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Department of Social Work
Field Education Handbook

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INTRODUCTION

This manual is specifically designed for field students, field instructors and University of Detroit Mercy Social Work faculty. In addition, it may be helpful to prospective social work majors who want to learn more about the Social Work program and Field Instruction.

Most of all we hope the information will be useful in giving direction and creating a meaningful plan of study for social work majors.

The Faculty and Staff
Department of Social Work
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THE SOCIAL WORK PROFESSION – PURPOSE AND OBJECTIVES

The profession of social work has developed as a result of responses to social need and concerns during the nineteenth and early twentieth centuries. It is a fairly new profession which has its roots in advocating for the poor, disadvantaged and oppressed. Social work is a profession which can be referred to as "serving the nation's social conscience." Therefore, improving society and social institutions are central to social work's purpose and goals. In reality, however, social workers spend the majority of their time treating people--helping individuals and families cope with societal demands. In addition, social institutions are also targets of change, resulting in the profession having a diverse clientele as well as a range of knowledge, skills and services. Similarly, undergraduate and graduate schools of social work must train students to master a number of helping techniques that they can select and skillfully use to help individuals, families, groups, organizations and communities improve their social functioning.

The definition of social work adopted by the National Association of Social Work is: Social work is a professional activity of helping individuals, groups or communities to enhance or restore their social functioning and to create societal conditions favorable to their goals. [1]

In 1979, a working statement of the purpose of social work was formulated under the auspices of the NASW Publication Committee and reads as follows:

> The purpose of social work is to promote or restore a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone. Social workers hold the following beliefs. The environment (social, physical, organizational) should provide the opportunity and resources for the maximum realization of the potential and aspirations of all individuals, and should provide for their common human needs and for the alleviation of distress and suffering.
>
> Individuals should contribute as effectively as they can to their own well-being and to the social welfare of others in their immediate environment as well as to collective society. Transactions between individuals and others in their environment should enhance the dignity, individuality, and self-determination of everyone. People should be treated humanely and with justice.[2]

The committee also developed "objectives" designed to carry out the purpose of social work. The focus is on "person-and-environment in Interaction." The following objectives help social workers achieve their purpose:

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[1] National Association of Social Workers. (1973). *Standards for Social Service Manpower.* New York: National Association of Social Workers.

[2] National Association of Social Workers. (1981). NASW working statement of the purpose of social work. *Social Work. 26*(6).

a. Help people enlarge their competence and increase their problem solving and coping abilities;
b. Help people obtain resources;
c. Make organizations responsive to people;
d. Facilitate interactions between individuals and others in their environment;
e. Influence interactions between organizations and institutions; [3]
f. Influence social and environmental policy.

In stating the above objectives, the committee concluded: "To achieve these objectives, social workers work with other people. At different times, the target of change varies--it may be the client, others in the environment, or both."[4]

In carrying out the purpose of social work and the foregoing objectives, the profession has identified a knowledge base consisting of theories and practice skills related to:

1. Human behavior in the social environment;
2. Social welfare, policies and services;
3. Social work practice method;
4. Research;
5. Field internship – The signature pedagogy of social work.

More importantly, the profession has developed values, ethics and a philosophy of practice, which includes strongly held beliefs about people and their preferred conditions of life. These "Ideals" are set forth in a code of ethics that are presented in this handbook.

No Credit for Life or Previous Work Experience

No academic course credit for life experience or previous work experience will be awarded in the Bachelor of Social Work program, in whole or in part, in lieu of the field practicum or of courses in professional foundation areas. This notice may be found in in the Department of Social Work Student Handbook that is posted on line at http://liberalarts.udmercy.edu/academics/swk/

[3] *Social Work*, 1981, *26*(6), P.6.
[4] Ibid.

On August 4, 2017, the NASW Delegate Assembly approved the most substantive revision to the NASW Code of Ethics since 1996.

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.

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

Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.* Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged

to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

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

Value: *Integrity*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

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

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

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

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

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

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there 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.

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is

social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

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 ability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

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

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

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

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

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 ability.

UNIVERSITY OF DETROIT MERCY
DEPARTMENT OF SOCIAL WORK

University of Detroit and Mercy College of Detroit legally merged in 1991. Both institutions had a longstanding commitment to meet the needs of the poor and to address social injustice in the midst of providing a high-quality educational experience. The University of Detroit's Social Work program was first accredited by the Council on Social Work Education in 1976. Mercy College of Detroit was accredited in 1980. The combined program has continued the tradition of its accreditation by the Council on Social Work Education.

In 1991, the two social work programs joined together to form one single entity. The combination of faculty expertise only expanded the base by which the Department of Social Work might offer an outstanding learning opportunity amidst an educational environment which fosters values, ethics and social responsibility.

DEPARTMENT OF SOCIAL WORK

Program Goals

- To prepare BSW students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and
- To foster a commitment to continuing education, maintain competence in practice, and enhance and increase opportunities for BSW graduates for renewal and advancement within the profession.

DEPARTMENT OF SOCIAL WORK

Course Objectives and Learning Outcomes Sequence:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences;
2.3 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

3.1 Demonstrates understanding of the differences between personal and professional tasks.
3.2 Recognizes personal changes she/he needs to make in order to work effectively as a social worker

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

4.1 Use practice experience and theory to inform scientific inquiry and research;
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

5.1 Assess how social welfare and economic policies impact the delivery of and access to social services;
5.2 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

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

7.1 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;

7.2 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
7.3 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

8.4 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

9.1 Select and use appropriate methods for evaluation of outcomes;
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

DEPARTMENT OF SOCIAL WORK BSW CURRICULUM PLAN

McNichols Campus

Year	Course	Credits
Sophomore		
FALL	SWK 2000: Introduction to Social Work	**3**
	SWK 2050: Critical Thinking and Writing in Human Services	**3**
	PYC 3420 – Abnormal Psychology	**3**
WINTER	SWK 3100: Social Policy	**3**
	SWK 2100: Social Welfare History and Social Justice	**3**
	SWK 4999 – Social Work Ethics and Digital Advocacy	**3**
Junior		
FALL	SWK 3200: Human Behavior in the Social Environment I	**3**
	HUS 4410: Multicultural Understanding	**3**
	PYC 3420: Abnormal Psychology	**3**
WINTER	SWK 3250: Human Behavior in the Social Environment II	**3**
	SWK 3700: Social Work Research	**3**
	SWK 3990: Practice I	**3**
Senior		
FALL	SWK 4700: Field Experience I	**5**
	SWK 4710: Field Seminar I	**2**
	SWK 4000: Practice II	**3**
WINTER	SWK 4750: Field Experience II	**5**
	SWK 4760: Field Seminar II	**2**
	SWK 4010: Practice III	**3**
Total Social Work Course Hours/Detroit Mercy Graduation Requirements		**47/126**

DEPARTMENT OF SOCIAL WORK BSW CURRICULUM PLAN
Part-Time
Wayne County Community College District Cohort

Year	Course	Credits
Year 1		
FALL	SWK 2000: Introduction to Social Work	**3**
	SWK 2050: Critical Thinking and Writing in Human Services	**3**
	PYC 3420 – Abnormal Psychology	**3**
WINTER	SWK 2100: Social Welfare History and Social Justice	**3**
	SWK 3100: Social Policy	**3**
	SWK 4999 – Social Work Ethics and Digital Advocacy	**3**
Year 2		
FALL	SWK 3200: Human Behavior in the Social Environment I	**3**
	HUS 4410: Multicultural Understanding	**3**
	Elective/Core	**3**
WINTER	SWK 3250: Human Behavior in the Social Environment II	**3**
	SWK 3990: Practice I	**3**
	SWK 3700 – SW Research	**3**
Year 3		
FALL	SWK 4700: Field Experience I	**5**
	SWK 4710: Field Seminar I	**2**
	SWK 4000: Practice II	**3**
WINTER	SWK 4750: Field Experience II	**5**
	SWK 4760: Field Seminar II	**2**
	SWK 4010: Practice III	**3**
Total Social Work Curriculum Hours/Detroit Mercy Graduation Requirements		**47/126**

SOCIAL WORK TEACHING FACULTY

Janet M. Joiner, Ph.D., MSW, LMSW **313-993-1038**

Janet M. Joiner, Ph.D., MSW, LMSW, is an assistant professor and Chairperson in University of Detroit Mercy's Department of Social Work. She holds a doctorate from Wayne State University in Educational Leadership & Policy Studies. Additionally, she holds a Master of Social Work and a Bachelor of Social Work from Western Michigan University.

She is founder of the Institute for Cyber Social Work, an organization dedicated to advancing digital social work practice, while providing technological training and support services to social workers, human service organizations and academic institutions.

Joiner has more than 10 years of college teaching experience as adjunct faculty in the Wayne State University School of Social Work where she taught undergraduate and graduate courses. She has nearly 29 years of professional administrative and clinical experience in higher education settings and most recently served as Dean of Human Services, Criminal Justice and Early Childhood Education at Baker College of Clinton Township and Port Huron. Recently, she completed her second book titled, "Digital Leadership: Encouraging Responsible use of the Internet, Social Media and Mobile Technologies on Campus".

She is also a member of the Michigan Chapter of the National Association of Social Workers (NASW) and is serving as a member of NASW-Michigan Delegate Assembly. Her research focus is the integration of technology in social work practice and Intrapreneurship and Entrepreneurship in social work practice.

Aloha VanCamp, Ph.D., MSW, LMSW

vancampa@udmercy.edu **313-993-2010**

Aloha VanCamp, Ph.D., MSW, LMSW is an associate professor of social work at University of Detroit Mercy. She teaches social work practice, social welfare policy and research methods. She is currently the Field Education liaison for the program. She has an extensive background in mental health, health care and program evaluation. Her research interests and professional presentations include assessment and integrated health care in social work, and social work ethics. She has served as dean of University of Detroit Mercy's Weekend College, acting dean of the College of Education and Human Services and chair of the Social Work program for many years. She holds a Bachelor of Arts from Michigan State University, an Master of Social Work from Wayne State University and a doctorate in Education Evaluation and Research from Wayne State University. She joined the University in 1990.

Field Liaison (2015-2017)

Aloha VanCamp, Ph.D., MSW, LMSW

vancampa@udmercy.edu **313-993-2010**

REQUIRED FIELD COURSES

University of Detroit Mercy social work majors are involved in field instruction for **two 14-week semesters**. They are usually in their field placement for **two 8-hour days weekly**. This amounts to **200 clock hours each semester**.

Field instruction (SW 4700/4750), worth 5 credits per semester, is supported each semester by a 2 credit seminar (SW 4710 and SW 4760). Seminar is where students can begin to identify the roles of social workers, demonstrate their responsibility to collect and utilize data, and integrate the skills utilized and observed out in the field.

NATURE OF FIELD INSTRUCTION

Field Instruction is the product of a joint undertaking of the University, the agency and the student. The University takes the initiative to prepare students for the field agency, selects and recommends the students to the agencies, works with the field instructor and the student regarding the learning goals, evaluation methods and student/agency concerns. The Field Instructor at the same time, provides her/his observational and experimental skills in a professional manner to develop and meet the goals and objectives of the field instruction.

The BSW Program curriculum and all related program activities are designed to support the program's mission and the BSW program goals and objectives. The central BSW degree program goal is to prepare students for entry-level generalist social work practice. The program prepares competent generalist level social work practitioners practice skill sets, integrated with areas of social concern. The objectives for field education in the senior year are for students to:

1. learn a variety of intervention methods and techniques for use with individuals, families, small groups, and for service delivery and change in organizations, neighborhoods, and communities; and
2. articulate a framework or frameworks for the differential use of these intervention methods and techniques with at least two social-system

levels (individual, family, small groups, organization, neighborhood, and community).

The program includes the core knowledge, values and skills, and the professional foundation for social work practice. Field education is an integral part of the BSW degree program and is anchored in the mission, goals, and educational level of the program. Students' experiences in field and the achievements experienced there support the goals of the BSW program, as stated below, reflecting how the mission is achieved through both course work and field experiences:

1. To prepare BSW students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and
2. To foster a commitment to continuing education, maintain competence in practice, and enhance and increase opportunities for BSW graduates for renewal and advancement within the profession.

Field education is designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies. In the senior year field placement, students connect the theoretical and conceptual contributions of the integrated knowledge from all courses classroom with the practice setting, fostering the implementation of evidence-informed practice. Students clearly articulate this skill when learning to use various approaches in working with client systems as they hone their critical thinking skills. Senior-year objectives are centered on analysis of presenting problems or situations, planning, problem-solving, differential use of intervention strategies and techniques, and competency in social work practice. Attention is also given to the student's overall knowledge of the placement agency and the scope of social work practice; student's knowledge of social work and use of skills, including communication and listening; student's ability to perform within agency standards, as well as the students' appropriate use of assistance from the field instructor. To achieve these objectives, the senior year meta-focus in class and field is on socializing students to the profession. To increase student self-awareness, ability and agility in working with and on behalf of clients, they are introduced to social work knowledge, values and conceptual frameworks, and given assignments consistent with the goals and objectives for fieldwork.

ADMINISTRATION AND RESPONSIBILITIES OF FIELD INSTRUCTION

Role of Field Liaison, Field Instructor, Field Education Coordinator

The following explanation is meant to clarify the meaning of terms used by the Department of Social Work, referring to the roles of faculty liaison and field instructor, and field placement coordinator. The following role descriptions are offered for clarification: The faculty liaison and the field instructor are two roles related to a student's field placement (or internship, as the field placement is called in some agencies/schools). These roles are distinguished from an academic advisor as noted:

FIELD LIAISON

The **Field Liaison** is a full-time or part-time faculty member in the Department who serves as liaison between the student, the field instructor, and the agency. The faculty liaison meets with the field instructor and student for a **minimum of once per semester** to specify and clarify

a) student assignments in the field placement,
b) read the student records,
c) address field education performance issues and, as necessary, develop a corrective action plan
d) review a student evaluation with the student and the field instructor, and
e) is available to discuss any issues about the field placement with the student.

The field liaison is responsible for obtaining the field placement evaluation and submitting the evaluation to the field placement coordinator. The liaison must complete a supporting memorandum along with the field placement evaluation form whenever an unsatisfactory grade is recommended (C- or below, Incomplete). The student must receive a copy of the memorandum along with a copy placed in the student's academic file.

Responsibilities of the Field Liaison

1. Meet at least once each semester with the individual Field Instructor and student;
2. Act as liaison between the agency and the college;
3. Submit all evaluative materials to the Field Placement Coordinator or Chair at the end of the semester.
4. Counsel students regarding problems or concerns related to field instruction;
5. Advise other faculty of concerns in field instruction.

FIELD INSTRUCTOR

The **Field Instructor** is the agency employee who provides guidance regarding assignments in the field placement, provides instruction at the field placement, and evaluates the student's performance with the student and the faculty advisor. In addition to the field instructor, some students are assigned a task supervisor, an agency employee who works directly in the program area where a student is placed and assists the student with tasks related to their assignments in field education. They also report to the field instructor on the student's

progress in tasks. The field instructor and the task supervisor are not paid by the University for their work in this capacity, but are performing a valuable professional volunteer service.

Responsibilities of the Field Instructor:

1. Informing the Field Placement Coordinator if the student is acceptable for the field instruction site;
2. Provide on-site supervision to the student(s) on a weekly basis by a Licensed Master Social Worker (LMSW) or a Licensed Bachelor of Social Work (LBSW) from a Council on Social Work Education accredited program.
3. Make relevant assignments to the student(s);
4. Meet at least once a semester with the Field Placement Liaison;
5. Apprise the Field Placement Liaison of any problems or concerns regarding the placement before mid-semester;
6. Complete the evaluation forms as requested;
7. Attend Field Instructor's meetings initiated by the Field Placement Coordinator.

FIELD EDUCATION COORDINATOR

The **Field Education Coordinator** has overall responsibility for student field placements. The coordinator is the assigned faculty responsible for students in field (SW4700 and SW4750), including the final grading assignment. The field coordinator takes responsibility for arranging field placements, arranging contractual agreements and confirming malpractice insurance with the University and outside agencies. If a student requires re-placement in another setting, then it is the responsibility of the field placement coordinator to make that arrangement. If the field placement coordinator submits a change different from the field liaison's recommendation, then the change must be documented along with an accompanying memorandum.

Responsibilities of the Field Education Coordinator

Meet with each student applying for field instruction and explore the various potential sites which have been previously visited to discuss roles and expectations with the agency and personnel who will be effected by the student's placement.

1. Initiate meetings of Field Instructors to provide orientation to the social work program and college, address common concerns and to solicit their input on the content of the social work curriculum;

2. Review, evaluative materials and submit final grade for students;

STUDENT

Needless to say, students' learning is the focus of the Field curriculum in UNIVERSITY OF DETROIT MERCY's BSW program. It is essential that students take personal responsibility for their learning.

Responsibilities of the student

1. Follow up on potential sites for field instruction provided by the Field Placement Coordinator by initiating a meeting with the designated contact person and informing the Field Placement Coordinator of his/her perceptions of the meetings;
2. Practice and observe field instruction site procedures for promptness, attendance, work completion, and appropriate dress;
3. Complete assignments of Field Instructor;
4. Meet with the Field Instructor weekly for supervision;
5. Participate in agency sponsored in-service training, where possible and other related professional meetings;
6. Meet any health or general requirements of the field instruction site, such as: physical examination, drug screens, TB tests or criminal background checks.
7. Complete all academic assignments for field instruction.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTION SITES

The Department of Social Work is acutely aware of the importance of the field instruction agency as an opportunity for the student to integrate his/her theoretical learning into a practice model. In order to be effective, a field instruction agency must meet the following guidelines:

1. The agency philosophy of social service should be compatible with the educational objectives of the social work profession;
2. The field site's mission shall be compatible with that of the program's;
3. The administration and staff should be qualified, respect professional education, understand its goals, and be willing to undertake, individually and collectively, the various responsibilities that a field program entails;
4. The staff should be large enough to maintain programs without depending on students;
5. The social work service department or unit operating in a non-social-work program, such as a hospital, court, or program, should be integrated into the structural organization of the total program;
6. A qualified field instructor must be available to instruct students;
7. The agency must provide a desk, appropriate interviewing space, telephones, clerical services, and other technical and personal supports necessary for students to carry out their practice and learning assignments;
8. Students must be afforded the opportunity to carry out practice assignments which are within the specific mission and goals of the agency, fulfill the educational program of the program, and are geared to the particular educational needs and interests of the students; and
9. The agency must provide qualified field instructors who are allocated sufficient time within the agency to carry out their roles and responsibilities.

UNIVERSITY OF DETROIT MERCY FIELD PLACEMENT PROCEDURE

1. Student receives a field placement application form during the SWK 3990 course.
2. Student returns the application to the instructor for SWK 3990 who then forwards the applications to the Field Coordinator.
3. The Field Coordinator reviews the application and then contacts an agency regarding a possible student interview.
4. Student receives an email from the Field Coordinator regarding the possible agency field placement. The email provides instructions to the student regarding their expected follow-up.
5. Student schedules an interview at the expected agency site.

6. Field Instructor and Field Coordinator confer to determine whether the student has been accepted to the agency.
7. If accepted, the student is “placed”.
8. If the student is not accepted, then the process begins again at step 3 above.

DEPARTMENT OF SOCIAL WORK

FIELD PLACEMENT APPLICATION

Name: First	**Middle**	**Last**
Date	**Email Address**	
Address	**City**	**Zip**
Cell Phone	**Home Phone**	
Student Number	**Cumulative GPA**	**Date of Expected Graduation**

Required social work classes taken:

Required supportive courses taken:

Electives taken that are relevant to social work field placement:

Previous social service experiences (include volunteer work):

List social work courses being taken this semester:

Employment experiences (include summer and part-time jobs):

Describe the type of social work experience you would like to obtain in field placement in terms of special interests, client population, client age group, etc.

What days of the week and what times of the day are most desirable for you? Are there any days or times you would not be available?

General location of placement desired (e.g., Detroit, east side, Pontiac area, no preference).

Although there is no guarantee in being placed in a particular agency, is there a specific one, which you would like for placement? Why?

What are your career goals?

Write a description of yourself as it relates to your abilities to form and sustain relationships, identity client concerns, your strengths, and weaknesses.

Projected fall schedule (September-December concurrent with field instruction):

Course Title	Credit hours	Days	Time

Projected winter schedule (January-December concurrent with field instruction):

Course Title	Credit hours	Days	Time

Do you have any limitation restrictions that should be considered in securing a field placement?

_____

Have you ever been charged with a felony? Yes _____ No _____

Do you have a car available? Yes_____ No _____

Any limitations in your ability to travel? Yes_____ No _____
If YES, please explain:

_____

Criminal Background Check:
All field applicants must attach a copy of their background check report from ICHAT (Internet Criminal History Access Tool) found on the State of MI website at:. www.michigan.gov/ichat

Application and a copy of your criminal background check is due no later than March 1.

Signature: _____

Date Submitted: _____

Date Received: _____

SELECTION CRITERIA FOR FIELD INSTRUCTORS

1. The field instruction site can provide practical knowledge about the social services of metropolitan Detroit and surrounding Southeastern Michigan area.

2. The student is able to participate in the services of the site to such an extent that he/she can integrate practice and theory to meet the educational outcomes of professional values/ethics, professional identity, knowledge and skills.

3. The student is able to participate in staff and in-service meetings of the agency.

4. The field instructor is a BSW MSW who has graduated from a CSWE accredited social work program, holds a license from the State of Michigan and whose education and experience qualifies him or her to be a field instructor.

5. The field instructor is able to translate the practice principles of social work into the daily tasks carried out in the agency.

6. The field instructor has the time and professional resources for planning and carrying out the educational component of field instruction. This includes weekly conferences (approximately an hour) with the student and biannual meetings with other field instructors as well as meeting twice during the semester with the field liaison, and completing student evaluation forms.

7. The student has a desk and access to needed supplies and support staff for agency functioning.

8. Field Instructors will complete an evaluation for each student at Fall mid- and end-semester and Spring end-semester. The Field Instructor recommends a grade to the Field Placement Coordinator who then is responsible for assigning a final grade.

9. At the end of the second semester, the student must turn in an Evaluation of Field Placement which should be used in considering that agency for future placements.

UNIVERSITY OF DETROIT MERCY

Department of Social Work
Field Instructor's Information Form

Date_____

Name	
Agency	
Address	
Phone	

Educational Background

School	Year Completed	Degree	Major Emphasis

Areas of Specialties: _____

State of Michigan Social Work License Number _____

Expiration Date: _____

Professional Work Experience

Agency	Position/Title	Years Worked

Field Instruction Experience

School	Agency	Level of Students	Years

Signature: _____

Policies Related to Field Instruction in an Agency

I. Policy where the Student is an Employee

Recognizing the several hardships for certain students who wish to pursue baccalaureate education in social work while employed, the Social Work Program has reviewed ways in which certain program modifications may ease the competing demands of program and work.

In an effort to be responsive to students that need to continue in full time employment, the social work program offers to its students the opportunity for carrying out field instruction in their employment setting with the following constraints:

1. Students will be social work majors in good standing having completed the prerequisites for field instruction.

2. Students will be encouraged to explore leaves of absence from employment, sources of financial assistance, etc. before considering field instruction in their work site.

3. A student will have worked as a member of the service delivery staff in the agency for at least one full year before entering into a field instruction experience.

4. An employee agency selected for field instruction must be a recognized social work agency. In all respects, agencies used must meet the regular criteria for field instruction.

5. The student must have a Field Instructor for the educational experience who is different from the regular work superior. The Field Instructor must meet the regular criteria used in other field instruction settings.

6. At least one full day (8 hrs.) of the two days of field instruction each week shall be designated exclusively for field instruction. Two additional ½ day schedules (4 hrs.) may complement the educational focus for a total of 16 hours a week.

7. The agency designated Field Instructor must schedule an hour every week for a direct one-to-one supervisory conference.

8. The responsibilities and commitments of the student, the School, and the employing agency in which the student proposes to engage in field instruction will be clearly defined. In every other respect, field instruction must conform to the school's standards, policies, and procedures as specified in the current manual.

9. The agency must recognize the role transition that is expected of its employees who attend the Social Work Program under these arrangements. When engaged in practicum assignments, this includes a change from a worker-supervisor relation to a learner-teacher relationship. It also implies a sincere effort to avoid creating work responsibilities that might jeopardize the student's opportunity to use the learning experiences that have been selected for practicum purposes.

II. Policy on Criminal Background Checks, Drug Screenings and Immunizations

All students are required to provide a copy of a criminal background check at the time that they submit an application for the field internship. In addition, students may be asked by the agency to submit an additional criminal background check, a drug screen(s), and obtain additional immunizations for purposes of the agency. If a student does not obtain clearances for any of these, they may become ineligible for that agency and possible for another field agency placement.

III. Policy on Completion of Clock Hours at the Field Agency Assignment

Students who are unable to complete the full hours required in the internship during the semester should notify their Field Instructor and Field Liaison of the situation. Students who, because of a hardship or illness that are unable to complete their hours during the fall semester, may (with approval from the Department, the Field Agency and the Field Instructor, may complete the remaining hours during the holiday break. Students may not accrue hours early during the holiday break for purposes of finishing the winter semester early. Student are expected to remain at the agency until the end of each semester, regardless of the accumulated hours.

IV. Student Professional Liability Insurance

Students are expected of have malpractice/professional liability insurance at the time they begin their field internship. The university provides liability insurance under a large umbrella policy for all students in the field internship.

V. Resolution of Issues Arising in the Field Internship

Anytime a concern arises in a field agency regarding a student, whether it be performance related or otherwise, the Field Liaison should be notified immediately. The Field Liaison should contact the Field Education Coordinator and they will also establish a meeting with the Field Instructor and the student towards a resolution. If it is needed a corrective action plan will be developed and must be signed off on by all parties. A student who is unable to reconcile the issues may find their grade is affected and may become ineligible for a field internship. The determination will be made at the discretion of the Field Education Coordinator.

GUIDELINES FOR FIELD INSTRUCTORS

The following elements have proven to be helpful for field instruction:

1. **Orientation of the student to the field site:**
    a. Clarify the organizational structure
    b. Clarify accountability issues - who is responsible to whom at all levels of the organization
    c. Clarify your supervisory styles - expectations, teaching method
    d. Clarify your expectations regarding student's attendance at staff meetings: frequency? Participation?
    e. Set a mutually agreed upon weekly time period for the field instructor - student conference: one (1) hour minimum per week
    f. Develop a student work schedule which should include a minimum of
    g. 16 hours per week. Student's time in field instruction should total 200 clock hours per semester.

2. **Pre-learning specifics:**
    a. Clarify the goal and objectives of the agency and in what roles/capacity client contact is made.
    b. Work with the student to develop learning objectives for the semester.
    c. Jointly review with the student the University of Detroit Mercy field evaluation form - the instrument used at the end of the semester to assess progress
    d. Inform student of various experiences, projects, programs within the agency.

3. **General expectations of the University:**
    a. The student must be allowed contact with clients, client groups or client systems
    b. The student is expected contact with clients, client groups or client systems
    c. The focus should be learning rather than quantity of clients seen/served.
    d. The student is expected to attend in-service training activities which are available to regular staff members.
    e. The agency is expected to provide the student with adequate office space, telephone availability and any other essentials related to the performance of professional responsibilities.

4. **Communications between Field Instructor, Student and Field Education Coordinator:**
    a. The Field Instructor should consult with the Field Placement Coordinator when there is some question regarding the Appropriateness of any agency assignment.
    b. If the Field Instructor of student is having communication problems, the Field Placement Coordinator should be contacted if the problem is unable to be worked out between them.

c. Any inappropriate behavior on the part of the student should first be approached in the conference between student and Field Instructor. If inappropriate behavior is not resolved, the Field Placement
d. Coordinator should be contacted as soon as possible. (This also applies to any other professional/personal problems the student might experience.)

5. **Evaluation:**
   a. Evaluation of field instruction students is a continuous process including written as well as verbal feedback from the Field Instructor and Field Placement Coordinator. At mid semester and at the end of each semester the agency Field Instructor completes an evaluation. All evaluative material is shared with the student. Students receive a letter grade for their field instruction. Field Instructors may recommend a grade but final responsibility for the grade rests with the Field Placement Coordinator.

   b. Field Instructors will complete an evaluation for each student at Fall mid- and end-semester and Spring end-semester. The Field Instructor recommends a grade to the Field Placement Coordinator who then is responsible for assigning a final grade.

   c. At the end of the second semester, the student must turn in an Evaluation of Field Placement which should be used in considering that agency for future placements.

The University of Detroit Mercy grading system is:

A, A-	Indicates work of exceptionally high quality
B+, B, B-	Indicates work of superior quality
C+, C	Indicates work of average quality
C-, D+, D, D-	Indicates work below average quality but counts toward graduation. It does not meet the requirement of the social work program and will require repetition of field instruction
F	Indicates failure to fulfill minimum requirements

GUIDELINES FOR WRITING FIELD

INSTRUCTION LEARNING OBJECTIVES

What is an objective?[5]

An objective is a description of a performance to be acquired. An objective describes an intended result of learning, rather than the process of learning itself. Objectives are useful tools in design, implementation, and evaluation of learning. They are used in pointing to the experiences and procedures that will lend to successful learning, in helping to manage the learning process itself, and in helping to prepare the means of finding out whether the learning has been successful. A meaningfully stated objective, then, is one that succeeds in communicating your intent; the best statement is the one that excludes the greatest number of possible meanings other than the actual intent.

Objectives are important for a number of reasons. The main ones are: first, when clearly defined objectives are lacking, no sound basis exists for selection or designing of a program for learning.

A second important reason for stating objectives clearly has to do with finding out whether the objective has, in fact, been accomplished. Evaluations are the guideposts along the road of learning and are supposed to tell the Field Instructor, Field Placement Coordinator and student to what extent the objectives have been achieved. But unless learning objectives are clearly and firmly fixed in the minds of all parties, evaluations are at best misleading, at worst, they are irrelevant, unfair, or uninformative. A third advantage of clearly defined objectives is that they provide the means to organize efforts toward accomplishments of those objectives. Experience has shown that clear objectives enable students to decide what activities on their part will help them get to where it is important for them to go. With clear objectives in view, it is no longer necessary to "psych" out" the Field Instructor or Field Placement Coordinator. Additional important advantages are that the drafting of objectives causes one to think seriously and deeply about what is worth learning, about what is worth spending time and effort to accomplish. Again, an objective is a statement describing a learning outcome, rather than a learning process or procedure. It describes results, rather than the means of achieving those results. Refer to the template when writing objectives.

[5] Paraphrased from Mager, Robert F. (1975) Preparing Instructional Objectives, Belmont CA: Fearon Publishers.

Elements to consider in writing objectives are:

WHAT SPECIFIC BEHAVIOR is required to demonstrate accomplishment of the objectives? Use a statement which tells what the client or student will be doing while demonstrating this achievement. Use precise action verbs.

WHAT LEARNING OUTCOME OR PRODUCT will be the accomplishment of the objective to be evaluated?

Objectives indicating observable behavior begin with (examples):

To state
To volunteer
To Join
To select

Objectives using the following indicate non observable behavior which **<u>are not</u>** helpful in evaluating the objectives:

To know
To understand
To appreciate
To learn
To feel

Possible objectives:

Objectives will flow from three sources:

- desire to learn,
- the scope and limitations of the assigned field instruction agency and
- the overall content of field instruction.

The following are examples of learning objectives based on the overall content (See Field Instruction Outcomes) for field instruction.

- The student alone is the only one who can indicate her/his desire to learn.
- The student and Field Instructor together can determine how realistic the Objectives are in light of the scope/of the agency.
- Keep objectives **limited to one semester** for they are to be developed each of the two semesters.

Examples:

<u>Professional Identity</u> – By the end of the semester I will be able:

- to identify personal strengths and weaknesses in performing social work tasks.
- to describe the role and functions of a social worker within the field instruction setting

- to describe the policies and expectations of the field instruction site that relate to the function of a social worker
- to describe the professional organizations and journals in the field of social work that are relevant to the field instruction site

Professional Values and Ethics – By the end of the semester I will be able:

- to identify the principles of the National Association of Social Workers Code of Ethics and relate them to my social work practice
- to describe my own values and how they enter into my current social work practice
- to distinguish between my statements and actions as a private individual and as a representative of the social work profession
- to abide by the policies and standards of the field instruction site
- to keep confidential information shared by a client

Functional Knowledge and Skills – By the end of the semester I will be able:

- to verbally communicate in a one-to-one situation
- to identify and define the presenting problem
- to describe the environmental conditions affecting the client system
- to appropriately use the field instruction site's format for a social assessment of the presenting problem
- to draft a specific service delivery plan
- to take into consideration in assessment the cultural diversity of persons

Structural Knowledge and Skills – By the end of the semester I will be able:

- to explain the purpose and goals of the field instruction site
- to utilize the operational procedures of the field instruction site
- to describe the community in which the client system lives
- to relate personal presenting problems to social issues
- to analyze and collect data on available service systems for clients

DEPARTMENT OF SOCIAL WORK

MID-SEMESTER EVALUATION

SAME FORM FOR BOTH FALL AND WINTER SEMESTERS

Student Name _____

Date _____

Place a check mark in the column that applies	Expected level	Needs Improvement	Not enough data
1. Field Assignments			
2. Absences and tardiness			
3. Participation in supervisory session			
4. Work toward attaining objectives			
5. Writing skills			
6. Verbal skills			
7. Functional skills			
8. Self-awareness			
9. Cooperative working relationship			
10. Organizational skills			
11. Finding and utilizing resources			
12. Agency awareness			
13. Ethical awareness			
14. Professional growth and development			
15. Professional leadership development			
16. Professional appearance			

List the assignments which the student has been given thus far:

_____

_____

_____

_____

Comment briefly on the student's capacity to integrate into your agency:

_____

_____

_____

_____

Please comment on any early concerns you have regarding the student's Investment in this learning opportunity and personal or intellectual capacity to use it appropriately to further her/his social work skills:

_____

_____

_____

_____

Period covered from _____ through _____

Clock hours thus far _____

_____

Field Instructor's Signature **Date**

_____

Student's Signature **Date**

_____ **Grade** (The Field Instructor recommends a grade but responsibility for assigning the final grade rests with the Field Placement Coordinator.)

_____

Signature of Field Instructor

_____

Signature of Student Date

SWK 4700 (Semester 1)/SWK 4750 (Semester 2)
Field Evaluation Form

Student Name: _____ Field Instructor _____

Agency Name/Address: _____ Task Supervisor _____

_____ Semester _____ Year _____

 # Hours Completed by Student _____as of ____/_____/_____

USE OF THIS FORM:
This is the evaluation form to use at the end of the student's field placement. It is important that the evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

RATING SCALE:
Evaluation is a shared student-field instructor ongoing process in which the student is required to participate. Time is set aside, specifically at midterm (for a brief written evaluation during the first term and for an oral evaluation during the second term) and at the end of each term. (for a written evaluation) to review with the student his/her learning process. The field instructor is asked to recommend a grade. The final decision as to a grade will be determined by the Field Placement Coordinator. Please evaluate the appropriate number according to the key shown below. It is recognized that not all items will be applicable for every agency.

Field Instructor:

Recommended Grade for this Student: _____ Field Instructor Initials: _____ Date: _____

Check the column that matches the student's abilities according to student's expected level of knowledge and skill.	**5**	**4**	**3**	**2**	**1**	**0**
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	**Stellar**	**Comm**	**Sat**	**Needs Imp**	**Urns**	**U to R**
Competency 1: Demonstrate Ethical and Professional Behavior						
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;						
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;						
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;						
1.4 Use technology ethically and appropriately to facilitate practice outcomes;						
1.5 Use supervision and consultation to guide professional judgment and behavior.						
Comments:						

Check the column that matches the student's abilities according to student's expected level of knowledge and skill.	**5**	**4**	**3**	**2**	**1**	**0**
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	**Stellar**	**Comm**	**Sat**	**Needs Imp**	**Uns**	**U to R**
Competency 2: Engage Diversity and Difference in Practice						
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;						
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences;						
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.						
Comments:						
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
3.1 Demonstrates understanding of the differences between personal and professional tasks.						
3.2 Recognizes personal changes she/he needs to make in order to work effectively as a social worker						
Comments:						

Check the column that matches the student's abilities according to student's expected level of knowledge and skill.	**5**	**4**	**3**	**2**	**1**	**0**
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	**Stellar**	**Comm**	**Sat**	**Needs Imp**	**Uns**	**U to R**
Competency 4: Engage in Practice-informed Research and Research-informed Practice						
4.1 Use practice experience and theory to inform scientific inquiry and research;						
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;						
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.						
Comments:						
Competency 5: Engage in Policy Practice						
5.1 Assess how social welfare and economic policies impact the delivery of and access to social services;						
5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.						
Comments:						

Check the column that matches the student's abilities according to student's expected level of knowledge and skill.	**5**	**4**	**3**	**2**	**1**	**0**
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	**Stellar**	**Comm**	**Sat**	**Needs Imp**	**Uns**	**U to R**
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and						
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies						
Comments:						
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
7.1 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;						
7.2 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;						
7.3 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
Comments:						

Check the column that matches the student's abilities according to student's expected level of knowledge and skill.	5	4	3	2	1	0
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	Stellar	Comm	Sat	Needs Imp	Uns	U to R
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;						
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;						
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; •negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;						
8.4 Facilitate effective transitions and endings that advance mutually agreed-on goals.						
Comments:						
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
9.1 Select and use appropriate methods for evaluation of outcomes;						
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;						
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes						
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						
Comments:						

ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELDWORK INSTRUCTOR REGARDING STUDENT (e.g., student's, areas for growth):

STUDENT COMMENTS: I agree with this assessment: ____ Yes ____ No: Please explain/Comment:

Signatures:

_____ _____
Student Date

_____ _____
Task Supervisor Date

_____ _____
Field Supervisor Date

Received by:

_____ _____
UNIVERSITY OF DETROIT MERCY Field Liaison Date

EVALUATION OF FIELD INSTRUCTION SITE AND FIELD INSTRUCTOR

Agency _____**Date:**_____

Field Instructor _____**Student** _____

Place a check mark in the column that reflects your agreement with each of the following statements	**YES**	**NO**
1. The agency was cooperative in my learning experience		
2. The agency's environment allowed me to learn from professional staff other than my field instructor		
3. The agency provided physical space in which I could work		
4. The agency offered me freedom to make mistakes and learn from them		
5. The agency believes in hiring social workers with a bachelor in social work		
6. Field supervision was provided to me:		
a) on a weekly basis		
b) for approximately _____		
7. Field supervision was beneficial		
8. My field instructor's expectations were clear and in line with those for a bachelor in social work		

	1	2	3	4	5
Place a check mark in the column that matches your experience	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
8. The field instructor's assignments to me were:					
a) Positive learning experiences					
b) Diverse in nature					
c) Enough to keep me working					
d) Challenged my knowledge					
9. The field instructor offered constructive criticism					

10. **Would you recommend this agency for another field instruction site? Give your reason for your recommendation.**

11. **Would you recommend this Field Instructor again? Give your reasons for your recommendation.**

University of Detroit Mercy

Department of Social Work

Field Instruction Learning Plan

Student Name: **Field Placement Agency:**

Semester: Fall Winter **Field Instructor Name:**

Date of Plan: / / **Faculty Liaison:**

Learning Goals	Objectives	Tasks	Timeline	Field Instructor's Comments

Learning Goals	Objectives	Tasks	Timeline	Field Instructor's Comments

Social Work Department
Process Recording
BSW Field Requirement

AGENCY: _____ **STUDENT**: _____ **DATE:** _____

CLIENT SYSTEM: _____**PURPOSE OF INTERVIEW**: _____
Individual/Couple/Basic Info; Age;Name *Assessment; Intake; Follow up; Referral, etc*

PRESENTING CONCERN: _____

_____

_____

RECEIVED BY FIELD LIAISON/PRACTICE INSTRUCTOR: _____ DATE: _____

Content/Dialogue	Skills Used	Gut Reaction (What do you think is going on?)	Analysis	Supervisor's Feedback

Content/Dialogue	Skills Used	Gut Reaction (What do you think is going on?)	Analysis	Supervisor's Feedback

Content/Dialogue	Skills Used	Gut Reaction (What do you think is going on?)	Analysis	Supervisor's Feedback