunstancias, son vulnerables a influencia indebida, manipulación y coacción.

(b) Los trabajadores sociales no deberían involucrarse en solicitudes de consentimiento de aval de testimonios (incluyendo solicitudes de consentimiento de utilizar una declaración anterior de un cliente como apoyo a un testimonio) de los actuales clientes o de otras personas que, debido a sus circunstancias particulares, son vulnerables a una influencia indebida.

4.08 Reconocimiento del Crédito

(a) Los trabajadores sociales deberían asumir la responsabilidad y el crédito, incluyendo el crédito por la autoría, sólo del trabajo que realmente han efectuado y al cual han contribuido.

(b) Los trabajadores sociales deberían reconocer honestamente el trabajo y las contribuciones realizadas por otros.

5. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES CON LA PROFESIÓN DEL TRABAJO SOCIAL

5.01 Integridad de la Profesión

(a) Los trabajadores sociales deberían trabajar para el mantenimiento y promoción de elevados estándares de ejercicio profesional.

(b) Los trabajadores sociales deberían mantener y avanzar en los valores, la ética, el conocimiento y la misión de la profesión. Los trabajadores sociales deberían proteger, elevar y mejorar la integridad de la profesión a través del estudio y la investigación, la discusión activa, y la crítica responsable de la profesión.

- (c) Los trabajadores sociales deberían contribuir con tiempo y experiencia profesional a las actividades que promueven el respeto por los valores, la integridad y la competencia de la profesión de trabajo social. Estas actividades podrían incluir la enseñanza, la investigación, el asesoramiento, el servicio, el testimonio legislativo, presentaciones a la comunidad, y participación en sus organizaciones profesionales.
- (d) Los trabajadores sociales deberían contribuir a la base de conocimiento del trabajo social y compartir con los colegas su conocimiento relativo al ejercicio de la profesión, investigación, y ética. Los trabajadores sociales deberían buscar contribuir a la literatura de la profesión y compartir su conocimiento en reuniones profesionales y conferencias.
- (e) Los trabajadores sociales deberían actuar para evitar el trabajo social no autorizado y no calificado.

5.02 Evaluación e Investigación

- (a) Los trabajadores sociales deberían observar y evaluar políticas, implementación de programas y procedimientos intervención.
- (b) Los trabajadores sociales deberían promover y facilitar la evaluación e investigación para promover el desarrollo del conocimiento.
- (c) Los trabajadores sociales deberían examinar en forma crítica y mantenerse al tanto del conocimiento corriente relevante al trabajo social y utilizar totalmente la evaluación y la evidencia de la investigación en su ejercicio profesional.
- (d) Los trabajadores sociales involucrados en evaluación o investigación deberían considerar cuidadosamente las posibles consecuencias y seguir lineamientos desarrollados para la protección de la evaluación y de los participantes de la investigación. Deberían consultarse a las juntas de revisión institucional apropiadas.
- (e) Los trabajadores sociales involucrados en evaluación o investigación deberían obtener el consentimiento voluntario, informado y escrito, cuando fuera apropiado, de los participantes en la investigación, sin ningún castigo o penalidades caso de que se rehusaran a participar; sin inducirlos indebidamente a participar; y con el debido cuidado por el bienestar, la privacidad y la dignidad de los participantes. El consentimiento informado debería incluir la información

acerca de la naturaleza, extensión, y duración de la participación solicitada y la información de los riesgos y beneficios de la participación en la investigación.

(f) Cuando los participantes en la evaluación o en la investigación sean incapaces de brindar consentimiento informado, los trabajadores sociales deberán suministrar una explicación apropiada a los participantes, obtener la aprobación de los participantes en la medida de que sean capaces y obtener consentimiento escrito de un apoderado apropiado.

(g) Los trabajadores sociales jamás deberían diseñar o conducir una evaluación o investigación que no utilice procedimientos consentidos, tales como ciertas formas de observación naturalista e investigación de registros, a menos que una revisión rigurosa y responsable haya encontrado que es justificable debido a su valor científico prospectivo, educacional o valor aplicado y a menos que procedimientos alternativos igualmente efectivos que no implican renuncia de consentimiento no sean posibles.

(h) Los trabajadores sociales deberían informar a los participantes de su derecho a retirarse de una evaluación e investigación en cualquier momento sin ninguna penalidad.

(i) Los trabajadores sociales deberían tomar las medidas necesarias para asegurarse que los participantes en una evaluación e investigación tienen acceso a los apropiados servicios de apoyo.

(j) Los trabajadores sociales involucrados en una evaluación o investigación deberían proteger a los participantes de dolor físico o mental, daño, peligro o privaciones de carácter injustificado.

(k) Los trabajadores sociales involucrados en la evaluación de servicios deberían discutir la información recolectada sólo con propósitos profesionales y con personas involucradas profesionalmente con esta información.

(l) Los trabajadores sociales involucrados en una evaluación o investigación deberían asegurar el anonimato o confidencialidad de los participantes y de los datos obtenidos de ellos. Los trabajadores sociales deberían informar a los participantes de cualquier límite a la confidencialidad, las medidas que se van a tomar para asegurar la confidencialidad y cuando los registros que contienen los datos van a ser destruidos.

(m) Los trabajadores sociales que reporten los resultados de una evaluación e investigación deberían proteger la confidencialidad de los participantes mediante la omisión de información identificatoria a menos que hayan obtenido un consentimiento apropiado autorizando la revelación.

(n) Los trabajadores sociales deberían reportar los hallazgos de la evaluación e investigación en forma precisa. Ellos no deberían fabricar o falsificar resultados y deberían tomar todas las medidas para corregir cualquier error hallado posteriormente en la publicación de los datos utilizando métodos estándares de publicación.

(o) Los trabajadores sociales involucrados en la evaluación o investigación deberían estar alertas a y evitar conflictos de intereses y relaciones duales con los participantes, deberían informar a los participantes cuando un conflicto real o potencial surge, y deberían tomar las medidas para resolver la cuestión de forma de priorizar los intereses de los participantes.

(p) Los trabajadores sociales deberían educarse a sí mismos, a sus estudiantes, y a sus colegas acerca de procedimientos responsables de investigación.

6. RESPONSABILIDADES ÉTICAS DE LOS TRABAJADORES SOCIALES HACIA EL RESTO DE LA SOCIEDAD

6.01 Bienestar Social

Los trabajadores sociales deberían promover el bienestar general de la sociedad, del nivel local al global, y el desarrollo de las personas, sus comunidades y sus entornos. Los trabajadores sociales deberían defender las condiciones de vida conducentes a la satisfacción de las necesidades humanas básicas y deberían promover los valores sociales, económicos, políticos y culturales y las instituciones que son compatibles con la realización de la justicia social.

6.02 Participación Pública

Los trabajadores sociales deberían facilitar la participación informado del público en la elaboración de las políticas sociales e instituciones.

6.03 Emergencias Públicas

Los trabajadores sociales deberían suministrar apropiados servicios profesionales durante emergencias públicas en la mayor medida posible.

6.04 Acción Política y Social

- (a) Los trabajadores sociales deberían involucrarse en acciones sociales y políticas que busquen asegurar que la persona tenga un acceso equitativo a los recursos, empleos, servicios y oportunidades que requieran para satisfacer sus necesidades humanas básicas y para desarrollarse plenamente. Los trabajadores sociales deberían estar al tanto del impacto de las cuestiones políticas en la práctica y defender los cambios de política y en la legislación para mejorar las condiciones sociales en orden de satisfacer las necesidades humanas básicas y promover la justicia social.
- (b) Los trabajadores sociales deberían actuar para expandir las elecciones y las oportunidades para todas las personas, con especial atención en los vulnerables, los que se encuentran en desventaja, los oprimidos y las personas y grupos explotados.
- (c) Los trabajadores sociales deberían promover las condiciones que alientan el respeto por la diversidad social y cultural dentro de los Estados Unidos y globalmente. Los trabajadores sociales deberían promover políticas y procedimientos que demuestren respeto por las diferencias, alientan la expansión del conocimiento cultural y los recursos, defender los programas e instituciones que demuestren competencia cultural y promover políticas que salvaguarden los derechos de y confirmen la equidad y la justicia social para las personas.
- (d) Los trabajadores sociales deberían actuar para evitar y eliminar la dominación de, la explotación de, y la discriminación contra cualquier persona, grupo, o clase sobre la base de raza, etnia, nacionalidad, color, sexo, orientación sexual, edad, estado civil, creencia política, religión, o discapacidad mental o física.z

*Para información sobre los procedimientos de resolución de quejas de la NASW, ver los Procedimientos de resolución de quejas de la NASW.

<http://www.socialworkers.org/pubs/code/code.asp>

National Association of Social Workers
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Ethics Form

Bowie State University

14000 Jericho Park Road
Bowie, Maryland 20715

Department of Social Work

Statement of Confidentiality and Adherence to the Code of Ethics of the National Association of Social Workers

I _____, the undersigned, recognize and accept my responsibility to conduct myself in a professional manner and follow the principles of confidentiality by adhering to the Code of Ethics established by the National Association of Social Workers (NASW). I accept my responsibilities on behalf of: (1) the welfare of clients with whom I interact in the field practicum, (2) myself as a social work student, (3) the integrity of the social work program and (4) the integrity of the social work profession. To this end, I pledge to keep confidential those interactions which I conduct or observe (whether written or verbal) between the client, the agency, the appropriate social work program personnel, and myself. I willingly accept this responsibility in the same spirit as reflected in the NASW Code of Ethics.

My signature also reflects that I have received and read the NASW Code of Ethics and I have had the opportunity to discuss my understanding of the Code of Ethics and receive clarification as needed. My signature also indicates that I understand that the consequences for violating the NASW Code of Ethics are serious and can adversely affect my status in the social work program, including my status in the field placement agency.

Student

Date

Agency Field Instructor

Date

BSU Field Coordinator

Date

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Probation Notice

**Bowie State University
School of Professional Studies
Department of Social Work**

Probation Notice

Date: _____

Student: _____

Agency Placement: _____

You _____ are hereby notified of being on probation for social work course _____. This probation is a result of the following:

This period of probation begins on _____ and ends on the last day of the academic year in which the probation began. As of the beginning date, you are required to adhere to the following:

If there is any infraction of any one or all of the above stipulations you will be immediately terminated from the field placement agency which will result in a failing grade for the course _____.

Student Acknowledgement:

I have read the above and I have been provided an opportunity to ask questions and receive answers for clarification. My signature on this form reflects my understanding and agreement to abide by the stipulations of this probation notice. I further understand that any one or all violations of the terms of this notice will result in immediate termination from the field agency and a failing grade for the course _____.

Student Signature _____ **Date:** _____

BSU Director of Field:

The stipulations of this agreement have been discussed with the Social Work Department Chairperson, the agency field instructor, and the above named student. The student has been provided the opportunity to ask questions and receive answers. My signature reflects a commitment to monitor student adherence to the stipulations of this probation notice. The department chairperson, agency field instructor, the above named student and I understand that any one or all violations of the stipulations of this probation notice will result in immediate termination from the field agency resulting in a failing grade for the course _____.

BSU Director of Field Signature: _____
Date: _____

Agency Field Instructor Acknowledgement:

I acknowledge understanding of and agreement with the stipulations of this probation notice.

BSU Department of Social Work Chairperson Acknowledgement:

I acknowledge understanding of and agreement with the stipulations of this probation notice.

BSU Department of Social Work Chairperson:

Date: _____