



NORTHERN
ARIZONA
UNIVERSITY

YUMA
Branch Campus

Social Work

Department of Arts & Sciences



**Bachelor of Arts
in
SOCIAL WORK
PROGRAM**

BASW Field Manual

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WELCOME TO BASW 408 FIELD PLACEMENT

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

NAU – Yuma Social Work Program Mission

The profession of Social Work is dedicated to promoting human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (Council on Social Work Education, 2008, p. 1).

The mission of the Northern Arizona University, Yuma Branch Campus Social Work Program is to educate and prepare generalist social workers for service and leadership to social systems and diverse populations which includes but is not limited to Hispanics, agricultural workers and the military, as well as other diverse populations along the U.S. Mexico border.

Generalist social work practice is defined as the professional activity of engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with diverse individuals, families, small groups, organizations, and communities toward the purpose of promoting competency in social functioning and human experience, and in promoting the responsiveness of society to meeting human need, social and economic justice, and enhancing member well-being. The professional activity of influencing change is informed by evidence and processes shaped by the context and the constructs of cultural competence, ecosystems, and strengths perspectives.

BASW Program Goals and Competencies

The mission of our social work program is expressed in the following goals and competencies:

To produce Alumni who are:

- Influencing (through service and leadership) the social welfare of people, families, and communities globally, regionally, and locally (EP 2.1.1-2.1.10 [a]-[d]).
- Engaged in ethical generalist social work practice (EP 2.1.2).
- Culturally responsive and competent (EP 2.1.4).
- Innovative and effective in creating healthy organizations (EP 2.1.3, 2.1.6-2.1.9).
- Engaged in research-informed practice and practice-informed research (EP 2.1.6).
- Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1).

Committed to Hispanic populations

- Become the nation's leading social work program serving Hispanic populations (EP 2.1.4, 2.1.9).
- Advance human rights and social and economic justice (EP 2.1.5).
- Apply knowledge of human behavior and the social environment (EP 2.1.7).
- Engage diversity and difference in multi-level social systems (EP 2.1.4).
- Engage in the development of programmatic responses to the large number of migrant farm workers in the Lower Colorado River Region (LCRR) (EP 2.1.4, 2.1.5, 2.1.9, 2.1.10 [a]-[d]).

Globally engaged stewards of U.S. Mexico border issues

- Elevate the environmental, economic, social, and cultural vitality of communities along the U.S. Mexico border (EP 2.1.4, 2.1.5, 2.1.10[a]-[d]).
- Engage in policy practice to deliver effective social work services along the U.S. Mexico border (EP 2.1.8)
- Apply critical thinking to inform and communicate professional practice along the U.S. Mexico border (EP 2.1.3).

Commitment to the Defense, Customs & Border Patrol and Military Community

- Engage in generalist social work practice that specifically addresses issues found in the high stress occupations commonly found in Defense and Law Enforcement communities commonly located in the LCRR (EP 2.1.4, 2.1.9, 2.1.10[a]-[d])

BASW Program Philosophical and Theoretical Framework

Purpose of Field Placement

The purpose of the NAU—Yuma Branch Campus BASW field placement is to provide an educationally focused and directed practice experience that enables students to link theory and concepts learned in the classroom to the practical world of the practice setting (CSWE, 2008). Field Education is the component of the NAU—Yuma Branch Campus BASW Curriculum designed as the signature pedagogy for the student to develop a professional identity of a generalist social worker possessing those core competencies required for professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Thus, the CSWE Core Competencies (CSWE, 2008) and operant practice behaviors serve as the NAU—Yuma BASW field program's learning outcomes.

FIELD LEARNING OUTCOMES

The learning outcomes are written within the framework of the NAU—Yuma Branch Campus BASW program goals outlined above and the CSWE Core Competencies. It is understood that generalist social work includes foundation knowledge, internalization of professional values, and the application of these areas into practice. For each outcome, students are expected to demonstrate behavior that reflects their mastery of this content as measured by the Agency Report, journals, process recordings, assessment assignment, Student Self-Evaluation, and the designated evaluation of student performance in field placement. Individualized strategies for meeting the learning outcomes will be determined contractually between the student, the Faculty Field Liaison, and the Field Instructor at the onset of the semester of the field placement.

The Field Learning Outcomes are:

Core Competencies

EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

EP 2.1.2 – Apply social work ethical principles to guide professional practice.

7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4 – Engage diversity and difference in practice.

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

EP 2.1.5 – Advance human rights and social and economic justice

18. understand the forms and mechanisms of oppression and discrimination;

19. advocate for human rights and social and economic justice; and
20. engage in practices that advance social and economic justice.

EP 2.1.6 – Engage in research-informed practice and practice-informed research.

21. use practice experience to inform scientific inquiry and
22. use research evidence to inform practice.

EP 2.1.7 – Apply knowledge of human behavior and the social environment.

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. critique and apply knowledge to understand person and environment.

EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

25. analyze, formulate, and advocate for policies that advance social well-being; and
26. collaborate with colleagues and clients for effective policy action.

EP 2.1.9 – Respond to contexts that shape practice.

27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP 2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement

29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. use empathy and other interpersonal skills; and
31. develop a mutually agreed-on focus of work and desired outcomes.

Assessment

32. collect, organize, and interpret client data;
33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives; and
35. select appropriate intervention strategies.

Intervention

36. initiate actions to achieve organizational goals;

37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.

FIELD PLACEMENT MODELS

The NAU–Yuma BASW Program, in recognition of varying student interests and geographical location considerations, offers two types of field placement models. Students may select either of the field placement models in consultation with their faculty advisor and the Field Education Coordinator.

Concurrent Field Placement

Social work students selecting this model participate in an agency at the same time they are taking course work on campus. Students are in their agency settings three days a week (Monday, Wednesday, and Friday) for a minimum of 270 clock hours per semester for which they earn 6 credit hours per semester. They are in class the other two days. Typically, concurrent placements occur in the Fall and Spring semesters of the senior year.

Block Field Placement

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

In electing the block placement model, students commit themselves to an agency for a minimum of 40 hours per week for fourteen weeks for which the students are granted 12 credits for the minimum of 540 clock hours of field placement.

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

RANGE OF FIELD PLACEMENTS

The cultural diversity of the U.S. Mexico borderlands and the Lower Colorado River regions offer an exciting context for field placements and provide sites for federal, state, tribal, county, municipal, voluntary, and private placement settings. All of our students want to be placed in agency settings along the U.S. Mexico border. The Social Work Field Education Program is committed to utilizing these agencies to provide diverse and quality experiences for our students.

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

FIELD PLACEMENT REQUIREMENTS

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

1. The student must have formally applied and been accepted as a Social Work Major.
2. The student must have an overall GPA of 2.25.
3. The student will have attained senior status and have completed BASW 321 with a grade of **B** or better. In addition, for block placement, the student will have completed all required major courses.
4. The student will attend a Field Placement Application orientation and follow the procedures for applying for field placement.
5. The student will attend the Field Instructor Orientation with their Field Instructor.
6. The student will not be placed in an agency in which a family member and/or partner is employed or serving as a volunteer or student intern.
7. The student must agree to adhere to the agency rules and regulations as they apply to the field placement.
8. The student will not be placed in an agency of current employment without prior approval of the Field Education Director. The following criteria are used to determine the appropriateness of a student placement with an agency in which currently employed:
 - a. Field instruction is provided by a person with the BSW or MSW degree.
 - b. The tasks and activities associated with the student's field placement are clearly separated and differentiated from the tasks and activities of the student's current employment and are documented in the Field Placement Learning Contract.
 - c. The tasks and activities available to the student must meet the field placement requirement of engagement in planned change activities with diverse populations across system levels.
 - d. The agency administration agrees to the arrangement with a statement acknowledging the role differences between employee and field placement student, and an understanding that the purpose of field placement is for student learning, development, and mastery of generalist social work competencies while engaging in tasks and activities designed to meet the Social Work Program Field Education Learning Outcomes.

9. The student will participate in all Field Seminars offered concurrently with field placement.
9. **No academic credit will be given to social work students for life or work experiences.**
10. Students are required to complete a minimum of 540 clock hours in a field placement setting. The student may register for as few as 6 credits or as many as 12 credits of BASW 408 in any given semester, with a total of 12 credit hours required. The approximate breakdown of agency hours to credit equivalence is as follows:

<u>Credits</u>	<u>Total Clock Hrs/Semester</u>
6	270 minimum
12	540 minimum

APPLICATION PROCEDURES FOR FIELD PLACEMENT

BASW students must fulfill the following before enrolling in BASW 408 Field Placement:

1. Check with their academic advisor for specific requirements and assessment of preparedness for field placement. The requirements for field placement outlined above must be met.
2. Attend a Field Placement Application orientation.
3. Complete an **Application for Social Work Field Placement** form (see time deadlines below). The student is expected to discuss and review the completed field application with her/his academic advisor before submitting the application to the Field Education Director. The Field Education Director will not accept applications that have not been signed by the student's advisor. Field Placement Applications are available online at <http://nau.edu/socialworkyuma>.
4. Schedule an appointment to meet with the Field Education Director to review the completed Application for BASW Field Placement and discuss placement preferences prior to being matched with a recommended placement agency and Field Instructor. Students may provide the Field Education Director with a list of potential field placement settings not currently identified as an approved field placement agency. **All contacts with potential field placement settings will be initiated, assessed, and approved by the Field Education Director prior to student contact with the setting.**
5. The Field Education Director will match student preference with the availability of approved field placement resources and notify the student and agency of the recommended match. Included in the notification of the recommended placement to the agency will be a copy of the student's resume and the student's responses to questions 1-4 on the application form.
6. Upon receiving notification of the recommended placement, the student will initiate contact with the recommended field placement agency to schedule an interview with the Field Instructor and other agency representatives as required by the agency. For the student and agency, this step is considered as similar to an employment interview. The Field Instructor or designated agency representative will notify the Field Education Coordinator of the outcome of this interview.
7. The student will receive confirmation of the agency placement by the Field Education Coordinator.

Time deadlines for the above procedure are as follows:

Student Applications Due

For a placement starting Spring semester	September 1
For a placement starting Summer semester	December 1
For a placement starting Fall semester	February 1

STANDARDS OF THE FIELD EDUCATION PROGRAM

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

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

A. RESPONSIBILITIES OF THE FIELD AGENCY AND UNIVERSITY

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

- To collaborate in long and short term planning and implementation of the educational program for the student in the agency in accordance with the Social Work Program competencies and procedures for field placement necessary to ensure a high quality professional educational experience at the agency.
- The selection of the Field Instructor is a collaborative effort of the field placement agency and the NAU – Yuma Branch Campus BASW Program to ensure that the Field Instructor selected meets program criteria.
- The BASW Program maintains the privilege to visit the field placement agency regarding student process and progress in the achievement of BASW Program competencies and to provide consultation to the agency in the planning and selecting of learning experiences which are consistent with the program's curriculum and competencies.
- The Social Work Field Education program will elicit and consider suggestions from the field placement agency regarding Field Education processes and procedures, and curriculum enhancement.
- Through this two-way communication and consultation system, a mutuality of purpose and process is established.

B. FIELD PLACEMENT AGENCY SELECTION

Before a field agency and agency field instructor are appointed, the BASW program shall complete an assessment of the agency and the prospective Field Instructor. The agency assessment should be conducted with the agency executive director or his/her delegated representative. The agency assessment addresses the following:

- Compatibility of the agency's philosophy of service with the BASW Program educational goals

and competencies;

- Evidence of adherence to Social Work values and ethics, and to non-discriminatory personnel and service policies;
- Size and scope of service programs providing breadth, diversity and depth in learning opportunities; if the range of learning experiences as required by the curriculum is not available, supplemental experiences within another setting will be identified in order to fulfill the educational goals and competencies;
- Evidence of acceptance of, respect for, and commitment to the goals and educational focus of the BASW Field Education Program by:
 - a. providing a qualified field instructor with knowledge of the role and responsibilities associated with the function; or, consenting to a qualified field instructor from outside the agency sanctioned to carry out field instruction functions;
 - b. ensuring time and workload availability on the part of the designated Field Instructor for effective supervision and professional learning, including participation in the BASW Field Instructor orientation, briefing and developmental experiences. It is expected that a minimum of 1 hour a week of formal student supervision will be provided;
 - c. providing the Field Instructor with appropriate tasks, clients and other learning opportunities for assignment to the student;
 - d. granting appropriate autonomy to enable the student in accomplishing tasks;
 - e. making available to the student information necessary to carry out learning outcomes and field placement responsibilities;
 - f. engaging the student in staff and committee meetings;
- Acceptance of students without discrimination as to ethnic origin, race, age, gender, gender identity, sexual orientation, political belief, physical condition, and religion;
- Providing adequate physical facilities for effective student learning - desk space, telephone access, computer access, training and access for specialized agency software (i.e., CHILDS, Avatar, etc.), office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and appropriate meeting facilities for the delivery of professional services;
- Availability as a resource for student placements on a continuing or as needed basis.

C. CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

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

- A BSW or MSW degree. If an equivalent instructor is appointed, ongoing responsible contact with a professional Social Worker must be maintained and made available to the student for the purpose of providing professional role identification and connections to social work knowledge, values and skills. Provisions for exceptions to the Social Work degree are based upon the recognition that in many underserved, U.S. Mexico border areas; degreed social workers are not

always available. In order to fulfill the program's purpose of serving the U.S. Mexico border region by providing social work professionals to work in the area, it is often necessary to place a student in a community or locality in which there are no degreed social workers. Our experience has been that when students are placed in distant border communities for their fieldwork, they are more likely to stay in the community for employment. The primary thrust of field placement is toward quality learning and competent generalist social work practice. While field instruction by qualified MSW or BSW persons is desired, practice innovations may entail opportunities in settings and localities where neither an MSW nor a BSW is available, particularly in U.S. border areas. When this occurs, the Field Instructor is required to have a minimum of a Master's degree in a closely related field such as counseling or psychology and the Faculty Field Liaison assumes responsibility for ensuring the reinforcement of social work knowledge, values, and skills. This is accomplished through contacts by the Faculty Field Liaison with the student in addition to the routine field liaison visits with the student and agency based instructor.

- Demonstrated capacity to assume responsibility for the teaching of students as evidenced by professional competence in social work practice; identification with the profession; effectiveness in the creative use of agency function and structure;
- Motivation for field instruction as demonstrated by the desire to participate in the instruction of students in accordance with the philosophy and educational objectives of the curriculum of the NAU – Yuma Branch Campus Program;
- Ability to conceptualize, illustrate, and communicate concepts, theories, principles, and processes of generalist social work practice;
- Evidence of ability to work with a variety of students regardless of age, religion, gender, political belief, race and ethnic background, sexual orientation, and/or physical condition;
- Time available to students and the BASW Program for the purpose of carrying out the responsibilities of field instruction which includes educational assessment and performance evaluation, planning of learning experiences and the scheduling of ongoing educational supervisory conferences;
- Participate in BASW Field Education Program orientation and training programs to become familiar with the BASW educational outcomes and requirements and the process of teaching social work students in field placement.

D. AGENCY CRITERIA FOR PLACEMENT STUDENTS

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

E. PROFESSIONAL BEHAVIOR

The student is expected to demonstrate initiative and assume responsibility for his/her own learning and practice. In field placement, students are expected to behave in a way that reflects their accountability to the community, the field placement agency, and their client systems. The student is

expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit professional behavior in interactions and activities with client systems and in meeting field placement requirements such as: hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and observing confidentiality.

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

F. NON-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES

Northern Arizona University – Yuma Branch Campus BASW Program does not discriminate on the basis of age, race, ethnicity, religion, political belief, national origin, gender, gender identity, veteran status, sexual orientation, or physical or mental condition. Northern Arizona University and the BASW Program deplors, condemns, and will act energetically to prevent and stop sexual harassment as a special form of abuse. Any incidents of discrimination and sexual harassment, as with all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incident(s) occur. Those who, for personal reasons, choose not to mention the incidents to the person(s) having such responsibility are urged to discuss the incident(s) with the BASW Program Coordinator, Field Education Coordinator if the incident occurred in field placement, or the Chair of the Department of Arts and Sciences. Northern Arizona University has formal procedures for reporting and addressing non-discrimination and sexual harassment complaints. The University policy can be accessed at <http://home.nau.edu/diversity/swale.asp>.

G. LIABILITY INSURANCE

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

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

H. EVALUATION & GRADING

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

The course is graded P-F. Students will receive a grade on the successful completion of the course assignments and an evaluation of their learning and performance in placement as indicated on the designated evaluation of student performance in field placement form. Students enrolled in BASW 408 concurrently or because of circumstances beyond their control who remain actively engaged in the field placement setting after grades are due for the semester will earn an "I" (Incomplete) until field placement hours and assignments are completed. The "I" grade expires and becomes an "F" if the assignments are not completed within a 1 year period. A grade of "F" will be assigned for students who do not complete the assignments as designated or who do not demonstrate expected level of meeting Field Placement learning outcomes as measured by the designated evaluation of student performance in field placement form.

As part of the formal process, a written evaluation is required at the end of each semester for students in concurrent placement, and at the midpoint and the conclusion of placement for students in block placement. The original form on which your baseline capacities are measured will be used for the formal written mid-point and final evaluations.

It is expected that the formal evaluation will be a mutual, shared process involving the student and any persons involved in assigning and/or guiding activities related to the student's field placement. The Field Instructor is responsible for initiating and facilitating that mutual process. It is recommended that the student, independent of the Field Instructor, complete the evaluation (in pencil) on her or himself, prior to meeting with the Field Instructor and others involved to develop and reinforce self-awareness and evaluation skills.

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

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

I. PROCEDURES FOR TERMINATION OF A STUDENT FROM A FIELD AGENCY

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

- At the Request of the Agency
In the event the request is made by the Field Instructor, Task Instructor, or the agency representative, the following steps are to be followed as a means for decision making:
 - a. The Field Instructor, during the course of the field placement, communicates with the student her/his concerns as to the unsatisfactory nature of the student's performance or work.
 - b. The Field Instructor communicates his/her concern regarding the student to the NAU – Yuma Branch Campus BASW Faculty Field Liaison and those persons within the agency who are involved in the placement and work activities of students, e.g. agency executive and/or Task Instructor. The Faculty Field Liaison alerts the Field Education Director (or the BASW Program Director if the Field Education Director is the Faculty Field Liaison) of the presenting concerns. Concurrent with this step, the Faculty Field Liaison solicits feedback from the student's advisor.

- c. A meeting will be held with the student, the Field Instructor, the Faculty Field Liaison, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain the facts and afford the opportunity for all parties involved to raise their concerns, and to explore additional options for resolution of the situation.
 - d. In the event the situation is not resolved the matter will be referred to the Field Education Director or the BASW Program Director if the Field Education Director is serving in the role as Faculty Field Liaison.
 - e. The student, field agency, Faculty Field Liaison or Field Education Director, at any point, may ask the BASW Program Director to assist in the review process.
 - f. Steps "b" through "e" are to be completed in a period not to exceed three weeks.
 - g. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the removal of the student from the original field placement agency and the availability of field placement options. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the BASW Program Academic Performance Review: Guidelines for Retention and Termination.
- At the Request of the Student
In the event the request is made by the student, the following steps will be taken as a means for decision making:
 - a. The student initially discusses the situation with the Field Instructor.
 - b. Following the discussion with the Field Instructor with the issue not being resolved, the student consults with the Faculty Field Liaison regarding the issues involved, and the rationale for the decision to be placed elsewhere. The Field Education Director (or BASW Program Director if the Field Education Director is the Faculty Field Liaison) is alerted as to the impending situation.
 - c. If after such consultation the matter is not resolved, the Faculty Field Liaison convenes a meeting of the student, the Field Instructor, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain all the facts, to afford the opportunity for all parties involved to voice their concerns, and to serve as a basis for decision-making.
 - d. If the concern has not been resolved to this point, the Field Education Director, in consultation with the student and Faculty Field Liaison or Social Work Program Director, will proceed with making a decision in the matter.
 - e. The student, Field Instructor, Faculty Field Liaison, or Field Education Director, at any point, may ask for the BASW Program Director to assist in the review process.
 - f. Steps "b" through "e" are to be completed in a period not to exceed three weeks.
 - g. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the student's request for removal from the original field placement agency and availability of field placement opportunities. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the Social Work Program Academic Performance Review: Guidelines for Retention and Termination.
 - Appeal:
The student has the right to appeal the decision made as a result of this process being followed. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Arts and Sciences and then to the Associate Vice President/Campus Executive Officer, NAU – Yuma Branch Campus. If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance may be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook accessed through http://home.nau.edu/studentlife/handbook/appendix_e.asp.

ROLES AND RESPONSIBILITIES OF FIELD PARTICIPANTS

UNIVERSITY: FIELD EDUCATION PROGRAM COORDINATION

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

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

UNIVERSITY: FACULTY FIELD LIAISON

A member of the NAU – Yuma Branch Campus BASW Program faculty is assigned to consult with field instruction personnel in every agency in which a student is placed for field education. The faculty liaison meets three (3) times (beginning, middle, end) with field instructors and students to provide educational direction for the field placement.

The responsibilities of the Faculty Field Liaison are to:

1. Interpret the social work curriculum and assist in the design of student activities and assignments in relation to the student's field placement;

2. Monitor the student's field processes and assignments to ensure compatibility with the BASW Program objectives and Field Education outcomes;
3. Review and provide feedback on student journals, agency report, and other records or written assignments, as necessary, to monitor student progress and learning;
4. Nurture and support field instruction;
5. Finalize formal evaluation processes of student learning and performance and assign the grade;
6. Facilitate resolution of conflicts between student, Field Instructor, Field Agency, and/or Field Education Program;
7. Participate in the evaluation of Field Instructors, Field Agencies, and the Field Education Director;
8. Serve the Program by bringing agency-derived knowledge and practice to the attention of the Program;
9. Participate in on-going processes and development of the Field Education Program and activities with Field Education Director; attend Field Education Program activities.

AGENCY: ADMINISTRATION

Field education is a partnership between the NAU – Yuma Branch Campus BASW Program and field agencies selected for their willingness and appropriateness to provide experiential learning opportunities for BASW students. The importance of the collaborative nature of this partnership and the support of the agency administration cannot be overemphasized.

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

1. Provide a description of agency functions, services provided, learning opportunities available to students, and instruction available; and, to update this information as needed;
2. Adhere to non-discriminatory personnel and service policies;
3. Determine the number of students the agency can serve based on the agencies resources and availability of qualified personnel to serve as Field Instructors;
4. Provide a qualified field instructor as set forward in the standards and guidelines for the field education program;
5. Structure the workload of employees selected as field instructors to provide the time required for field instruction and attendance at BASW Program Field Instruction Orientation and training seminars;
6. Provide an appropriate work-space for the student, supplies and specialized agency software training needed to accomplish assigned tasks;
7. Provide experiential learning opportunities that will enable the student to develop the CSWE Core Competencies and operant practice behaviors necessary to become a BASW generalist social worker.

AGENCY: FIELD INSTRUCTOR

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

The responsibilities of the designated Field Instructor are to:

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

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

AGENCY: TASK INSTRUCTOR

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

The responsibilities of the Task Instructor are to:

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

STUDENT: RIGHTS AND RESPONSIBILITIES

Despite varying degrees of experiences and skills, all students who enter the NAU – Yuma Branch Campus BASW Program are adult learners who are expected to take an active role in planning and implementing their learning experiences in the field placement.

Students have the following rights in relation to field placement:

1. A planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;
2. A clear statement of learning and performance expectations from NAU – Yuma Branch Campus BASW Field Education Program;
3. An orientation to field placement and to the field agency, staff, and service programs;

4. Consistent professional and educational field instruction throughout the course of the field placement that would include constructive feedback, evaluation, and supportive resources;
5. An opportunity for diverse learning experiences to enable application, integration, and internalization of classroom content with field placement activities;
6. Respect and ethical treatment by field instructors and faculty including being available in crisis situations, engaging in regular supervisory conferences, and advocating for appropriate and challenging placement assignments;
7. An opportunity to engage in an evaluation of performance as a field placement student.

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

1. Provide information regarding learning needs and placement preferences to the Field Education Coordinator;
2. Follow established procedures for application to field placement;
3. Once notified of recommended placement, initiate the pre-placement interview with the agency Field Instructor;
4. Familiarize himself/herself with and abide by agency policies and regulations as well as with those of NAU – Yuma Branch Campus BASW Program;
5. Report promptly to the agency on scheduled field days and serve all hours required, consulting with the Field Instructor regarding any needed changes in schedule;
6. Provide detailed accounts of practice experiences and samples of work to the Field Instructor and Faculty Field Liaison as requested;
7. Prepare for and participate actively in field instruction supervisory conferences;
8. Attend and actively participate in field seminar and in any individual or group conferences called by the Field Education Coordinator and Faculty Field Liaison;
9. Abide by the NASW Work Code of Ethics at all times and in so doing, protect confidentiality of client systems when required to present case material from placement in class or other team process;
10. Complete placement assignments on time, including reading and recording tasks;
11. Complete an evaluation of the placement agency as a learning site and the Field Instructor as a teacher at the end of field placement using the **Student Evaluation of Field Placement** form;
12. Complete an evaluation of the Field Education Program, Field Coordinator, and Faculty Field Liaison using the **Student Evaluation of the Field Education Program** form;
13. Take responsibility for discussing with either the Field Instructor or Faculty Field Liaison concerns that develop regarding field placement and/or the quality of the learning experience and to follow established procedures for managing identified concerns.

FIELD SEMINAR

Each student is expected to participate in a field seminar that will be conducted by the Field Education Coordinator or Faculty Field Liaison and held concurrent with the field placement. The purpose of this seminar is to provide students with a systematic and organized way for integrating academic and practice experiences, and exchanging information from the field setting in order to gain a wider exposure to the many kinds of agencies and services available. BASW students are required to attend this seminar in conjunction with their field placement.

NORTHERN ARIZONA UNIVERSITY - YUMA BRANCH CAMPUS

BACHELOR OF ARTS IN SOCIAL WORK

(BASW) PROGRAM

Social Work Advisory Board

Social service professionals, community leaders and program graduates from the entire Northern Arizona University, Yuma Branch Campus service region, as well as current NAU–Yuma Branch Campus BASW Program students comprise the BASW Advisory Board. The Advisory Board functions as a link between the community and the social work program; sharing community interests and needs, interpreting academic requirements, and discussing current trends in Social Work Practice. The Advisory Board is a vital resource in the evaluation of the curriculum by reviewing program components and by providing feedback on an ongoing basis. Advisory Board functions include:

- Social Work Curriculum and Program Development
- Social Work Program Evaluation
- Program and Community Linkage
- Social Work Network Development
- CSWE Accreditation Preparation

Policy on Academic Credit for Life and/or Work Experience and Course Waivers

To ensure that students receive a consistent, comprehensive educational experience leading to competence at the beginning level of generalist practice, the Program will not grant waivers for any of the professional social work foundation courses, including the field placement. Course work transferred from other social work programs is evaluated on a case-by-case basis to determine if content is equivalent to that required in our program. The BASW Program Coordinator has final authority in decisions regarding acceptance of transfer credit for social work major requirements. **No academic credit will be given for life experience or previous work experience.**

Social Work Program Curriculum

The Bachelor of Arts in Social Work (BASW) is a 60-61 hour extended major and does not require a minor. The program has three major components: 1) major requirements which include the professional social work core curriculum constructed around the CSWE Core Competencies; 2) liberal studies foundation completed at the community college (35 credits); and 3) 25 elective credits, totaling a minimum of 120 credit hours.

Extended Major (60-61 credits):

Professional Identity

BASW 220 (3 units), BASW 320w (3 units), BASW 408 (12 units), BASW 498c (3 units)

Ethical Practice

Across the curriculum

Critical Thinking

BASW 320w (3 units), BASW 355 (3 units), BASW 427 (3 units), BASW 498c (3 units)

Diversity in Practice

BASW 315 (3 units), SOC 301 (3units), BASW 455 (3 units)

Human Rights and Social Justice

SOC 353 (3 units), BASW 453 (3 units)

Research Based Practice

BASW 355 (3 units), SOC 365 (3 units)

Human Behavior

BASW 427 (3 units)

Policy Practice

BASW 320w (3 units), BASW 420 (3 units)

Practice Contexts

BASW 451 (3 units), BASW 452 (3 units), BASW 453 (3 units), BASW 454 (3 units), BASW 455 (3 units)

Engage, Assess, Intervene, Evaluation

BASW 321 (3 units), BASW 422 (3 units), BASW 423 (3 units)

Liberal Studies Foundation (35 credits):

The Liberal Studies Foundation offers a broad base of knowledge supporting the Social Work Major requirements and contributing to the preparation of students for responsible participation and citizenship in communities. Students must meet the University Liberal Studies Foundation requirements of English and mathematics. The following Liberal Studies Discipline courses are required for the BASW degree: English and Math Foundations and Introduction to Social Work.

Program Themes

The integration of our program mission and goals with the definition of generalist social work is facilitated by the inclusion of overarching outcome themes that are interwoven throughout the professional curriculum and provide program curriculum unification. Program themes are reflected in the program mission, goals, and competencies. The generalist social work for which we educate is organized around the following themes:

- Educating our students is grounded in **liberal studies** which provide a foundation of knowledge and skills on which the social work curriculum is built. The vertical integration of the liberal studies courses with the horizontal thematic integration of the professional curriculum provides a broad foundation for the mastery of the social work core competencies from which our curriculum has been created (Program Goal 1.0; Program Competencies 2.1, 4.1).
- **Service** provides students the opportunity to engage in ethical generalist social work practice at the local, regional, and global levels. Service is an integrated component of our implicit and explicit curriculum that facilitates the development of a professional social work identity, ethical social work practice, and critical thinking skills for the student that strives to enhance the social

welfare of people, families, and communities along the U.S. Mexico border (Program Competency 1.1).

- **Leadership** is underscored throughout the implicit and explicit curriculum. Leadership is an essential skill required of the generalist social work practitioner committed to helping border populations who are experiencing overwhelming life challenges. Students engage in research informed practice and practice informed research to become critical thinking leaders who serve U.S. Mexico border populations and to advance human rights and social and economic justice along the U.S. Mexico border (Program Competencies 1.1, 1.4, 2.2, 2.5).
- U.S. Mexico Border Issues are complex, multidimensional and require that social work students become **globally engaged stewards** of the border. Students critically informed and versed in U.S. Mexico border issues will elevate the environmental, economic, social, political, and cultural vitality of communities along the U.S. Mexico Border by engaging in policy practice (Program Competencies 2.1, 2.5, 3.1, 3.2, and 3.3).
- Diverse border populations require that students practice in a culturally responsive and competent manner. Students in our program engage and embrace **diversity** and difference with multi-level social systems. Students apply their knowledge of human behavior and the social environment to critically think, inform and communicate their professional practice (Program Competencies 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, and 3.3).
- Generalist Social Work Practice within the contexts of the U.S. Mexico border focuses on addressing poverty, structural racism, and oppression; **promoting human rights and social and economic justice**; and service with vulnerable and underserved populations locally, regionally, and globally. (Program Competencies 1.2, 1.5, 1.6, 2.3, 3.2, 3.3).

SOCIAL WORK PROGRAM CURRICULUM

The Bachelor of Arts in Social Work (BASW) is a 60-61 hour extended major and does not require a minor. The program has three major components:

1. The professional social work core curriculum (60-61 credits);
2. A Liberal Studies Foundation completed at the community college (35 credits); and
3. Sufficient elective credits, totaling a minimum of 120 credit hours.

Students complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within an academic plan if chosen carefully.

NAU requires that at least 30 units of the courses taken for a degree must be upper-division courses (those numbered 300 and above). Some courses may be taken to meet more than one requirement; however, the total of at least 120 units is required to graduate. Contact a social work advisor for details.

Major Requirements

The following 60-61 units are required for the social work major.

Professional Core

These 60-61 units include:

Professional Identity

BASW 220 (3 units), BASW 320w (3 units), BASW 408 (12units), BASW 498c (3 units)

Ethical Practice

Across the curriculum

Critical Thinking

BASW 320w (3 units), BASW 455 (3 units), BASW 427 (3 units), BASW 498c (3 units)

Diversity in Practice

BASW 315 (3 units), SOC 301 (3 units), BASW 455 (3 units)

Human Rights and Social Justice

SOC 353 (3 units), BASW 453 (3 units)

Research Based Practice

BASW 355 (3 units), SOC 365 (3 units)

Human Behavior

BASW 427 (3 units)

Policy Practice

BASW 320w (3 units), BASW 420 (3 units)

Practice Contexts

BASW 451 (3 units), BASW 452 (3 units), BASW 453 (3 units), BASW 454 (3 units), BASW 455 (3 units)

Engage, Assess, Intervene, Evaluation

BASW 321 (3 units), BASW 422 (3 units), BASW 423 (3 units)

The social work program does not allow any grade lower than a “C” in the professional core courses.

General Electives

Additional coursework is required, if, after the student has met the previously described requirements and has not yet completed a total of 120 units of credit.

These remaining courses may be taken from any academic areas, using these courses to pursue specific interests and goals. Students are encouraged to consult with a social work advisor to select the courses that will be most advantageous to take. (Please note that students may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)

REQUIRED COURSES FOR THE SOCIAL WORK MAJOR

UNIVERSITY FOUNDATION STUDIES

ENG 105 Critical Reading and Writing in the University Community (4). Enables students to attain necessary writing skills for completing university coursework.

OR BOTH

ENG 101 English Composition (3). A first-semester composition course designed to introduce students to the demands of college writing.

AND

ENG 102 English Composition (3). A second-semester composition course that furthers the development begun in English 101.

MAT 114 College Mathematics with Applications (3). Contemporary applications of algebra, geometry, statistics, probability and discrete mathematics.

MAJOR CORE COMPETENCIES

MAJOR: SOCIAL WORK – 60 HOURS

Professional Identity (15 units) – 408 is taken twice

BASW 408: Fieldwork Experience (PreReq Senior Status & BASW 321/B or better OR SW 321/B or better) 6
hours

BASW 408: Fieldwork Experience (PreReq Senior Status & BASW 321/B or better OR SW 321/B or better) 6
hours

BASW 498C: Senior Seminar (PreReq 315, BASW 420, BASW 422, BASW 423, BASW 427, SOC 353) 3
hours

Diversity in Practice (9 units)

BASW 315: Culturally Competent Practice 3
hours

SOC 301: LATIN AMERICA topic only 3
hours

BASW 455: Spanish Language Skills for Social Workers 3
hours

Human Rights and Justice (3 units)

SOC 353: Social Stratification 3
hours

BASW 453: U.S. Mexico Border Issues for Social Workers 3
hours

Research Based Practice (6-7 units)		
BASW 355:	Social Work Research Methods (PreReq Social Work Milestone; BASW 220 or SW 220/CoReq BASW 321)	3
hours		
SOC 365:	Social Statistics	
	3-4 hours	
Policy Practice (6 units)		
BASW 320W:	Evolution of Social Welfare Policy in the U.S. [PreReq ENG 105 and (BASW 220 or SW 220)]	3
hours		
BASW 420:	Social Welfare Policy Practice (BASW 220 or SW 220) and (BASW 320W or SW 320W)	3
hours		
Practice Contexts (6 units)		
BASW 451:	Crisis Intervention	3
hours		
BASW 452:	High Stress Border Occupations	3
hours		
BASW 453:	U.S. Mexico Border Issues for Social Workers	3
hours		
BASW 454:	Mental Health	3
hours		
BASW 455:	Spanish Language Skills for Social Workers	3
hours		
Engage, Assess, Intervene, Evaluate (9 units)		
BASW 321:	Social Work Practice with Individuals (PreReq BASW 220 or SW 220, BASW Majors and Minors only)	3
hours		
BASW 422:	Mezzo Level SW Practice: Groups & Families (PreReq BASW 321 and BASW milestone/CoReq BASW 423 and BASW 427)	3
hours		
BASW 423:	Macro Level SW Practice: Organizations & Communities (PreReq BASW 321 and BASW milestone/CoReq BASW 422 and BASW 427)	3
hours		

BASW 220 Introduction to Social Work (3). A survey course that introduces social work as a profession within the context of the institution of social welfare. A service learning experience is required.

BASW 320W Evolution of Social Welfare Policy in the US (3). Historical development of social policy and legislation within the context of social and economic justice. Examines the impact of policy on social services. Fulfills the university Junior Level Writing requirement. (Prerequisite: BASW 220 and ENG 105)

BASW 321 Micro Level Social Work Practice: Individuals (3). Ecological systems, strengths perspective and planned change processes applied to micro level client systems. This course includes a service learning requirement. (Prerequisite: BASW 220, Co-Requisite for Social Work Majors: BASW 355)

SOC 365 Social Statistics (3). Statistical techniques are taught as they apply to the description and analysis of social data; measures of central tendency, dispersion, and association are presented together with appropriate inferential tests.

BASW 315 Culturally Competence Practice (3). A framework for understanding diverse groups, human rights, and social and economic justice issues.

BASW 355 Social Work Research Methods (3). Problem formulation, research design, data collection and analysis, and the social context of social work research, including the systematic evaluation of practice. (Prerequisite: BASW 220 and admission to the Bachelors of Arts in Social Work (BASW) Program; Co-requisite: BASW 321)

- BASW 408** **Fieldwork Experience** (6). Supervised fieldwork experience in an appropriate agency or organization. May be repeated for a maximum of 12 units. Program consent. Pass-fail only. Course fee required. (Prerequisite: Admission to Bachelors of Arts in Social Work (BASW) Program and Senior Status or higher and BASW 321 with grade greater than or equal to B)
- BASW 420** **Social Welfare Policy Practice** (3). Knowledge, values, and skills for affecting political change at the state and local levels along the U.S. Mexico border. Attendance at a government activity/meeting is required. (Prerequisite: BASW 220; BASW 320W)
- BASW 422** **Mezzo Level Social Work Practice: Groups and Families** (3). Knowledge, values, and skills in the application of the planned change process with mezzo level client systems along the U.S. Mexico border. (Prerequisite: B A SW 321 and BASW milestone; Co-requisites: BASW 423 and BASW 427)
- BASW 423** **Macro Level Social Work Practice: Organizations and Communities** (3). Knowledge, values, and skills in the application of the planned change process with macro level client systems along the U.S. Mexico border. (Prerequisite: BASW 321 and BASW milestone); Co-requisites: BASW 422 and BASW 427)
- BASW 427** **Human Behavior in the Social Environment** (3). A multi-dimensional perspective of human behavior and social theory for assessing micro, mezzo, and macro client systems with emphasis on U.S. Mexico Border populations. (Prerequisite: BASW 321 and BASW milestone)
- BASW 451** **Crisis Intervention** (3). Knowledge, values, and skills for working with people in crisis.
- BASW 452** **High Stress Border Occupations** (3). Theoretical and practical approaches to generalist social work practice with military and law enforcement personnel and their families and migrant workers. The common social issues affecting both populations will be presented using the social work planned change process.
- BASW 453** **U. S. Mexico Border Issues for Social Workers** (3). An examination of those social problems and issues affecting borderland populations and social workers along the U. S. Mexico border.
- BASW 454** **Mental Health** (3). Knowledge, values, and skills for working with people in the mental health system.
- BASW 455** **Spanish Language Skills for Social Work Practice** (3). This is an advanced Spanish course intended for BASW students whose level of fluency in Spanish is intermediate and it will further develop their language skills, social/cultural principals of social work practice with Latinos, competence in professional relations with Latinos, and delivery systems and how they affect Latinos and

their families. Department consent required. Letter grade only.

BASW 498C Senior Seminar (3). Capstone course for integrating social work curriculum into a framework for influencing change as professional generalist social workers. (Prerequisite: BASW 315, BASW 420, BASW 422, BASW 423, BASW 427, and SOC 353)

HOW WE DO IT

Advising Process

Students who identify interest in social work as their major meet initially with the Bachelor of Arts in Social Work (BASW) Program Coordinator (William Pederson) who will review the BASW program with the student.

Upon identifying the BASW as the major of choice, students are matched with a social work academic advisor. Students are expected to maintain regular contact with their advisor, and during early enrollment periods, make an appointment with their academic advisor to discuss, review, and plan their academic program for the upcoming semesters. The academic advisor will also guide seniors in completing their graduation papers, provide information about employment and/or graduate schools, and offer recommendations, if requested, for the students.

Yuma Campus Advising Resources

Once a student attending Arizona Western College (AWC) or Imperial Valley College (IVC) or other community college, identifies an interest in the social work major, the Transfer Center Directors (or appropriate academic advisors) at the community colleges works with the student to identify courses necessary to complete the NAU Liberal Studies to be eligible for Arizona General Education Curriculum (AGEC) or Intersegmental General Education Transfer Curriculum (IGETC). The Transfer Center Director notifies Yuma Campus social work faculty and Outreach and Transition Team of the student's plan to pursue the social work major. Yuma Campus social work faculty members assist the academic advisor and the NAU–Yuma and BASW program applications process. NAU–Yuma Outreach and Transition Team facilitates the prospective student's transfer to NAU and assists registering students for their first semester of NAU – Yuma Campus courses.

Once Yuma Campus social work students are enrolled in their first semester of social work courses, the social work faculty members' functions shift to that of social work mentor. Academic advising through graduation is completed by a NAU–Yuma academic advisor who closely monitors and assists the student in fulfilling NAU graduation requirements as well as social work major requirements.

NAU – YUMA BRANCH CAMPUS BACHELOR OF ARTS IN SOCIAL WORK PROGRAM Student Four Year Course Plan

To ensure the logical and orderly sequence of course work, a four-year course plan* is provided

for students majoring in social work. Formal application to the program is required. Freshman and sophomores considering social work are strongly encouraged to follow the course plan with consultation of a social work advisor.



NAME	ID NUMBER	EVALUATOR	DATE

LIBERAL STUDIES (35 Units)				
COURSE PREFIX & NUMBER	UNITS	SEM & YR	INST/ GRADE	UD
Foundations (7 units minimum) (FNRQ)				
MAT 114	3			
ENG 101/102 OR	3/3			
ENG 105	4			
Distribution Requirement (25 units)				
Science (at least one must be a Lab Science course) (7 units)				
Aesthetic & Humanistic Inquiry (AHI) (6 units)				
Cultural Understanding (CU) (6 units)				
Social and Political Worlds (SPW) (6 units)				
Liberal Studies Elective (3 units)				
TOTAL HOURS	33	(35 units minimum)		

DIVERSITY COURSE REQUIREMENT	
GLOBAL diversity course:	
US ETHNIC diversity course:	

DEGREE SUMMARY	
Total Liberal Studies Hours	
Total BA-IS Curriculum Hours	
Total Elective Hours	
GRAND TOTAL (120 hours minimum)	

OTHER GRADUATION REQUIREMENTS	
Total Community College Hours (64 maximum)	
Total NAU Hours (30 units minimum)	
Total Upper Division Hours (30 units minimum)	
NAU Cumulative GPA (2.0 minimum)	
Emphasis courses must have 'C' grade or better	
ELECTIVES (If Needed to Reach 120 units)	

TRANSFERSUMMARY		
INSTITUTION	ABBREVIATION	HOURS
TOTAL TRANSFER HOURS:		

CORE MAJOR COURSES (59-60 units)				
COURSE PREFIX & NUMBER	UNITS	SEM & YR	INST/ GRADE	UD
BASW 220	3		NAU	
SOC 365	3-4		NAU	
SOC 301(Latin Amer.)	3		NAU	
SOC 353	3		NAU	
BASW 320W	3		NAU	
BASW 315	3		NAU	
BASW 321	3		NAU	
BASW 355	3		NAU	
BASW 408	6		NAU	
BASW 408	6		NAU	
BASW 420	3		NAU	
BASW 422	3		NAU	
BASW 423	3		NAU	
BASW 427	3		NAU	
BASW 498C	3		NAU	
Choose three courses from BASW 451, 452, 453, 454, or 455 (9 units)				
	3		NAU	
	3		NAU	
	3		NAU	
Core Competencies (met from courses taken in major)				
Professional Identity				
BASW 220, BASW 320W, BASW 408 (12 units), BASW 498C				
Ethical Practice				
Applied across the curriculum				
Critical Thinking				
BASW 320W, BASW 355, BASW 427, BASW 498C				
Diversity in Practice				
BASW 315, SOC 301 (Latin America)				
Human Rights & Justice				
SOC 353, BASW 453				
Research Based Practice				
BASW 355, SOC 365				
Human Behavior				
BASW 427				
Policy Practice				
BASW 320W, BASW 420				
Practice Context				
BASW 451, BASW 452, BASW 453, BASW 454, BASW 455				
Engage, Assess, Intervene, Evaluate				
BASW 321, BASW 422, BASW 423				

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Social Work**
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I. LIBERAL STUDIES (35 units minimum)

- Students with a completed AGEC from Arizona Community Colleges will have met the 35 units of liberal studies requirements.
- Students transferring into this program from California may meet NAU's Liberal Studies requirements by completing an IGETC at a California Community College. Please contact an advisor for more information.
- All students must complete the Northern Arizona University ethnic and global diversity requirements. These requirements may be met by completing courses at Northern Arizona University or at other institutions. Please contact an advisor for guidance on completing this requirement.

Foundations (7 units minimum)

ENG 105 Critical Reading and Writing **OR** ENG 101 (3 units) and ENG 102 (3 units)

4 - 6 units

(Prerequisite: ENG 100X with a grade greater than or equal to C or English Placement exam)

**** NAU does not offer ENG 101/102. Please work with your advisor for options available.**

MAT 114 - Quantitative Reasoning (Prerequisite: Intermediate Algebra or Math Placement: ALEKS test A: 35+) 3 units

Distribution Requirement (25 units minimum)

Science- One course must be a Lab Science Course	7 units
Aesthetic and Humanistic Inquiry	6 units
Cultural Understanding	6 units
Social and Political Worlds	6 units
Liberal Studies Elective (any liberal studies course)	3 units

II. DIVERSITY COURSE REQUIREMENTS

The requirement is for all NAU baccalaureate students who graduate under the provisions of the 2005-2006 NAU Undergraduate Catalog and subsequent catalogs:

- 3 units of course-work that meet the criteria for the US Ethnic Diversity requirement (see catalog for list of approved courses)
- 3 units of course-work that meet the criteria for the Global Diversity requirement (see catalog for list of approved courses)
- These requirements may be fulfilled in any part of your program of program of study.

III. ADDITIONAL ADMISSION REQUIREMENTS

Admission requirements over and above admission to NAU are required.

- BASW 220 with a grade of "B" or better
- BASW Program Application
- 2.25 GPA Minimum
- 2 Personal References
- Personal/Professional Education Statement
- English and Math Foundation Courses

IV. MAJOR: SOCIAL WORK - 59-60 UNITS

Professional Identity (15 units) - 408 is taken twice

BASW 220: Introduction to Social Work	3 units
BASW 408: Fieldwork Experience (PreReq Senior Status & BASW 321/B or better OR SW 321/B or better)	6 units
BASW 498C: Senior Seminar (PreReq BASW 315, BASW 420, BASW 422, BASW 423, BASW 427, SOC 353)	3 units

Diversity in Practice (8 units)

BASW 315: Culturally Competent Practice	3 units
SOC 301: LATIN AMERICA topic only	3 units

Human Rights and Justice (3 units)

SOC 353: Social Stratification	3 units
BASW 453: U.S. Mexico Border Issues for Social Workers	3 units

Research Based Practice (6-7 units)

- BASW 355: Social Work Research Methods (PreReq BASW Milestone; BASW 220 or SW 220/CoReq BASW 321) 3 units
SOC 365: Social Statistics 3-4 units

Policy Practice (6 units)

- BASW 320W: Evolution of Social Welfare Policy in the U.S. (PreReq ENG 105 and (BASW 220 or SW 220)) 3 units
BASW 420: Social Welfare Policy Practice (PreReq (BASW 220 or SW 220) and (BASW 320W or SW 320W)) 3 units

Human Behavior (3 units):

- BASW 427: Human Behavior in the Social Environment (PreReq (BASW 321 or SW 321) and BASW Milestone) 3 units

Practice Contexts (9 units) Select Three Courses from:

- BASW 451: Crisis Intervention 3 units
BASW 452: High Stress Border Occupations 3 units
BASW 453: U.S. Mexico Border Issues for Social Workers 3 units
BASW 454: Mental Health 3 units
BASW 455: Spanish Language Skills for Social Work Practice 3 units

Engage, Assess, Intervene, Evaluate (9 units)

- BASW 321: Social Work Practice with Individuals (PreReq BASW 220 or SW 220, BASW Majors and Minors only.
CoReq: BASW 355) 3 units
BASW 422: Mezzo Level SW Practice: Groups & Families
(PreReq BASW 321 and BASW milestone/CoReq BASW 423 and BASW 427) 3 units
BASW 423: Macro Level SW Practice: Organizations & Communities
(PreReq BASW 321 and BASW milestone/CoReq BASW 422 and BASW 427) 3 units

V. NAU ELECTIVES TO TOTAL 120 UNITS

If needed, see your advisor.

APPENDIX A

COURSE SYLLABUS

General Information

- Northern Arizona University, Yuma Branch Campus, Bachelor of Arts in Social Work
- BASW 408 Field Practicum
- Fall 2016/Spring & Summer 2017
- 6 Semester Credit Hours
- Ruth Whisler, Ph.D., M.S.W.
- NAU – Yuma Branch Campus, AC 249
- Office hours are by appointment only

Course prerequisites

Senior Social Work Major Status and BASW 321 with a B or better or SW 321 with a B or better.

Course description

Field practicum is the signature pedagogy in which students are socialized to the profession. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program. 540 hours of supervised field practicum are required.

Student Learning Expectations/Outcomes for this Course:

Core Competencies

EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

EP 2.1.2 – Apply social work ethical principles to guide professional practice.

7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4 – Engage diversity and difference in practice.

14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

EP 2.1.5 – Advance human rights and social and economic justice and

18. understand the forms and mechanisms of oppression and discrimination;
19. advocate for human rights and social and economic justice; and
20. engage in practices that advance social and economic justice.

EP 2.1.6 – Engage in research-informed practice and practice-informed research.

21. use practice experience to inform scientific inquiry and
22. use research evidence to inform practice.

EP 2.1.7 – Apply knowledge of human behavior and the social environment.

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. critique and apply knowledge to understand person and environment.

EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

25. analyze, formulate, and advocate for policies that advance social well-being; and
26. collaborate with colleagues and clients for effective policy action.

EP 2.1.9 – Respond to contexts that shape practice.

27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP 2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families,

groups, organizations, and communities.

Engagement

29. substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
30. use empathy and other interpersonal skills; and
31. develop a mutually agreed-on focus of work and desired outcomes.

Assessment

32. collect, organize, and interpret client data;
33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives; and
35. select appropriate intervention strategies.

Intervention

36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.

Evaluation

41. Social workers critically analyze, monitor, and evaluate interventions.

Course structure/approach

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

- **BASW Field Application and Agency Assignment**

Students must complete and submit their BASW Field Application during spring semester of their junior year. The BASW field application for fall field placement is due February 1st. The BASW field application for spring placement is due on September 1st. The BASW field application for summer placement is due on December 1st. Students will identify on their field application three populations/problems or agencies in which they would like to complete their field placement. Students will meet with the NAU Yuma Branch Campus BASW Field Education Director for an

interview to finalize placement agencies for consideration by the student. Upon completion of this interview, the BASW Field Education Director will forward all of the BASW student's field application materials (up to three agencies) to the designated field instructor for review. It is the student's responsibility to contact the field instructor and schedule a pre-placement interview. When the student has completed all placement interviews, it is the student's responsibility to notify the NAU Yuma Branch Campus BASW Field Education Director of the student's decision of which agency they would like to be placed. The NAU Yuma Branch Campus BASW Field Education Director will then contact the field instructor to confirm the field placement.

- **Fingerprint Clearance Cards**

Many social service agencies require that students have obtained a fingerprint card or a criminal background check in order to engage in work at that agency. According to Arizona State Law, a fingerprint clearance card is required to work and care for children, the elderly, and vulnerable adults. All Department of Economic Security (DES) employees are required to obtain a fingerprint card. Fingerprint clearance is also required at the time of application for AZ Social Work Licensure. Students planning on completing a field practicum in an Arizona agency, regardless of state or country of residence, must obtain an Arizona Fingerprint Clearance Card upon admission to the BASW program.

Students completing a field practicum experience in California will complete a Life Scan check upon acceptance by a field practicum site. This can take up to six (6) weeks before clearance is obtained by the agency. Please coordinate with your field instructor well in advance to not disrupt the commencement of your field placement. Fingerprint clearance is not required for students completing service learning or field practicum experiences in Mexico. Out of state students (excluding California) completing field practicum in their state of residences are required to adhere to the fingerprint policy of their respective state(s).

- **BASW Field Placement Orientation**

All students and field instructors are required to attend a **mandatory** BASW Field Placement Orientation on the first Friday of the first semester they are entering field practicum. Field instructors who have previously served as a NAU–Yuma Branch Campus BASW field instructor are waived from this requirement unless they choose to attend with the student. All new field instructors are required to attend with the student with whom they will be supervising. This orientation will review the BASW Field Manual, including field policies, the student learning contract, field assignments, agency visits by the NAU–Yuma BASW Field Liaison,

and midpoint and endpoint of field placement evaluations.

- **Agency Visits**

The NAU–Yuma Branch Campus BASW Field Liaison will make a minimum of two (2) agency visits and no more than three (3) visits for the purpose of evaluating student learning and instruction as it relates to the Council on Social Work Education (CSWE) core competencies and operant practice behaviors and the NAU–Yuma Branch Campus BASW curriculum. During these visits, the BASW Field Liaison will evaluate the accomplishment of student learning outcomes and use of supervision. These visits will also identify any situations that require attention between the student and field instructor. Students are required to complete 540 hours of their supervised field placement. **Under no circumstances will life experiences be applied to field placement hours.**

- **BASW Field Seminars**

Students are required to participate in eight (8) field seminars that are each three clock hours and are conducted by the NAU–Yuma BASW Field Education Director. The purpose of the BASW Field Seminar is to connect the theoretical and conceptual contributions of the classroom with the practice setting, fostering the implementation of evidence-informed practice. This systematic and organized way for integrating academic and practice experiences, and exchanging information from the field setting, provides students with exposure to the many kinds of agencies and services available along the U.S. Mexico border. The specific content and of the Field Seminar is organized around the CSWE Core Competencies and 41 operant practice behaviors. BASW field seminars are approximately every three weeks upon commencement of the field placement experience. The dates, times, and meeting places for the BASW field seminar will be identified during the BASW Field Placement Orientation. The seminar is held concurrent with field placement and meets during field placement hours and counts toward the 540 supervised hours of field placement with the exception of travel time to and from the BASW field placement seminar. BASW field seminar discussion topics are identified in the methods of assessment in this course syllabus.

- **Professional Behavior**

In accordance with the Academic Performance Standards for Admission, Retention, and Graduation, the student is expected to demonstrate initiative and assume responsibility for her or his own learning and practice. In field placement, students are expected to behave in ways that reflect their accountability to their client systems, the field placement agency, and the community. The student is expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit

professional behavior in interactions and activities with client systems and in meeting field placement requirements such as hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and respecting privacy and observing confidentiality.

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

Textbook and Required Materials

NAU–Yuma Branch Campus BASW Field Education Manual (2014). Northern Arizona University, Yuma Branch Campus, Bachelor of Arts in Social Work, Yuma, AZ

Garthwait, C.L. (2014). The social work practicum: A guide and workbook for students. (6th ed.). Pearson Education, Inc.: Upper Saddle River, NJ. ISBN: 978-0-205-84893-5

Recommended Optional Materials/References

See attached reading list.

Course Outline

The NAU–Yuma Branch Campus BASW program, in recognition of varying student interests and geographical location considerations, offers two types of field placement models. Students may select either of the field placement models in consultation with their faculty mentor and the BASW Field Education Coordinator.

- **Concurrent Field Placement**

BASW students selecting this model participate in an agency at the same time they are taking course work on campus. Students are in their agency settings three (3) days a week (Monday, Wednesday, and Friday) for a minimum of 270 clock hours per semester. They are in class the other two (2) days. Typically, concurrent placements occur in the Fall and Spring

semesters of the senior year.

- **Block Field Placement**

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

In electing a block placement model, students commit themselves to an agency for a minimum of 40 hours per week for fourteen (14) weeks for which the students are granted 12 credits for the minimum of 540 clock hours of field placement.

- **Range of Field Placements**

The cultural diversity of the U.S. Mexico border offers an exciting context for field placements and provides sites for federal, state, tribal, county, municipal, voluntary, and private placement settings, including those in Mexico. Many of our students want to be placed in agency settings that promote social and economic justice along the U.S. Mexico border. The BASW Field Education Program is committed to utilizing these agencies to provide diverse and quality experiences for our students. A listing of approved field placement agencies is maintained by the BASW Field Education Director. The student may select from these agencies or consult with the BASW Field Education Director about alternative settings. The NAU – Yuma BASW Field Education Coordinator continually develops new field sites and resources for our students.

Assessment of Student Learning Outcomes

1. Methods of Assessment

Field Placement Contract: The BASW Field Placement Contract must be completed within the first week of field placement. The first page of the contract is for delineation of student, Field Instructor, and Faculty Field Liaison responsibilities. The educational experiences and assignments section of the contract identifies tasks and duties that will assist the student in mastering CSWE core competencies.

At the beginning of field placement, the student and her or his field instructor will identify relevant learning experiences/activities. The Field Education Student Learning Outcomes and the individualized student educational

activities and assignments serve as a foundation for guiding the learning process and evaluating learning during field placement. The learning outcomes and related assignments are included as part of the contract.

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

- a. Identify, in consultation with the Field Instructor, appropriate educational activities and assignments for each of the categories listed with the contract. It is recommended that the student write a draft of her or his educational assignments and activities and link the assignment and activity categories with the course outcomes. Field Placement outcomes are measured by the designated evaluation of student performance in field placement. The draft of these sections is shared with and approved by the Field Instructor prior to completion for submission to the Faculty Field Liaison.
- b. Develop mechanisms for measuring any learning outcomes included in the contract that are not reflected in and measured by the designated evaluation of student performance in field placement. A copy of the mechanisms for measuring these objectives is to be submitted with the contract and the original attached to the original designated evaluation of student learning in field placement form for inclusion in the baseline and formal evaluation processes.
- c. Complete the **Social Work Field Placement Contract**. This completed contract serves as a placement agreement for the Field Agency, Student, and the Northern Arizona University Yuma Branch Campus Social Work Program and ensures that the social work field placement student is covered by the University liability insurance.
- d. Submit the negotiated contract to the designated Faculty Field Liaison. If desired, the Faculty Field Liaison may participate in the process of identifying appropriate learning opportunities. The Faculty Field Liaison will review and sign the completed contract and will receive the original. **No field placement is completed until the Faculty Field Liaison signs the Field Placement Contract.** Copies of the contract are to be retained by the Faculty Field Liaison, student, and her or his Field Instructor.
- e. Utilize the **Social Work Field Placement Contract** and the designated evaluation of student performance in field placement form throughout the placement as a guide for ongoing dialogue between the student and

her or his Field Instructor regarding her or his learning experiences and performance in field placement.

Field Placement Journal: The journal is an essential part of field education and is a record of the student's daily experiences and his or her reactions to these experiences. Journals will be completed daily by the student and submitted once a week to their field instructor for review. It is expected that the field instructor will utilize journal entries for teaching opportunities during weekly supervision. After the first field visit by the NAU–Yuma BASW Field Liaison, journal entries will be done on a weekly basis if the field instructor, student, and Field Liaison are all in agreement. The journal will include the following:

a. Chronicle of Daily Activities:

1. Date
2. Type of activity(ies) in which the student was engaged (e.g., intake, change activity with client system(s), staff meeting, etc.)
3. Who was involved and where the activity(ies) occurred
4. Brief description of what occurred emphasizing your role in the activity(ies)

b. Subjective Reaction:

Briefly identify and describe what you were feeling and thinking as you were participating in the above activities and processes. What did you learn or gain from your involvement in the activities? Evaluate yourself and your performance in the activity. Identify and discuss your strengths and the challenges you face in your knowledge, skill, and/or value orientation as a generalist social worker participating in the activity(ies). **This part of the journal is to be emphasized.**

c. Planning:

Develop suggestions or recommendations for yourself to be utilized in future experiences. Identify what you might do differently or similarly when confronted with these or similar experiences or activities. Raise questions about those experiences that seem to you to be important.

The journal is an opportunity for sharing information with and gaining feedback from your Field Instructor and Faculty Field Liaison as to your learning and development as a generalist social worker. The journal will be

reviewed by both your Field Instructor and Faculty Field Liaison and is to be turned into each on the mutually agreed upon dates. It may be necessary to make a copy of the portion of the journal to be reviewed and submit the copy to your Field Instructor and Faculty Field Liaison so that you can continue to record your daily activity while the journal entries are being reviewed.

Field Placement Agency Report: The Field Placement Agency Report is to be used as a guide to become familiar with and report on the student's field placement agency. The agency report is to be typed or neatly printed. This agency assessment should be double spaced, in APA format, and no longer than 20 pages. The due date for the Agency Report is at the end of the student's second week in placement. Use the outline that follows as a format for constructing the report. The agency report may be completed in a question/answer format. **Please note: This assignment will also be submitted in BASW 423 Macro Social Work Practice: Organizations and Communities for your agency assessment.**

1. Agency name, address, phone, hours, Director, and Field Instructor
2. What is the mission of the agency?
3. What is the source of the Agency's mandate? (Law? Community? Board of Trustees?)
4. What are the sources of funding for the agency and its programs?
5. What services does the agency provide?
6. Agency Client Systems
 - a. Who are the client systems of the agency?
 - b. What are the eligibility requirements to be a client system of the agency?
 - c. What are the application procedures for being served by the agency?
 - d. What fees are charged by the agency for service?
7. Agency Decision Making
 - a. Who makes the decisions about the agency's policies, program(s), and procedures?
 - b. What, if any, voice do client systems have in policy, program, and procedure development?
 - c. If a staff member identifies the need for a change in agency policies, programs, and/or procedures, what channels are available for her/his being heard?
 - d. Who has ultimate responsibility for agency structure and functioning?
8. Agency Staffing
 - a. What staff positions are necessary to carry out the program?
 - b. What are the education/experience requirements for these positions?

- c. Does the agency usually have its positions filled?
 - d. What is the rate of staff turnover?
 - e. What kind of orientation program is there for new employees?
Field Placement students?
 - f. What kinds of staff development opportunities are available for
agency staff? Field Placement students?
 - g. How are employees kept informed about what is going on in the
total agency?
9. Agency Accessibility
- a. How do potential client systems learn about the agency?
 - b. How do client systems get to the agency? (Walk? Drive? Ride a
bus?)
 - c. In your opinion, how accessible is the agency to most of its
potential client systems?
10. How does the agency's physical plan facilitate and/or impede the
provision of effective services?
11. What responsibility, beyond that to its client systems, does the agency
assume to the larger community?
12. What is the reaction of the "person in the street" to the agency?
13. In what, if any, controversies are the agency currently involved?
14. Agency Vision
- a. What is the vision of the agency?
 - b. What short-term goals is the agency pursuing?
 - c. What are the long-range plans of the agency? (Expansion? Curtailment
of services? Other?)

Process Recording Assignment: Students are expected to submit to the Field Instructor and the Faculty Field Liaison four (4) process recordings of interviews/professional interactions conducted by the student. The process recording is a teaching/learning tool in which the student writes down, as best as she or he can recall, everything that took place in a particular interview/interaction including description of non-verbal actions as well as what was said by both the client system and the student. The first process recording submitted to the Field Instructor and Faculty Field Liaison is the most recent process recording completed for a class assignment. The first process recording is regarded as a baseline of student skills and capacity to analyze interactions with potential client systems. The other three process recordings will be completed in the field placement. Students will use the process recording form provided in Bb Learn. Two process recordings should be completed each semester. Specific due dates for process recordings will be posted in Blackboard Learn and identified on your Field Placement Contract.

Assessment Assignment: Students are expected to submit for review to the Field Instructor and the Faculty Field Liaison a written assessment of a client system, an agency program or policy, or community resources and responses to the specific needs of the population with which they are working. For a client system assessment, the format used by the student's specific agency may be the format for the assessment that is submitted. Please remember to delete any identifying data and information on the assessment before handing it in to the Faculty Field Liaison. The due date for the written assessment will be identified during a Faculty Field Liaison visit with the student and her or his Field Instructor. The assessment assignment should be completed at the midpoint and the specific due date will be identified in the Field Placement Contract and in Blackboard Learn.

Field Seminars: Students are required to participate in eight (8) field seminars (3 hours each) throughout their field placement. These seminars are held at the beginning, midpoint, and endpoint of the field placement experience. Students should be prepared to discuss the following field seminar topics:

Professional Identity

- BASW Field Placement Orientation
- Describe the rewards and challenges that have provided you opportunity for personal reflection and self-correction to assure continual professional development.
- Discuss your professional demeanor in behavior, appearance, and communication. How is this different from your personal behavior, appearance, and communication?
- Discuss how you are attending to professional roles and boundaries.
- Discuss how you are engaging in career-long learning in your field

placement.

- Discuss your use of supervision and consultation. Describe your relationship with your field/task instructor.

Ethical Practice and Critical Thinking

- Discuss how you are identifying and managing your personal values in a way that allows professional values to guide practice.
- Discuss how you have used the NASW Code of Ethics to make ethical decisions in your field placement.
- Discuss how you have been able to tolerate the ambiguity in resolving ethical conflicts.
- Discuss what strategies of ethical reasoning you applied to arrive at principled decisions.
- Discuss how you have distinguished, appraised, and integrated multiple sources of knowledge, including research-based knowledge, and practice wisdom in your field placement.
- Discuss the strengths and challenges of the models of assessment, prevention, intervention, and evaluation in your field placement.
- Discuss how you have demonstrated effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.

Diversity, Human Rights and Justice in Practice

- Discuss how the U.S. Mexico border cultural structures and values oppress, marginalize, alienate, or create or enhance privilege and power.
- Discuss how your personal values and biases have impacted your work with diverse groups.
- Discuss your understanding of the importance of difference in shaping life experiences.
- Discuss the forms and mechanisms of oppression and discrimination experienced by your client systems.
- Discuss how you are advocating for human rights and social and economic justice in your field placement.
- How you and/or your field placement site are engage in practices that advance social and economic justice.
- What parallels between Mexico and the US border region have you identified that perpetuate oppression and discrimination for your client system(s)?

Integration of Research in Practice

- Discuss what research and literature have you referenced and/or

used to understand client system experiences, functioning, and behaviors?

- Discuss what research and literature have you referenced and/or used to identify the interventions that work best in the planned change efforts of the client systems with which you are working?
- Discuss what practice evaluation mechanisms have you implemented to determine if the interventions you are using are effective in your work with client systems?
- Discuss what have you discovered that you do well in your work with client systems?
- Discuss what have you discovered that you might do differently in your work with client systems?

Human Behavior

- Discuss the conceptual frameworks you have used to guide the processes of assessment, intervention, and evaluation.
- Discuss how you are using the developmental perspective and the social systems perspective in your work with client systems.

Policy Practice

- What policy issues have emerged that are impacting service delivery to your client system(s)?
- Discuss how those policies have effected service delivery for your client systems.
- Discuss how you have advocated for your client systems with policy change.
- Discuss how you have collaborated with colleagues and clients for effective policy action.

Practice Contexts

- Discuss how the services provided by your field placement agency are relevant to a U.S. Mexico border client system.
- Discuss what services are missing for U.S. Mexico border client systems.
- Discuss the changes in service delivery and practice that need to occur to improve both the quality and relevance of social services along the U.S. Mexico border region.

Planned Change Process (please protect confidentiality)

- Briefly describe the client system and the focus of the planned

- change efforts with the client system.
- What are you learning about yourself and your capabilities (both desirable and not so desirable) as you engage and work with the client system?
 - What linkages can you make between theory and practice (both in relation to theory used for assessment and theory used to guide intervention processes and activities) that are particularly relevant to working with this particular client system?
 - What role(s) (i.e., broker, teacher, enabler, advocate, mediator) are you assuming as part of the planned change process with the client system? Illustrate your discussion with examples of the activities and processes in which you have engaged to fulfill the role(s).
 - Discuss how you are monitoring your client systems progress.
 - Discuss how you are evaluating the treatment interventions.
 - What are you doing to prepare your client systems, yourself, and your professional colleagues for the ending of your field placement experience?
 - What are you feeling and experiencing as you prepare to end your field placement?
 - What has changed about your ideas of what generalist social work is and how you function as a generalist social worker since you have been in field placement?
 - What have you discovered about yourself as a generalist social work in terms of your capacities, effectiveness, style, and future goals and dreams?

Time Sheets: Students are expected to keep track of the hours they spend in their field placement. As indicated above, the minimum number of hours required for completion of field placement is 540 clock hours. In order to monitor field placement hours, complete the Time Sheet provided in the Field Education Manual (copies of the time sheets are included under the Forms category, BASW 408 in Bb Learn) and submit it to the Faculty Field Liaison by the date designated on the Social Work Field Placement Contract. The due date for the time sheet will be identified during a Faculty Field Liaison visit with the student and her or his Field Instructor. The Time Sheet is to be signed by the student and Field Instructor before submission to the Faculty Field Liaison.

Student Self Evaluation: Students are expected to complete a final self-evaluation that is written in the form of a paper. This final paper is due at the end of your field placement experience. The assignments outlined above are designed as a resource for the student in completing this paper. The more conscientious the student is in accomplishing these earlier tasks, the easier it will be to develop and write this final paper. Use the **Student**

Self Evaluation outline below as a guide and expand. Please type your answers to the questions on separate paper and attach a cover sheet with your name, field placement agency, field instructor, and the date your self-evaluation is submitted.

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

Student Evaluation of Field Placement Agency and the Field Education Program: At the completion of the field placement, students are expected to complete

formal written evaluations of their field placement agency and the NAU - Yuma Social Work Field Education Program. The purpose of these evaluations is for continued development of quality Social Work Program and field policies, procedures, practices, personnel, and processes. The contents of the evaluations will be utilized by the Social Work Program as a guide for enhancing student preparation for field placement, the selection and utilization of field placement settings and Field Instructors, and in the development and implementation of the SW 408 course. The due date for the Student Evaluation of Field Placement Agency and Student Evaluation of the Field Education Program is upon completion of the field placement experience.

Field Practicum Placement Assessment Instrument (midpoint and final)

Students are evaluated twice during their field practicum experience. The first evaluation occurs at the midpoint (end of November, beginning of December). The second occurs at the final point (usually April). The student is evaluated on their performance of the CSWE 41 practice behaviors (refer to the Learning Outcomes). This evaluation is a collaborative process between the field instructor and the student.

The Field Education Director will email the field instructor with an electronic link to the evaluation (end of November for midpoint; mid-April for final). Once this is received by the field instructor, the field and instructor and the student will complete the evaluation together. **Please note that no grades will be recorded until these evaluations are completed.**

2. *Timeline for Assessment* (Please note, specific due dates will be posted in Blackboard Learn)
 - Field Placement Contract *is due at the end of the first week of field placement.*
 - Field Placement Agency Report *is due at the end of the second week of field placement.*
 - Process Recording Assignments: (1) *due first day of placement, (2) between week 4 and 6 of field placement, (3) the midpoint of field placement, (4) the endpoint of field placement.*
 - Assessment Assignment *is due at the midpoint of field placement.*
 - Time Sheets *are due upon completion of field placement.*
 - Student Self Evaluation *is due upon completion of field placement.*
 - Student Evaluation of Field Placement Agency and the Field Education Program *are due upon completion of field placement.*
 - Field Practicum Placement Assessment: *due 1st week of December and May).*

Grading System

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

The course is graded P-F. Students will be graded on the successful completion of the course assignments and an evaluation of their learning and performance in placements as indicated on the SWEAP instrument. A grade of "F" will be assigned for students who do not complete the assignments as designated or who do not demonstrate expected level of meeting BASW Field Placement learning outcomes as measured by the SWEAP instrument.

As part of the formal process, an online evaluation is required at the end of each semester for students in concurrent placement, and at the midpoint and the conclusion of placement for students in block placement.

Course policies

- **Attendance:** Students are required to complete 540 clock hours in an agency setting. For students in concurrent placement, field placement days are three days per week (Monday, Wednesday, and Friday), eight hours a day, for 24 weeks. Block placement students are expected to work 40 hours a week for 12 weeks. The consequence for failure to complete the 540 clock hours required is an "F" or an "I" for the course, depending on the circumstances.

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

Students are excused from their field practicum experience for the field seminars. Field seminar hours will count toward the required 540 hours

of field practicum. Students need to inform their field instructor of field seminar dates. Students are not allowed to be absent during the field seminars.

- ***Due Dates:*** All assignments are expected at the time and date negotiated during the initial Faculty Field Liaison visit with the field instructor and student. If the student is unable to meet the deadline identified, she or he is required to notify the field instructor and/or Faculty Field Liaison **24 hours prior** to the original designated date and identify a date by which the assignment will be submitted. The due date for mailed assignments is the date the mailing is postmarked.
- ***Statement on plagiarism and cheating:*** Cheating and plagiarism are unethical behaviors, will not be tolerated, and will result in a grade of "F" for the course. Plagiarism occurs when a writer uses someone else's phrasing, sentences or distinctive thoughts without crediting the source. Because cheating and plagiarism are unethical behaviors, engaging in these behaviors may jeopardize a social work major's continuation in the social work degree program. The University takes an extremely serious view of violations of academic integrity. As members of the academic community, the NAU administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. Penalties may range from verbal chastisement to a failing grade in the course. The complete policy on academic integrity is in Appendix F of the NAU Yuma [BASW Student Handbook](#).
- ***Messaging Devices:*** Due to the disruptive nature of messaging devices (e.g., cell phones, pagers, iPods, etc.), it is expected that all such devices will be turned off while in class. In the event of a crisis that requires you to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment.
- ***Evacuation Note:*** If you are in an NAU building in the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

- *Service Learning Experiences in Mexico:* The U.S. State Department has a travel warning in effect for travel to the Mexico states of Sonora and Baja California Norte. In addition, Mexico is not on the approved list of study abroad programs for NAU. Students with a U.S. address are prohibited from completing required service learning experiences in Mexico at this time. The exception to this policy are those students who are currently residing in Mexico and traveling to NAU–Yuma Branch Campus for their coursework.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS FOR COURSE SYLLABI

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

RESEARCH INTEGRITY

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: <http://nau.edu/Research/Compliance/Research-Integrity/>

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CLASSROOM DISRUPTION POLICY

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.

Travel to Mexico: The U.S. Department of State warns U.S. citizens about the risk of traveling in Mexico due to threats to safety and security posed by Transnational Criminal Organizations (TCOs) in the country. U.S. citizens have been the target of violent crimes, such as kidnapping, carjacking, and robbery by TCOs in various Mexican states. For information on security conditions in specific regions of Mexico, which can vary, travelers should reference the state-by-state assessments further below.

This Travel Warning replaces the Travel Warning for Mexico, issued July 12, 2013, to update information about the security situation and to advise the public of additional restrictions on the travel of U.S. government (USG) personnel.

Sonora: Nogales, Puerto Peñasco, Hermosillo, and San Carlos are major cities/travel destinations in Sonora - Sonora is a key region in the international drug and human trafficking trades, and can be extremely dangerous for travelers. Travelers throughout Sonora are encouraged to limit travel to main roads during daylight hours. The region west of Nogales, east of Sonoyta, and from Caborca north, including the towns of Saric, Tubutama and Altar, and the

eastern edge of Sonora bordering Chihuahua, are known centers of illegal activity and non-essential travel between these cities should be avoided. Travelers should also defer non-essential travel to the eastern edge of the State of Sonora which borders the State of Chihuahua (all points along that border east of the northern city of Agua Prieta and the southern town of Alamos), and defer non-essential travel within the city of Ciudad Obregon and south of the city of Navojoa. You should exercise caution while transiting Vicam in southern Sonora due to a roadblock instituted by local indigenous and environmental groups. In December 2013, a gun battle involving Mexican authorities and TCOs occurred in Puerto Peñasco. U.S. citizens visiting Puerto Peñasco should remain vigilant, exercise caution and use the Lukeville, Arizona/Sonoyta, Sonora border crossing, in order to limit driving through Mexico.

Baja California: Tijuana, Ensenada and Mexicali are major cities/travel destinations in the state of Baja California - Exercise caution in the northern state of Baja California, particularly at night. There were 458 homicides in Tijuana from October 2012 through September 2013, compared with 324 for the same period a year earlier. Murders in Mexicali declined in the same period from 166 to 132. In the majority of these cases, the killings appeared to be targeted TCO assassinations. Turf battles between criminal groups resulted in assassinations in areas of Tijuana and Mexicali frequented by U.S. citizens. Shooting incidents, in which innocent bystanders have been injured, have occurred during daylight hours.

Effective Summer 2014
Approved UCC – 1/28/14
Approved UGC – 2/12/14

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APPENDIX B

NAU—Yuma Branch Campus BASW Program BASW 408 Field Placement Contract

STUDENT Name:	FIELD INSTRUCTOR Name(s):	FACULTY FIELD LIAISON Name:
ID#:	Agency:	Address:
Phone:	Address:	
Email:	Phone:	Email:
	Email:	

STUDENT RESPONSIBILITIES

Start Date: _____ End Date: _____

Weekly Work Schedule

Number of hours per week:

Mondays:	Tuesdays:	Wednesdays:
Thursdays:	Fridays:	Saturdays:
Sundays:	Holidays:	

Assignment Due Dates:

Contract: _____ Field Seminars: _____

Agency Report: _____ Journal Entries: _____

Process Recordings: _____ 1 2 3 4

Assessment: _____

Self-Evaluation: _____

Evaluation Of Field Agency: _____ Evaluation Of Field Program: _____

Time Sheet(s): _____

EVALUATION OF STUDENT LEARNING IN FIELD PLACEMENT

Baseline:	Midpoint:	Final:
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FIELD INSTRUCTOR RESPONSIBILITIES

- Orient student with agency
- Identify and assign tasks and activities to meet course outcomes
- engage in educational supervision with student
- monitor student process and progress
- provide support and feedback
- participate in meetings with field liaison and student
- engage with student in evaluation of student performance in placement

FIELD LIAISON RESPONSIBILITIES

- Interpret curriculum
- monitor student process and progress
- review student assignments
- support field instruction
- facilitate resolution of conflicts
- finalize formal evaluation processes and determine course grade
- arrange and participate in meeting with field instructor and student

NAU Social Work Program

BASW 408 Field Placement Contract

EDUCATIONAL EXPERIENCES AND ASSIGNMENTS

Identified in this section of the contract are the educational experiences and assignments available to you as a student to develop your competencies as a generalist social worker. Students are expected to engage in learning activities that reflect participation in planned change activities (engagement, assessment, intervention, and evaluation) with diverse populations of individuals, families, small groups, and within the agency and community; networking with community formal and informal resources; policy practice; information technology, and research. In the spaces below (*or on additional pages attached with the contract*), identify the assignments and activities for each of the categories listed.

1. Identify as a professional social worker and conduct oneself accordingly (E.P. 2.1.1):

2. Apply social work ethical principles to guide professional practice (E.P. 2.1.2):

3. Apply critical thinking to inform and communicate professional judgment (E.P. 2.1.3):

4. Engage diversity and difference in practice (E.P. 2.1.4):

5. Advance human rights and social and economic justice (E.P. 2.1.5):

6. Engage in research informed practice and practice informed research (E.P. 2.1.6):

7. Apply knowledge of human behavior and the social environment (E.P. 2.1.7):

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (E.P. 2.1.8):

9. Respond to contexts that shape practice (E.P. 2.1.9):

NAU Social Work Program BASW 408 Field Placement Contract

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (E.P. 2.1.10 (a-d):

10.(a) Engagement (E.P. 2.1.10[a]:

10.(b) Assessment (E.P. 2.1.10[b]:

10.(c) Intervention (E.P. 2.1.10[c]:

10.(d) Evaluation (E.P. 2.1.10[d]:

11. Other:

Our signatures on this form indicate our commitment to fulfillment of the responsibilities identified above and granting permission for open communication between us. We understand that our communication will address the student's academic performance; development of values, knowledge, and skills for generalist social work; and progress in field placement including any difficulties associated with the engagement in the learning process. We are aware that development of generalist social work competencies requires development of behavioral, cognitive, and affective capabilities as well as practice skills and ethical standards for practice. We understand that the informal and formal evaluation processes during field placement address the student's progress in all of these areas.

Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Liaison: _____ Date: _____

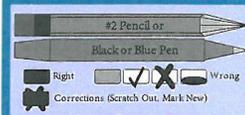
Termination of Contract: This contract may be terminated by any participant after providing the other participants with one (1) week written notice.



Social Work Education Assessment Project
Instruments for Program Evaluation

Field Placement / Practicum Assessment Instrument

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



Marking Instructions

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

Section A: Demographics

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

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

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

If your school uses letters, use the following:

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

What is the student's year of birth?

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

What is today's month and year?

Month/Year

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

BA or BS in Human Services field

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

What are the student's initials?

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



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DO NOT PHOTOCOPY - Photocopying will render this instrument not-processable.

Section B: Assessment

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

Scale	Performance Measure	Description	Definition
9	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
8			
7	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
6			
5	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
4			
3	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
2			
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
0	Not Observed	The intern/Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Lack- Inadeq- Compet- Super- Mast- Not-
ing uate ant or ured Observ.

- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no
- 1 2 3 4 5 6 7 8 9 no



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2.1.5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.5A - understands the forms and mechanisms of oppression and discrimination.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.5B - advocates for human rights and social and economic justice effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.4B - gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.5C - engages in practices that advance social and economic justice effectively.

2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.6A - uses practice experiences to inform scientific inquiry effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.6B (1)- uses research evidence to inform practice effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.6B (2)- critically analyzes empirically based research findings and apply them to generalist social work practice.

2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.7A (1)- utilizes conceptual frameworks to guide the processes of assessment.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.7A (2)- utilizes conceptual frameworks to guide the processes of intervention.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.7A (3)- utilizes conceptual frameworks to guide the processes of evaluation.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.7B - critiques and applies knowledge to understand the person and environment effectively.

2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.8A (1)- analyzes policies that advance social well-being effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.8A (2)- formulates policies that advance social well-being effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.8A (3)- advocate for policies that advance social well-being effectively.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.8B (1)- collaborates with colleagues for effective policy action.
1	2	3	4	5	6	7	8	9	<input type="radio"/> no	2.1.8B (2)- collaborates with clients for effective policy action.



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2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.9A (1)- continuously discovers appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.9A (2)- identifies the dynamics of change within organizational structures and communities.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.9B- provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services effectively.

2.1.10(a - d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a) - Engagement

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10A (1)- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10A (2)- uses empathy and other interpersonal skills effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10A (3)- develops a mutually agreed-on focus of work and desired outcomes effectively.

2.1.10(b) - Assessment

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10B (1)- collects, organizes, and interprets client data effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10B (2)- assesses client strengths and limitations effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10B (3)- develops mutually agreed-on intervention goals and objectives effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10B (4)- selects appropriate intervention strategies effectively.

2.1.10(c) - Intervention

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10C (1)- initiates actions to achieve organizational goals effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10C (2)- implements prevention interventions that enhance client capacities effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10C (3)- helps clients resolve problems effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10C (4)- negotiates, mediates, and advocates for clients effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10C (5)- facilitates transitions and endings effectively with clients.

2.1.10(d) - Evaluation

Lack- ing	Inadeq- uate	Compent- ant	Super- ior	Mast- ered	Not- Observ.					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10D (1)- critically analyzes interventions effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10D (2)- critically monitors interventions effectively.
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> no	2.1.10D (3)- critically evaluates interventions effectively.

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



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**NORTHERN ARIZONA UNIVERSITY—YUMA BRANCH CAMPUS
BACHELOR OF ARTS IN SOCIAL WORK (BASW) PROGRAM**

APPLICATION FOR SOCIAL WORK FIELD PLACEMENT

This application is to be submitted to the Field Education Coordinator with a current resume and the personal statement by the dates specified in the BASW Student Handbook.

NAME: _____ ID#: _____
 Local Address: _____ Phone: _____
 Permanent Address: _____ Phone: _____
 Date of Birth: _____

Semester & Year for which applying: _____
 (Check one): Block (12 week session) OR Concurrent (2-6 week sessions)
 Anticipated Date of Graduation: _____ Current GPA: _____
 Advisor: _____ Hours Completed: _____

Have you applied to the Social Work Program? (Check one): Yes No
 If yes, were you accepted? (Check one): Yes No
 Do you have a reliable means of transportation: (Check one): Yes No
 Driver's License: (Check one): Yes No
 Driver's License Number: _____ Expiration Date: _____

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

PLEASE ATTACH A COPY OF YOUR BASW ADVISEMENT SHEET

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

Course	Semester To Be Taken	Course	Semester To Be Taken

FAMILY/LIVING SITUATION

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

Dependents: *(number and ages)* _____

Significant other(s): Yes No

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

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

PERSONAL STATEMENT

Please respond to the following questions on a **separate sheet of paper (minimum 2 pages)** and submit your responses with your Resume and the application form. Your responses to the following questions will be shared with your prospective field instructor and you are encouraged to put some thought into how you respond. **Please be sure to put your name on the paper with your responses.**

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

FIELD PLACEMENT PREFERENCES

Community preference:

- Yuma: Imperial Valley Other (*please specify*):

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

In order of preference, list three (3) settings in which you would most like to be placed:

1. _____
2. _____
3. _____

Language Proficiency, including Spanish and ASL: (*Please list all languages*)

AGENCY EXPERIENCES:

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

BACKGROUND CHECK AND/OR FINGERPRINTING:

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

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

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

POSSIBLE CONFLICT AREAS

Identify and discuss any situations (e.g., a family member or significant other employed by an agency) or client populations that you are reluctant to work in or with (include agencies):

RELEASE OF INFORMATION

I hereby authorize the NAU-Yuma Bachelors of Arts in Social Work (BASW) Program to release the information provided in the field placement application process and my personal statement and resume to potential field placement agencies and field instructors.

Student Signature

Date

ADVISOR COMMENTS

Advisor Signature

Date

Northern Arizona University – Yuma Branch Campus
BASW Program

BASW Student Evaluation of Field Placement

The purpose of this evaluation is for continued development of quality field placements. The contents of this form are to be used by the Coordinator of Field Education as a guide for enhancing the field education program. Each student is asked to complete this evaluation and return it directly to the Field Education Coordinator, NAU–Yuma Branch Campus BASW Program, AC 214A. Only cumulative information will be shared with field agencies and instructors.

Field Instructor: _____

Field Agency: _____

I. Please circle the number using the following scale which best describes your experience with your field instructor:

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

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

Comments:

II. Please indicate the **teaching methods** utilized by your **field instructor**. (Check all that apply)

- _____ Observed my interview(s) and session(s) with client systems
 - _____ Required "process recording(s)" and discussed them in supervisory conferences
 - _____ Demonstrated interviewing by having me observe her/him in client system interaction(s)
 - _____ Arranged for me to observe other staff in interaction with client systems
 - _____ Role-played with me to demonstrate skills and processes
 - _____ Questioned me to draw out my knowledge
 - _____ Asked me to design a workshop or other project
 - _____ Asked me to present information about the agency to other community persons and/or professionals
 - _____ Identified or provided practice/assignment related readings
 - _____ Shared examples from her/his own practice and experience
 - _____ Facilitated my networking within the agency and community
 - _____ Facilitated exploration of my awareness of self as a social worker and my feelings related to my assignments and the client systems with whom I worked
 - _____ other: please describe: _____
-

Comments:

III. Please describe your general impressions of your **field instructor's teaching style** using the words and phrases below. Circle the dot that most closely represents your experience. For example, if you think your field instructor has been "boring," circle the dot right next to the word "boring." If you think your field instructor has been "stimulating," circle the dot right next to the word "stimulating." If you think your field instructor has been somewhere in between, circle the dot where you think it belongs. Please circle one dot on every line.

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

Comments:

IV. Please circle the number using the following scale which best describes your evaluation of your **field placement agency and assignments**:

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

1. The agency's attitude toward students is positive and supportive. 1 2 3 4 5

2. The agency is open to suggestions and contributions by students. 1 2 3 4 5

3. The agency is knowledgeable and supportive of the educational goals and objectives of the NAU - Yuma Branch Campus BASW Field Education Program. 1 2 3 4 5

4. The learning environment in this field agency can best be described as stimulating and challenging. 1 2 3 4 5

5. My field assignments were relevant to my learning needs and goals. 1 2 3 4 5

6. My field assignments exposed me to working with diverse populations:

racial and ethnic diversity	1 2 3 4 5
women	1 2 3 4 5
elderly	1 2 3 4 5
physically/mentally challenged	1 2 3 4 5
life style diversity	1 2 3 4 5
sexual orientation diversity	1 2 3 4 5
class diversity	1 2 3 4 5
other: please specify _____	1 2 3 4 5

7. My field assignments covered a variety of tasks and provided me with experience in practice with:

individuals	1 2 3 4 5
families	1 2 3 4 5
groups	1 2 3 4 5
agencies	1 2 3 4 5
communities	1 2 3 4 5
other: please specify _____	1 2 3 4 5

8. My field assignments were relevant to meeting the educational goals and outcomes of the NAU - Yuma Branch Campus BASW Field Education Program.

1 2 3 4 5

Comments:

V. Please read each of the statements below and circle the number that most closely describes your **preference** about some of your experiences in field placement. Circle one number for each statement.

- 1 = **Less often** than happened
- 3 = **About the same amount** that happened
- 5 = **More often** than happened

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

Comments:

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

- _____ I frequently felt overwhelmed and overworked.
- _____ I often had nothing to do.
- _____ I looked forward to going to field placement.
- _____ I think my field instructor was a good teacher.
- _____ I often dreaded going to field placement.
- _____ I learned a lot from my field instructor.
- _____ I felt intimidated by my field instructor.
- _____ I felt other students had a better field experience than I did.
- _____ I felt comfortable asking for what I needed (assignments, instruction, etc.).

Northern Arizona University – Yuma Branch Campus
Bachelor of Arts in Social Work (BASW) Program

STUDENT EVALUATION OF THE FIELD EDUCATION PROGRAM

The purpose of this evaluation is for continued development of quality in the BASW Field Education Program and the supports available to the Field Placement Agency and Field Instructor. As a student, you have the opportunity to experience and identify Field Education Program policies and procedures that may indicate an area of concern or gap in the program. Also, your evaluation of your experience with the Faculty Field Liaison and Field Education Program Coordinator will provide faculty with feedback in assessing the quality of our field liaison and field coordination activities. The contents of this evaluation will be used by the Field Education Program as a guide for enhancing the program.

Each student is invited to complete this evaluation at the conclusion of her or his placement in her or his agency and return it to the Field Education Coordinator, NAU – Yuma Branch Campus BASW Program. Information from this form will be shared with BASW Program faculty.

Dates of Field Placement: _____

Date Evaluation Completed: _____

I. Evaluation of NAU – Yuma Branch Campus BASW Field Education Program

Please circle the number that best describes your evaluation of the structure and procedures of the NAU – Yuma Branch Campus BASW Field Education Program. Circle “0” if you are not able to assess a particular area. Opportunity for comments is available at the end of this section.

		N/A			Inadequate		Exceptional
1. Preparation for beginning placement	0	1	2	3	4	5	
2. Procedures for matching students with field agencies	0	1	2	3	4	5	
3. Procedures for notifying student(s) of recommended placement	0	1	2	3	4	5	
4. Procedures for monitoring student progress in field placement	0	1	2	3	4	5	
5. Procedures for evaluating student performance in field placement	0	1	2	3	4	5	
6. Concurrent (two academic semesters, three days a week) placement option	0	1	2	3	4	5	

7. Block (one semester, 40 clock hours a week) placement option	0	1	2	3	4	5
8. Field Education Manual	0	1	2	3	4	5
9. Orientation prior to beginning placement	0	1	2	3	4	5
10. Procedures for soliciting input and feedback from students regarding the Field Education Program	0	1	2	3	4	5

1. How would you rate your experience of the application interview?
Circle the number that best reflects your experience.

1	2	3	4	5
A waste of time		Adequate		Extremely Helpful

Please comment: _____

a. How would you rate your experience of the placement notification?
Circle the number that best reflects your rating.

1	2	3	4	5
Prefer In person	Okay with how		Prefer email notified	

Please comment: _____

b. How would you rate your satisfaction with the agency that was recommended as your field placement agency? Please circle the number that best represents your experience.

1	2	3	4	5
Unhappy	Satisfied		Elated	

Please comment: _____

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

1	2	3	4	5
Frustrating and confusing	OK		Exciting and beneficial	

Please comment: _____

Additional comments regarding the structure and procedures of the Field Education Program:

II. Evaluation of Faculty Field Liaison

Liaison's Name

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

	N/A		Rarely		Generally		Consistently
1. Interpreted the Social Work curriculum to assist in identifying learning opportunities for me	0	1	2	3	4	5	
2. Assisted with designing appropriate learning tasks and assignments for me	0	1	2	3	4	5	
3. Monitored my progress in field placement	0	1	2	3	4	5	
4. Provided feedback on ways in which I could develop and enhance my learning in the agency	0	1	2	3	4	5	
5. Facilitated resolution of conflicts or concerns that surfaced during my placement	0	1	2	3	4	5	
6. Demonstrated openness to discussing issues that arose during my placement	0	1	2	3	4	5	
7. Demonstrated sufficient familiarity with agency policies and procedures to assist with my field placement	0	1	2	3	4	5	

8. Encouraged mutual responsibility for determining agendas for liaison visits	0	1	2	3	4	5
9. Clarified field education policies	0	1	2	3	4	5
10. Clarified expectations of my performance in field placement	0	1	2	3	4	5
11. Clarified the educational outcomes for field placement	0	1	2	3	4	5
12. Supported my learning responsibilities	0	1	2	3	4	5
13. Was open to feedback from me about her/his liaison activities	0	1	2	3	4	5
14. Encouraged a collegial relationship	0	1	2	3	4	5
15. Demonstrated sensitivity to issues of privacy and confidentiality	0	1	2	3	4	5
16. Maintained focus on the educational outcomes and direction of field placement	0	1	2	3	4	5
17. Was accessible and available as often as needed	0	1	2	3	4	5

18. How frequently did the Faculty Field Liaison meet with you during your field placement?

Concurrent placement (two semesters) _____ times

Block Placement (one semester) _____ times

Additional comments regarding your experience with your Faculty Field Liaison:

III. Evaluation of Dr. Ruth Whisler, Field Education Director

This section of the evaluation will be used by the Field Education Coordinator to continue to develop her skills in administering the Field Education Program. Please circle the number that best describes your experiences with the Field Education Coordinator. Circle "0" if you are not able to assess a particular area. Opportunity for comments is available at the end of this section.

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

Additional comments regarding your experience with the Field Education Director:

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

Thank you for your assistance in enhancing our Social Work Field Education Program!

Voluntary

Signature: _____

**Northern Arizona University – Yuma Branch Campus,
Bachelor of Arts in Social Work (BASW) Program**

AGENCY EVALUATION OF THE FIELD EDUCATION PROGRAM

The purpose of this evaluation is for continued development of quality in the Social Work Field Education Program and the supports available to the Field Placement Agency and Field Instructor. As a Field Instructor, you have the opportunity to observe and identify Field Education Program policies and procedures that may indicate as area of concern or gap in the program. Also, your evaluation of your experience with the Faculty Field Liaison and Field Education Program Coordinator will provide faculty with feedback in assessing the quality of our field consultation and the Field Education Program. The contents of this evaluation will be used by the Field Education Program as a guide for enhancing the program.

Each Field Instructor is invited to complete this evaluation at the conclusion of a student’s placement in her or his agency and return it to the Field Education Coordinator, NAU - Yuma Branch Campus BASW Program. Information from this form will be shared in aggregate form with BASW Program faculty.

Faculty Field Liaison:

Dates Student placed with Agency:

Date Evaluation Completed:

I. Evaluation of NAU – Yuma Branch Campus BASW Field Education Program

Please circle the number that best describes your evaluation of the structure and procedures of the NAU Social Work Field Education Program. Circle “0” if you are not able to assess a particular area. Opportunity for comments is available at the end of this section.

	N/A	Inadequate			Exceptional	
	0	1	2	3	4	5
1. Procedures for placing students with your agency (Initial contact, student resume, personal statement and interview)	0	1	2	3	4	5
2. Preparation of students for beginning placement	0	1	2	3	4	5
3. Procedures for monitoring student progress in field placement	0	1	2	3	4	5
4. Procedures for evaluating student performance in field placement	0	1	2	3	4	5

5. Concurrent (two academic semesters, three days a week) placement option	0	1	2	3	4	5
6. Block (one semester, 40 clock hours per week) placement option	0	1	2	3	4	5
7. Field Education Orientation Materials	0	1	2	3	4	5
8. Orientation for students and field instructors prior to student beginning placement	0	1	2	3	4	5

Additional comments regarding the structure and procedures of the Field Education Program:

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

	N/A	Rarely	Generally	Consistently		
1. Interpreted the BASW curriculum to assist in identifying learning opportunities for students	0	1	2	3	4	5
2. Assisted with designing appropriate learning tasks and assignments for the student	0	1	2	3	4	5
3. Monitored student's progress in field placement	0	1	2	3	4	5

	N/A	Rarely	Generally	Consistently		
4.. Provided feedback in ways in which I could develop and enhance my teaching skills as a field	0	1	2	3	4	5
5. Facilitated resolution of conflicts or concerns that surfaced during the student's placement with me	0	1	2	3	4	5
6. Demonstrated openness to discussing issues that arose during the field placement	0	1	2	3	4	5
7. Demonstrated sufficient familiarity with agency policies and procedures to assist with field instruction	0	1	2	3	4	5
8. Encouraged mutual responsibility for determining agendas for liaison visits	0	1	2	3	4	5
9. Clarified field education policies	0	1	2	3	4	5
10. Clarified expectations of student performance in field placement	0	1	2	3	4	5
11. Clarified the educational outcomes for field placement	0	1	2	3	4	5
12. Supported my field teaching responsibilities	0	1	2	3	4	5
13. Was open to feedback from me about her/his liaison activities	0	1	2	3	4	5
14. Encouraged a collegial relationship	0	1	2	3	4	5
15. Demonstrated sensitivity to issues of privacy and confidentiality	0	1	2	3	4	5
16. Maintained focus on the educational outcomes and direction of field instruction	0	1	2	3	4	5

6.	Provided field instructors with opportunities for education and development of field instruction skills	0	1	2	3	4	5	
7.	Provided opportunities for me to provide feedback and input in the development of the Field Education Program	0	1	2	3	4	5	
8.	Was open and responsive to my ideas and feedback about the Field Education Program	0	1	2	3	4	5	
9.	Provided guidelines for the content of Field Instruction with BASW students.	0	1	2	3	4	5	
10.	Provided guidelines for the evaluation of student performance while in field placement	0	1	2	3	4	5	
11.	Was accessible and available as often as needed	0	1	2	3	4	5	Additional

comments regarding your experience with the Field Education Coordinator:

Thank you for your assistance in enhancing our Social Work Field Education Program!

Voluntary

Signature: _____

**Northern Arizona University—Yuma Branch Campus
Bachelor of Arts in Social Work (BASW) Program**

BASW Program—Agency Agreement

Whereas, the Arizona Board of Regents, for and on behalf of Northern Arizona University (“NAU” _____ or _____ “University”), _____ and _____ (“District” or “Facility”) are both entities acting in the State of Arizona (referred to herein individually as “party” or collectively as “parties”); and

Whereas, _____ (“District” or “Facility”) wishes to avail itself of the services of NAU through the Bachelor of Arts in Social Work (“BASW”) Agreement and NAU wishes to contract with _____ (“District” or “Facility”) to provide internships for its students; and

Now, therefore, the parties hereby enter into the following addendum to the BASW Agreement:

I. DURATION

The effective date of this Agreement will be _____ and will end on _____, and may be renewed, revised, or modified by a written Addendum signed by both parties.

II. PURPOSE

The purpose of this Agreement is to establish a relationship between the University and the Facility, to allow students from the NAU—Yuma Branch Campus BASW Program to participate in an educational experience at Facility’s site, that may qualify for University academic credit as determined by the University.

III. GENERAL TERMS

1. The University and the Facility will agree on a schedule for student participation at the Facility.
2. The student’s participation should complement the service and educational activities of the Facility. The student will be under the supervision of a Facility employee.
3. Each student is expected to perform with high standards at all times and comply with all written policies and regulations of the appropriate department of the Facility.
4. Either the Facility or the University may require withdrawal or dismissal from participation at the Facility of any student whose performance record or conduct does not justify continuance.
5. Neither the University nor the Facility is obligated to provide for the student’s transportation to and from the Facility or for health insurance for the student.

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

IV. FACILITY'S OBLIGATIONS

1. Facility agrees to appoint an Educational Coordinator who is responsible for the educational activities and supervision of University students participating under this Agreement.
2. The Facility agrees to submit to the University an evaluation of each student's progress. The format for the evaluation is established by the University in consultation with the Facility.
3. The Facility is responsible for the acts and omissions of its employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Facility's employees and agents. The Facility is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University. University students are not deemed to be employees of Facility by virtue of this Agreement.
4. Nothing in this Agreement is intended to modify, impair, destroy, or otherwise affect any common law, or statutory right to indemnity, or contribution that the University may have against the Facility by reason of any act or omission of the Facility or the Facility's employees and agents.

V. UNIVERSITY'S OBLIGATIONS

1. The University will provide an administrative framework, including designating a University faculty or other representatives to coordinate scheduling, provide course information and objectives, and assist in advising students.
2. The University will be responsible for developing and carrying out procedures for student selection and admission.
3. The University is responsible for the acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the Facility's employees and agents.

VI. STATE OF ARIZONA PROVISIONS

1. **Nondiscrimination.** The parties agree to comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act.
2. **Conflict of Interest.** NAU's participation in this Agreement is subject to [Section 38-511](#) of the

Arizona Revised Statutes which provides that this Agreement may be cancelled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of University is, at any time while this Agreement, or any extension thereof, is in effect, an employee or agent of the other party to this Agreement in any capacity or a consultant to any other party with respect to the subject matter of this Agreement.

3. **Notice of Arbitration Statutes.** Pursuant to [Section 12-1518](#) of the Arizona Revised Statutes, the parties acknowledge and agree, subject to the [Arizona Board of Regents Policy 3-809](#), that they will be required to make use of mandatory arbitration of any legal action that is filed in the Arizona superior court concerning a controversy arising out of this Agreement if required by [Section 12-133](#) of the Arizona Revised Statutes.
4. **Failure of Legislature to appropriate.** If University's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then University may provide written notice of this to Facility and cancel this Agreement without further obligation of University. Appropriation is a legislative act and is beyond the control of University.
5. **Student Educational Records.** The University and Facility recognize that student educational records are protected by the federal Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#)). Facility agrees to comply with FERPA and to not make any disclosures of student educational records to third parties without prior notice to and consent from the University or as otherwise provided by law.
6. **Representations Regarding Relationship and Use of University Marks.** Except as otherwise agreed in writing, Facility acknowledges that its relationship with University is limited to the student internship or placement program contemplated herein. Facility shall not make any representations stating or implying that the parties engage in broader transactions or that University is otherwise associated with Facility without first obtaining express written permission from University. In addition, Facility shall not use any trade name, trademark, service mark, logo, domain name, and any other distinctive brand feature owned or used by University without prior written authorization by University.

VII. MISCELLANEOUS

1. Neither party shall have the right to assign this Agreement without the prior written consent of the other party.
2. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. This Agreement shall be governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.
3. Any notice to the parties shall be in writing and delivered by regular or certified mail, and addressed to the following contacts.
4. **Retention and inspection of records.** Each party agrees to retain all books, accounts, reports, files and other records relating to the performance of the Agreement for a period of five (5) years after the completion of the Agreement and to make such documents open to inspection and audit by the other party at reasonable times.
5. **Employee Work Eligibility.** By entering into the Agreement, each party warrants

compliance with A.R.S. § 41-4401, A.R.S § 23-214(A), the Federal Immigration and Nationality Act (FINA), and all other Federal immigration laws and regulations.

6. **Fingerprint clearance.** NAU agrees that its students assigned to the Facility will comply with the fingerprinting requirements of A.R.S. §15-512 throughout the term of their assignment to the Facility.
7. **Rights of Parties Only.** The terms of this Agreement are intended only to define the respective rights and obligations of the parties. Nothing expressed herein shall create any rights or duties in favor of any potential third party beneficiary or other person, agency or organization.
8. **Invalidity of any Part of the Agreement.** The Parties agree that should any part of this Agreement be held to be invalid or void, the remainder of the Agreement shall remain in full force and effect with those offending portions omitted.
9. **Ability to Contract.** The persons executing this Agreement on behalf of the parties hereby represent and guarantee that they have been authorized to do so, on behalf of themselves and the entity they represent. Further representation is made that due diligence has occurred, and that all necessary internal procedures and processes, including compliance with the open meeting law where necessary, have been satisfied in order to legally bind the entity to the terms of this Agreement.
10. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be considered as original, and all of which taken together shall be considered one and the same instrument.

IN WITNESS WHEREOF, the parties have executed this Addendum to the Northern Arizona University Bachelor of Arts in Social Work Agreement on the dates indicated below:

NORTHERN ARIZONA UNIVERSITY

Signature

Date

Rita Hartung Cheng

President

("District" or "Facility")

Signature

Date

APPENDIX C

SAFETY GUIDELINES

One important way we take care of ourselves professionally, as well as personally, is through the careful assessment of risks and liabilities associated with our professional roles and responsibilities. Risks associated with safety in social work are those instances and practice contexts where the potential for harm may be present. What follows are excerpts from an article prepared for Portland State University Graduate School of Social Work (Graham, 2002) about maintaining safety in field placement. The contents of this article are relevant for all social workers who work with client systems in settings outside of the agency.

The agency has a duty to provide employees with a workplace free from recognized hazards likely to cause death or serious physical harm (Occupational Safety and Health Act of 1970). Agency responses to ensure safety of its employees will not be covered in this section. It is recommended that a discussion of agency responses to ensure safety of its employees be initiated by the field instructor.

SAFETY CONCERNS AND STRATEGIES IN SOCIAL WORK PRACTICE*

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

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

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

Recognition of cues of violent behavior:

- Fears expressed about losing control;
- "I'm going to blow my top";
- Expressed vague fears of doing harm to someone;
- Frequent calls during the interview to friends or family;
- Broken appointments with other counselors;
- Reports of actions that suggest violence;
- Purchasing a gun;
- Driving recklessly;
- Signs of violence;

- Sometimes angry brooding or sullen behavior- may be violent but more often than not, you will see:
 - increase in irritability;
 - verbal outbursts;
 - pacing, restlessness;
 - agitation;
 - test behaviors, before a violent outburst

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

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

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

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

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

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

Advice for social workers confronted with violence is to:

- [work at resolving] the problem first without physical intervention,
- seek assistance, but try not to abandon a potentially explosive situation,
- use physical force only if necessary, and only use enough force to eliminate the risk of harm,
- even if physical force is needed there is no requirement that you risk injury to yourself,
- use your best judgment under the circumstances (Oregon Education Association, 1998).

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

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

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

References:

- Baird, B. (1999). Chapter 11: Assault and other risks. The Internship, Practicum, and Field Placement Handbook (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Callahan, J. (1996). Documentation of client dangerousness in a managed care environment. Health & Social Work, 21(3), 202-207.
- Horejsi, C. R., & Garthwait, C. L. (1998). Chapter 6: Personal safety. The Social Work Practicum: A guide and workbook for students. Boston: Allyn and Bacon.
- Oregon Education Association. (1998). Responding to student violence: Strategies and resources (4th ed.). Legal Issues in Education series. Portland, OR: Oregon Education Association.
- OSHA. (1998). Guidelines for preventing workplace violence for health care and social service workers. (OSHA No. 3148). Available on the World Wide Web: <http://www.osha.gov/SLTC/workplaceviolence/guideline.htm>.

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

APPENDIX D

NAU – Yuma Branch Campus
Bachelor of Arts in Social Work (BASW) Program

Fingerprinting Requirement

Fingerprint Policy

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

Felony/Misdemeanor Convictions

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

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

Procedures:

Upon being offered admission to the BASW Program, students will be advised of the fingerprint requirement, and the program will provide an Arizona Fingerprint Clearance application form. All fees associated with obtaining the fingerprint clearance card are the responsibility of the student. When completing the application it is **important to note that you must check a box indicating a “why you are applying for a fingerprint clearance card”**. According to the Department of Public Safety (DPS) you may choose a box that best fits the area of practice in which you will likely seek work or volunteer experience. The employer information should be left blank, unless you are also concurrently applying for work with an employer listed on the application. In that case your fees may be covered by the agency.

Fingerprint Clearance Cards must be applied for within the semester of acceptance, and obtained prior to applying for Social Work Field Placement (BASW 408). A copy of the Fingerprint Clearance Card, front and back must be submitted with your Application for Field Placement. Please be further advised that depending upon your practicum setting, there may be additional requirements such as immunizations, TB clearance, background checks, polygraphs, and drug testing.

***Out of state students** are required to obtain an Arizona fingerprint clearance card at their expense FOR COMPLETING service learning assignments INCLUDING field placement in the State of Arizona. If the student plans to complete FIELD PLACEMENT in a state other than Arizona, the student is expected to know the fingerprint requirements in that state and comply accordingly. California students will complete a Life Scan Check at the beginning of each new service learning experience or before they begin their field practicum. Students residing in Mexico are not required to complete a fingerprint clearance for service learning or field practicum placement in Mexico. If students residing in Mexico complete their service learning or field placement in California or Arizona they are expected to following the policy of that particular state.

Fingerprint Clearance Card Frequently Asked Questions

Where can I obtain fingerprints?

Most law enforcement agencies take applicant fingerprints. You may also contact a private fingerprinting service

Yuma Police Dept.

1500 South 1st Avenue. Tuesday through Thursday from 9 to 11am

Please call ahead as hours of operation may vary

Phone #928-373-4700

Service is free of charge.

*Students outside of these areas should check with their local law enforcement office to see where they may obtain prints.

What is the fee?

Effective January 1, 2009 the fee for volunteers is \$65

All fees are subject to change.

What forms of payment are accepted?

DPS accepts cashier's checks or money orders. Cash and personal checks will not be accepted. All forms of payment should be made payable to "DPS".

How long will it take to get my Fingerprint Clearance Card?

For persons with no state or federal criminal record, the processing time is approximately 3 to 5 weeks from the date DPS receives the completed application packet. For those persons who have criminal records, the process may take 4 to 6 weeks.

For how long is my fingerprint card valid?

Cards issued on or after October 2003 are valid for 6 years

For what will my fingerprints be used?

Your fingerprints will be used to obtain both state and federal; criminal records check.

Where can I find out what would preclude me from obtaining a clearance card?

Precluding offenses may be found in A.R.S 412-1758.03 subsections B and C, which is available at the following website: www.azleg.state.az.us.

What if I have been denied a fingerprint card in the past? How can I appeal this denial?

Arizona has a "Good Cause Exception Process", that allows individuals to appeal their denial or suspension. Information and application packets can be obtained at this website www.azbof.gov/applying/fcc.htm.

Who can I call to obtain more information or get my general questions answered?

Contact the Arizona Department of Public Safety / AZ Board of Fingerprinting at (602-223-2279).

APPENDIX E

Code of Ethics *of the National Association of Social Workers*

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.1 Commitment to Clients

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

1.2 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.

1.3 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.4 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.5 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.6 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.7 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have

authorized such disclosure.

- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.8 Access to Records

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

1.9 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers-- not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim

that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers-- not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.1 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.2 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.

2.3 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.

2.4 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.

2.5 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.

2.6 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.7 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.8 Sexual Harassment

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

2.9 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.2 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 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.

3.4 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 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

4.1 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.

4.2 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, age, marital status, political belief, religion, or mental or physical disability.

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 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.

4.7 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.

4.8 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

5.1 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.

5.2 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work

and fully use evaluation and research evidence in their professional practice.

- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.1 Social Welfare

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

6.2 Public Participation

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

6.3 Public Emergencies

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

6.4 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, age, marital status, political belief, religion, or mental or physical disability.

APPENDIX F

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

**In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional Conduct

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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L'Ethica del Trabajo Social Principios y Criterios

Publicado por: Federación Internacional de Trabajadores Sociales, Octubre 1994
Versión en español, del original en inglés, revisada por el Consejo General de Colegios Oficiales de Diplomados en Trabajo Social. España
Documento aprobado por la Asamblea General de la Federación Internacional de Trabajadores Sociales celebrada en Colombo, Sri Lanka, del 6 al 8 de julio de 1994.

1. ANTECEDENTES

Una conciencia ética es parte necesaria de la práctica profesional de todo trabajador social. Su capacidad de actuar según unos principios éticos es un aspecto fundamental de la calidad del servicio que ofrece.

El objetivo del trabajo de la FITS sobre la ética es promover una reflexión y un debate en las asociaciones y colegios profesionales miembros de la Federación y entre los trabajadores sociales de los países miembros.

Las bases para el posterior desarrollo del trabajo de la FITS sobre la ética se encuentran en "La Ética del Trabajo Social - Principios y Criterios" que consta de dos documentos: "Declaración Internacional sobre los Principios Éticos del Trabajo Social" y "Criterios Éticos Internacionales para los Trabajadores Sociales". Estos documentos exponen los principios éticos básicos de la profesión de trabajo social, recomiendan procedimientos en los casos de dilemas éticos, y tratan de la relación de la profesión y de los trabajadores sociales individuales con los clientes y usuarios, colegas y otras personas relacionadas con este campo. Estos documentos son parte de un proceso continuo de puesta en práctica y revisión.

2. DECLARACION INTERNACIONAL DE PRINCIPIOS ÉTICOS DEL TRABAJO SOCIAL

2.1 1 Introducción

La FITS reconoce la necesidad de una declaración de principios éticos que sirva de guía en relación a los problemas éticos en el trabajo social.

Los objetivos de la Declaración Internacional de Principios Éticos son:

1. Formular un conjunto de principios básicos para el trabajo social, que pueda adaptarse a distintos ámbitos sociales y culturales.
2. Identificar áreas éticamente problemáticas en la práctica del trabajo social (a partir de ahora nos referiremos a ellas como "áreas problema").
3. Proporcionar orientación sobre los métodos a elegir para tratar y resolver cuestiones o problemas éticos (se denominan partir de ahora "métodos para actuar en cuestiones o ante problemas éticos").

Conformidad:

La Declaración Internacional de Principios Éticos da por sentado que las asociaciones afiliadas a la FITS, así como los miembros de cada una de ellas, se adhieren a los principios formulados en ella. La FITS espera que cada asociación ayude a sus miembros a identificar y resolver las cuestiones o problemas éticos que se presenten en el ejercicio de la profesión.

Las asociaciones miembros de la FITS y sus asociados pueden informar ante el Comité Ejecutivo de la FITS acerca de aquellas asociaciones que no se adhieran a estos principios. Las Asociaciones Nacionales que experimenten dificultades para adoptar estos principios deben notificarlo al Comité Ejecutivo de la FITS. El Comité Ejecutivo podrá imponer las condiciones e intenciones de la Declaración de Principios Éticos a aquellas asociaciones que no las acaten. Si esto no fuera suficiente, el Comité Ejecutivo puede, como paso siguiente, sugerir la suspensión o expulsión de la asociación.

La Declaración Internacional de Principios Éticos se debe hacer pública. Esto permitirá a clientes y usuarios, empleadores, profesionales de otras disciplinas y público en general, saber a qué atenerse respecto a los fundamentos éticos del trabajo social.

Somos conscientes de que un conjunto detallado de criterios éticos para las asociaciones miembros sería poco realista, debido a las diferencias legales, culturales y políticas de los distintos países miembros.

2.2 2 Los Principios

Los trabajadores sociales contribuyen al desarrollo de los seres humanos, por medio de su aceptación de los siguientes principios básicos:

- 2.2.1 Todo ser humano posee un valor único, lo que justifica la consideración moral hacia cada persona.
- 2.2.2 Cada individuo tiene derecho a la autorrealización, hasta donde no interfiera con el mismo derecho de los demás, y tiene la obligación de contribuir al bienestar de la sociedad.
- 2.2.3 Cada sociedad, independientemente de su organización, debe funcionar de manera que proporcione los máximos beneficios a todos sus miembros.
- 2.2.4 Los trabajadores sociales tienen un compromiso con los principios de la justicia social.
- 2.2.5 Los trabajadores sociales tienen la responsabilidad de dedicar sus conocimientos y técnicas, de forma objetiva y disciplinada, a ayudar a los individuos, grupos, comunidades y sociedades en su desarrollo y en la resolución de los conflictos personales y/o sociales y sus

consecuencias.

- 2.2.6 Los trabajadores sociales deberán proporcionar la mejor atención posible a todos aquellos que soliciten su ayuda y asesoramiento, sin discriminaciones injustas basadas en diferencias de género, edad, discapacidad, color, clase social, raza, religión, lengua, creencias políticas o inclinación sexual.
- 2.2.7 Los trabajadores sociales respetan los derechos humanos fundamentales de los individuos y los grupos reconocidos en la Declaración Universal de los Derechos Humanos de las Naciones Unidas y otros acuerdos internacionales derivados de dicha Declaración.
- 2.2.8 Los trabajadores sociales tienen en cuenta los principios de derecho a la intimidad, confidencialidad y uso responsable de la información, en su trabajo profesional. Los trabajadores sociales respetan la confidencialidad justificada, aún en los casos en que la legislación de su país esté en conflicto con este derecho.
- 2.2.9 Los trabajadores sociales deben trabajar en estrecha colaboración con los clientes y usuarios, y en interés de los mismos, pero prestando el debido respeto a los intereses de las demás personas involucradas. Se debe motivar a los clientes y usuarios a que participen lo más posible y deben ser informados de los riesgos y posibles ventajas de las propuestas de actuación que se les ofrezcan.
- 2.2.10 Los trabajadores sociales esperan, generalmente, que los clientes y usuarios se responsabilicen, en colaboración con ellos, de las actuaciones que puedan afectar a su vida. Sólo deberían adoptarse medidas coercitivas en favor de una de las partes implicadas en un conflicto, después de una cuidadosa evaluación de los argumentos de cada una de las partes en litigio. Los trabajadores sociales deben hacer el menor uso posible de medidas legales coercitivas.
- 2.2.11 El trabajo social es incompatible con el apoyo, directo o indirecto, a los individuos, grupos, fuerzas políticas o estructuras de poder que destruyan a otros seres humanos con el terrorismo, la tortura u otros medios violentos similares.
- 2.2.12 Los trabajadores sociales toman decisiones justificadas éticamente y las mantienen, teniendo en cuenta la "Declaración Internacional de Principios Éticos de la FITS" y los "Criterios Éticos Internacionales para los Trabajadores Sociales" adoptados por sus asociaciones y colegios profesionales nacionales.

2.3 Áreas Problema

2.3.1 Las áreas problema en las que se plantean cuestiones éticas, no son necesariamente universales debido a diferencias políticas y culturales. Se anima a cada asociación nacional a promover debates y aclarar cuestiones de contenido importante y problemas especialmente relevantes para cada país. Las siguientes áreas problema son, sin embargo, ampliamente reconocidas como tales:

1) Cuando el trabajador social se encuentre ante una situación de conflicto entre los intereses de:

- Los propios trabajadores sociales y sus clientes.
- Clientes individuales y otros individuos.
- Grupos de clientes.
- Grupos de clientes y el resto de la población.
- Sistemas/instituciones y grupos de clientes.
- Sistemas/instituciones/empleadores y trabajadores sociales.
- Distintos grupos de profesionales.

2) El hecho de que el trabajador social actúa a la vez para ayudar y controlar.

La relación entre estos dos aspectos opuestos del trabajo social exige una aclaración, basada en una elección explícita de valores, para evitar que se mezclen las motivaciones, o que no estén claras, así como las actuaciones y las consecuencias de dichas actuaciones.

Cuando esté previsto que los trabajadores sociales actúen en un rol de control de los ciudadanos para la Administración, están obligados a aclarar las implicaciones éticas de este cometido y, hasta qué medida, este papel es aceptable desde el punto de vista de los principios éticos del trabajo social.

3) El deber que tiene el trabajador social de proteger los intereses del cliente puede entrar fácilmente en conflicto con demandas de eficiencia y utilidad.

La importancia de este problema aumenta cada día debido a la introducción y uso de la tecnología informática en los diversos campos del trabajo social.

2.3.2 Los principios establecidos en el apartado 2.2 deben ser siempre la base de cualquier consideración o elección hecha por los trabajadores sociales al enfrentarse con cuestiones o problemas en estas áreas.

2.4 Métodos para la resolución de cuestiones o problemas

2.4.1 Es necesario que a la hora de tratar cualquier asunto dentro de las asociaciones nacionales de trabajadores sociales, se tengan en cuenta las cuestiones o problemas éticos y se intente resolverlos en foros colectivos dentro de cada organización. Estos foros deberán posibilitar que los

trabajadores sociales discutan, analicen y traten de las cuestiones o problemas éticos con sus colegas, otros grupos de expertos y con personas afectadas por los temas en discusión. Además dichos foros deberán proporcionar la posibilidad de que los trabajadores sociales reciban orientaciones de sus colegas y de otras personas. El análisis y la discusión de cuestiones de tipo ético deben ir siempre encaminados hacia la búsqueda de opciones y posibilidades.

- 2.4.2 Las asociaciones miembros tienen que elaborar y/o adaptar criterios éticos para los distintos campos de trabajo, sobre todo para aquellos en los que surgen cuestiones y problemas éticos complicados y también para aquellas áreas donde los principios éticos del trabajo social pueden entrar en conflicto con el sistema legal del país en cuestión o la política gubernamental.
- 2.4.3 Cuando existan unos fundamentos éticos establecidos como guía para las actuaciones en la práctica del trabajo social, el deber de las asociaciones es ayudar a los trabajadores sociales a analizar y plantearse las cuestiones o problemas éticos sobre estas bases:
 1. Los principios básicos de la Declaración (apartado 2.2).
 2. El contexto ético/moral y político de las actuaciones; es decir, un análisis de los valores y fuerzas en que se encuadra la acción.
 3. Los motivos de la actuación, o sea, procurar que cada trabajador social sea cada vez más consciente de cuáles son sus intenciones y objetivos en cada actuación que emprende.
 4. La naturaleza de la actuación, es decir, ayudar a realizar un análisis del contenido moral de la actuación, por ejemplo, casos en que hay que imponer una decisión en vez de conseguir una cooperación voluntaria.
 5. Las consecuencias que una actuación puede tener sobre distintos grupos, o sea, un análisis de las consecuencias de diversas líneas de actuación sobre todas las partes implicadas, a corto y largo plazo.
- 2.4.4 Las asociaciones miembro tienen la responsabilidad de promover debates, formación e investigación sobre cuestiones éticas.

3. CRITERIOS ETICOS INTERNACIONALES PARA LOS TRABAJADORES SOCIALES

(Esta sección se basa en el "Código Internacional Deontológico para el Trabajador Social Profesional" adoptado por la FITS en 1976, pero no incluye los principios éticos, dado que éstos figuran actualmente en la nueva Declaración Internacional de Principios Éticos del Trabajo Social, en el apartado 2.2 del presente documento).

3.1 1 Preámbulo

El trabajo social tiene su origen, de una u otra forma, en filosofías e ideales humanitarios, religiosos y democráticos. Su aplicación es universal y se dirige hacia aquellas necesidades humanas que surgen de la interrelación personal-social, y también a desarrollar el potencial humano. Los trabajadores sociales profesionales se dedican a conseguir el bienestar y la autorrealización de los seres humanos; al desarrollo y utilización correcta de los conocimientos respecto al comportamiento humano y social; al desarrollo de los recursos necesarios para atender las aspiraciones y necesidades de los individuos, de los grupos, nacionales e internacionales; y a la consecución de la justicia social. Basándose en la Declaración Internacional de Principios Éticos del Trabajo Social, el trabajador social está obligado a aceptar estos criterios de conducta ética.

3.2 2 Criterios Generales de Conducta Ética

- 3.2.1 Tratar de comprender a cada cliente individual y su entorno, así como los elementos que afectan su conducta y el servicio requerido.
- 3.2.2 Mantener y defender los valores, conocimientos y metodología de la profesión, absteniéndose de cualquier comportamiento que perjudique el desarrollo de la misma.
- 3.2.3 Reconocer las limitaciones profesionales y personales.
- 3.2.4 Promover la utilización de todas las técnicas y conocimientos apropiados.
- 3.2.5 Aplicar métodos adecuados para el desarrollo y la validez de los conocimientos.
- 3.2.6 Contribuir con la experiencia profesional al desarrollo de políticas y programas que mejoren la calidad de vida en la sociedad.
- 3.2.7 Identificar e interpretar las necesidades sociales.
- 3.2.8 Identificar e interpretar los orígenes y naturaleza de los problemas sociales, a nivel, tanto individual como de grupo, comunidad, nacional e internacional.
- 3.2.9 Identificar e interpretar el trabajo profesional.

3.3 Clarificar si las declaraciones públicas o las actuaciones se hacen a nivel individual o en representación de una asociación profesional, entidad, organización, u otros grupos.

3.4 3 Criterios del Trabajo Social en relación con los Clientes

- 3.4.1 Aceptar una responsabilidad fundamental respecto a clientes o usuarios concretos, dentro de las limitaciones que marquen los derechos de los demás.
- 3.4.2 Salvaguardar el derecho del cliente o usuario a una relación de confianza, intimidad y confidencialidad, así como al uso responsable de la información la obtención y difusión de información o datos sólo debe realizarse en función de un servicio profesional,

manteniendo al cliente informado de su necesidad y utilización. No se divulgará información sin el conocimiento y consentimiento previos del cliente o usuario, excepto si éste no es responsable o se puede perjudicar gravemente a otras personas. El cliente tiene acceso a los expedientes de trabajo social que le conciernen.

- 3.4.3 Reconocer y respetar los objetivos, responsabilidades y diferencias individuales de los clientes y usuarios. Dentro del ámbito de la entidad y del medio social del cliente, el servicio profesional debe ayudar a los usuarios a responsabilizarse de las actuaciones personales y atender a todos los clientes y usuarios con igual disposición. En los casos en que los servicios profesionales no puedan ofrecerse en estas condiciones, el cliente será informado para que pueda actuar libremente.
- 3.4.4 Ayudar al cliente o usuario - individuo, grupo, comunidad o sociedad - a conseguir su autorrealización y máximo potencial dentro de los límites de los derechos respectivos de los demás. El servicio debe basarse en ayudar a los clientes y usuarios a comprender y utilizar la relación profesional para desarrollar los legítimos deseos e intereses de dichos clientes y usuarios.

3.5 4 Criterios del Trabajo Social en relación con las Entidades y Organizaciones

- 3.5.1 Trabajar y/o cooperar con las entidades y organizaciones cuyas políticas, procedimientos y operaciones van dirigidas a proporcionar servicios adecuados y promover la práctica profesional dentro del marco de los principios éticos de la FITS.
- 3.5.2 Cumplir responsablemente los objetivos establecidos y las funciones de la entidad u organización, contribuyendo al desarrollo de políticas, procedimientos y prácticas debidas para conseguir los mejores niveles posibles de actuación.
- 3.5.3 Mantener que la responsabilidad última es hacia el cliente, poniendo en marcha los necesarios cambios de políticas, procedimientos y actuaciones a través de los canales apropiados con los que cuentan entidades y organizaciones. Si se agotan estos canales sin encontrar los remedios necesarios habrá que recurrir a instancias más altas o a la más amplia comunidad de interés.
- 3.5.4 Garantizar eficiencia y eficacia para con el cliente o usuarios y con la comunidad, por medio de revisiones periódicas del proceso a través del cual se proporcionan los servicios.
- 3.5.5 Utilizar todos los medios éticos posibles para acabar con las prácticas no éticas cuando las líneas de actuación, procedimientos y prácticas están en conflicto directo con los principios éticos del trabajo social.

3.6 5 Criterios del Trabajo Social en relación con los Colegas

- 3.6.1 Reconocer la educación, formación continuada y actuación de los colegas trabajadores sociales y de los profesionales de otras disciplinas, promoviendo toda la cooperación que sea necesaria para conseguir unos servicios cada vez más efectivos.
- 3.6.2 Aceptar las diferencias de opinión y actuación de los colegas trabajadores sociales u otros profesionales, expresando las críticas a través de los canales adecuados, de forma responsable.
- 3.6.3 Promover y compartir las oportunidades de conocimientos, experiencia e ideas con todos los colegas, profesionales de otras disciplinas y voluntarios, con el propósito de beneficiarse mutuamente.
- 3.6.4 Llamar la atención de los organismos adecuados, dentro y fuera de la profesión, en los casos de violación de los principios y criterios éticos profesionales, asegurándose de que los clientes afectados sean adecuadamente involucrados.
- 3.6.5 Defender a los colegas contra actuaciones injustas.

3.7 6 Criterios relativos a la Profesión

- 3.7.1 Mantener los valores, principios éticos, conocimientos y metodología de la profesión y contribuir a su clarificación y mejora.
- 3.7.2 Mantener los niveles profesionales de práctica y actuar para conseguir que mejoren.
- 3.7.3 Defender a la profesión contra las críticas injustas, y trabajar para aumentar la confianza en la necesidad de la práctica profesional.
- 3.7.4 Presentar críticas constructivas de la profesión, y de sus teorías, métodos y prácticas.
- 3.7.5 Promover nuevos enfoques y metodologías útiles para responder a las necesidades nuevas, así como a las ya existentes.