

ORAL ROBERTS UNIVERSITY

SOCIAL WORK PROGRAM

Practicum Manual

Junior Practicum I and II (SWK 341 & 342)

Senior Practicum I and II (SWK 443/444)

Fall 2012-Spring & Summer 2013

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INTRODUCTION

Practicum is an integral component to the Social Work educational process in that it is anchored in the mission, goals, values and ethics of the Social Work philosophy and is connected to the Program Curriculum Standards as required by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). In addition, the experience allows students the opportunity *to further* examine their aptitude for the Social Work profession and better determine if it should be their choice of career in the future.

In the *classroom setting*, Social Work students acquire a body of knowledge, specialized skills and the scientific basis for practice. *Because this classroom learning is abstract – to most students – experience in the field gives them the opportunity to “make sense of it all” as they apply it to concrete (real life) situations.* Thus, the combination of classroom learning and hands on experiences prepare students *abstractly and concretely* for the challenges they will face when working with diverse clientele on all levels of the systems ecological framework.

The *integrative* effort of Faculty, Field Instructors, Administrators and other Staff who are involved in the endeavor of education students is vital. It could be gratifying to know we have invested our time and effort into a product that is capable of making a worthwhile contribution into the lives of others. The success of this production would not be *fully* possible to accomplish without your partnership.

On behalf of the students, the Social Work Faculty and Oral Roberts University please accept our sincere thanks and appreciation for sharing your energy, expertise, time and services with us. Although you are the final piece of the educational requirements for the Social Work Degree at ORU, perhaps you are *the most important piece* in that you make possible the environment that allows students the chance to “put the pieces together that make the whole”.

Thank you again for standing with us over the years. We look forward to continuing to work with you in the future and I look forward to strengthening the relationships we will continue to develop in the years to come.

Sincerely,

R. Chené Tucker

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DESIGN AND ORGANIZATION OF THE *PRACTICUM MANUAL*

This *Practicum Manual* is designed, in part, to provide a *brief* history of Oral Roberts University (ORU) and its mission and to profile the Social Work Degree Program at ORU. It also demonstrates how the program “fits” as a piece of the “wholeness concept” as espoused by the founder, Evangelist Oral Roberts, and outlines policies and procedures for Field Instructors, Administrators, students and for others who may become involved with the education of students during their Practicum internship. The *Manual* describes the various roles assumed by all participants and serves as a guide in the implementation of the mission, goals and objectives established by the Council on Social Work Education (CSWE) and by the Social Work Program at ORU.

In addition, the *Manual* is divided into sections that introduce some users (*and refresh the memory of others*) to the mission, values, philosophy and ethical principles that guide the Social Work profession. It also allows for easy accessibility to these (and other) topics as they relate to the Social Work Program at ORU and finally, can be used as a valuable tool to assist Field Supervisors to better understand the continuum of classes that relate to the educational process of ORU Social Work student interns and *where* Practicum places on that continuum.

Information contained in this *Practicum Manual* is based on that which is currently available to the author. As changes occur – with clientele, policies, procedures, and other – information in this *Manual* will be revised to reflect those changes and will be made available to users throughout the year as the needs arise.

ABOUT ORAL ROBERTS UNIVERSITY

Brief History

Oral Roberts University (ORU) was founded in 1963 by Evangelist Oral Roberts. It is a Christian Liberal Arts University that is located on 263 acres of countryside in suburban Tulsa, Oklahoma. The University offers in excess of 66 Undergraduate majors, 10 Masters Degree programs and two Doctoral programs. A combination of diverse ethnic and cultural groups from 50 states and 53 foreign countries are represented.

Distinctive credits include accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools; accreditation by the Oklahoma State Regents for Higher Education and the State Department of Education for approved programs in Teachers Education; member of the Association of Colleges of Teacher Education; member of the Association of American Colleges; member of the National Association of Independent Colleges and Universities and member of the Council for Christian Colleges and Universities (CCCCU). The University is affiliated with several international Universities and Colleges – including Livets Ord University, Uppsala Sweden and Peniel College of Higher Education Brentwood Essex, England.

Mission Statement

The *spiritual* mission of ORU is to assist students in their quest for knowledge of God and in their relationship to Him, humankind, and to the universe. The *academic* mission of ORU is to transform students, by the power of the Holy Spirit, into whole, competent servant-leaders. Through the teachings techniques of liberal-arts and sciences, professional education, interdisciplinary cross-pollination, and by demonstrating charismatic concern, students are graduated as “integrated” and “whole” persons who are spiritually alive, intellectually alerts, socially adept and physically disciplined.

Equal Opportunity Policy

Oral Roberts University is a Christian University that strives to comply with all federal and state laws that are applicable to admission, employment, educational and financial services. Additionally, it does not discriminate on the basis of race, ethnicity, disability, national origin or status as a veteran. The University seeks to provide an environment/atmosphere in which all people are treated with courtesy, respect, and dignity and is committed to abide by all laws that govern equal rights and treatment for all human beings. Accordingly, ORU request these policies and guidelines be practiced by all students, Staff, Faculty and constituents with whom the University is affiliated.

Faculty

ORU has a highly qualified and dedicated Faculty. There are approximately 200 full-time and part-time Faculty members all of whom hold earned graduate degrees in their respective Disciplines and have had many years of on-the-job experience and training prior to their teaching assignment at ORU.

SECTION ONE

General Statement

The Social Work Program is *accredited* by the Council on Social Work Education (CSWE). As an *accredited Program* within the University the ORU Social Work Faculty stands firm in its belief that “Social Workers [should] demonstrate respect for, and acceptance of, the unique characteristics of diverse populations (Social Work Values, Item #4). This belief is further emphasized in the Social Work Code of Ethics (summarized in another section of this *Manual* and included in its entirety in the Appendix section of this *Manual*.)

Therefore, it is expected that non-discriminatory practices be adhered to by students of the program, contracted Field Placements Agencies, their Staff and personnel as they work together during students’ Practicum tenure.

Examples of such Laws that govern equal opportunity practice adhered to by the University *and* by the Social Work Program at ORU are as follows:

- The Civil Rights Act of 1964 (Titles VI and VII)
- The Age Discrimination in Employment Act of 1967
- The Educational Amendments of 1972 (Title IX)
- The Americans with Disabilities Act of 1990
- Sexual Harassment Laws (Contained under the jurisdiction of the Equal Opportunity Commission)

More on these Laws and other Standards of Conduct can be found in the Appendix section of this *Manual*.

SECTION TWO

The following excerpts are taken from the *Educational Policy and Accreditation Standards (EPAS)* as set forth by the *Council on Social Work Education (CSWE)*.

Excerpts from the Preamble to the EPAS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote 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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

(Taken from EPAS 2008—Council on Social Work Education)

SECTION THREE

SOCIAL WORK CORE VALUES

In order to accomplish life's tasks, the alleviation of distress, the realization of aspirations and values in relation to the self, the rights of others and to social justice for all people, social workers believe people should have equal access to:

- resources they need for optimal living;
- services they need to accomplish life goals;
- opportunities they need for advancement and success in life.

The following prescripts guide professional Social Workers in their practice and are manifested throughout every Social Work curriculum:

1. Social worker's professional relationships are built on their regard for individual worth and human dignity; and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.
2. Social workers respect people's right to choose, to contract for services and to participate in the helping process.
3. Social workers contribute to making social institutions more humane and responsive to human needs.

4. Social workers demonstrate respect for, and acceptance of, the unique characteristics of diverse populations.
5. Social workers are responsible for their own ethical conduct, for the quality of their practice and for maintaining continuous growth in the knowledge and skills of their profession.

SECTION FOUR

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS*

A *complete* copy of the NASW Code of Ethics is included in the *Appendix* section of this *Manual*. The following is a summary of that Document.

Overview

The Social Work Code of Ethics stands as *general* ethical guidelines, or rules, for members of the Social Work profession to follow in their daily activities as Social Work practitioners. Additionally, it represents standards of behaviors for social workers in their professional relationships and conduct with colleagues, employers, other professionals, clients and communities.

It is *not the intent of the Code of Ethics* to provide a set of rules that prescribe *how* social workers should behave in *all* situations but rather to provide a set of values, principles, and standards that can be used to *guide* ethical decision-making and conduct when ethical issues arise.

The NASW Code of Ethics is relevant to Social Work practitioners, and Social Work students, regardless of the setting in which they are employed or serving as social work interns, their function in these settings, or the populations they serve.

The Preamble

The *primary* mission of Social Work is to enhance the well-being of all people, with particular emphasis placed on empowering those who are vulnerable, at risk, maltreated, oppressed, and/or are poverty-stricken. It is rooted in the core values, principles and ethical standards that give the profession its foundation, unique purpose and perspective.

Social Work strives to promote social justice and social change on behalf of a variety of clientele at all levels (e.g., *micro level* – individuals, families, peers; *mezzo level* – groups, school system, neighborhood, or communities; and *macro level* – social policies, societal attitudes and values).

Sections of the Code:

The NASW Code of Ethics consists of the following *four Sections*:

1. Section 1 (The Preamble) summarizes the mission of the social work profession and its core values.
2. Section 2 (Purpose of the Code) provides an overview of the Code's main functions and guidelines that may be used to resolve ethical dilemmas.
3. Section 3 (Ethical Principles) outlines the fundamental principles of social work that are based on its core values.
4. Section 4 (Ethical Standards) outlines specific standards to use as a basis for the adjudication of issues of misconduct for members who have allegedly deviated from standards expressed or implied in the code.

Purposes of the Code of Ethics:

The NASW Code of Ethics serves *six purposes*. These purposes are to:

1. identify core values on which social work's mission is based.
2. summarize broad ethical principles of the profession's core values.
3. enable social workers to identify relevant considerations when professional obligations, or conflicts, arise.
4. provide ethical standards for the general public to hold the profession accountable.
5. socialize new social work practitioners to the mission of social work, social work values, ethical principles and ethical standards.
6. delineate standards by which the profession can assess and adjudicate complaints of unethical behaviors that have allegedly been committed by its members.

Foundation of the Profession

The *foundation of Social Work is built on its core* values and Ethical Principles. These include, but are not limited to:

1. Service
2. Social Justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

Ethical Principles:

1. **Service** (*Ethical Principle: Social worker's primary goal is to help people who are in need and to address social problems.*)
2. **Dignity and Worth of the Person** (*Ethical Principle: Social workers respect the inherent dignity and worth of the person.*)
3. **Social Justice** (*Ethical Principle: Social workers challenge social injustice, particularly on the behalf of vulnerable and oppressed individuals and groups of individuals.*)
4. **Importance of Human Relationships** (*Ethical Principle: Social workers recognize the central importance of human relationships and understand that the relationships between and among people are an important vehicle for change.*)
5. **Integrity** (*Ethical Principle: Social workers behave in a trustworthy manner; are continually aware of the profession's mission, values and ethical principles; are honest and responsible; and practice in a manner that is consistent with this principle.*)
6. **Competence** (*Ethical Principle: Social workers practice within their areas of expertise and continually work to develop their professional expertise and competency.*)

Ethical Standards:

Ethical **standards** (concerns) are relevant to the day to day professional activities of social workers. Some of the concerns addressed by the Code of Ethics are Social workers' ethical responsibilities to – *clients, colleagues, the practice setting, social workers as professionals, the social work profession, and to the*

broader society. A summary of the above mentioned ethical responsibilities (standards) are outlined in the discussions that follow:

1. Social worker's ethical responsibility *to clients*:

- Commitment to clients' well-being. Respect for, and commitment to, clients' right to self determination.
- Informed consent (e.g., making sure clients understand their rights and are in agreement with the services they are receiving).
- Competence (e.g., social workers should represent themselves within the boundaries, or limits, of their education, training, and other areas of expertise).
- Cultural diversity (e.g., understanding the nature of social diversity and oppression with respect to ethnicity, color, sex, sexual orientation, age, marital status and mental or physical ability).
- Conflict of interest (e.g., being alert to conflicts of interest that might interfere with exercising professional discretion and the use of professional judgment in decision-making).
- Privacy and confidentiality (e.g., soliciting only that information from clients that is essential to providing services and only releasing information that is essential to clients' well-being).
- Access to records (e.g., providing clients with reasonable access to their records while taking precaution to protect the confidentiality of others that might be discussed in the records).
- Sexual relations (e.g., not engaging – under any circumstances – in sexual contact with current clients, clients' relatives or other individuals with whom clients have close contacts/relationships – regardless of whether such contacts/relationships are consensual or forced).
- Physical contact (e.g., not engaging in contact with clients when the possibility of harm may occur – as in the case of cradling [inappropriately touching] or caressing).
- Sexual harassment (e.g., making sexual advances toward clients – physical, verbal or non-verbal).
- Derogatory language (e.g., in written or verbal communication to clients and/or in their physical presence).
- Payment for services (e.g., ensuring fees for services are reasonable, fair, and commensurate with services performed).
- Termination of services (e.g., terminating services and professional relationships with clients when it is determined those services are no longer needed, or required).

2. Social worker's ethical responsibility *to colleagues*:

- Respect (i.e., avoiding unwarranted negative criticisms, such as demeaning comments that refer to colleagues' level of competency or to individual attributes such as race, national origin, sex, or other personality characteristics or status).
- Confidentiality (e.g., respecting confidential information shared by colleagues in the course of professional relationships and transactions).
- Interdisciplinary collaborations (e.g., working together with team members in decision-making that involves and affects the well-being of clients).
- Disputes that involve colleagues (e.g., not taking advantage of disputes between social worker and colleague as an opportunity for personal gain).
- Consultation (e.g., seeking advise only from colleagues who have demonstrated knowledge, expertise and competency in the issues related to the subject which consultation is needed).

- Sexual relations (e.g., not engaging in sexual relationship with students, or co-worker, - if the social worker is in a supervisory or consultant position over the student or co-worker – and not engaging in sexual relationships with colleagues where there may be the potential for any other conflict of interest).
- Sexual harassment (e.g., not engaging in any behaviors such as sexual solicitation, sexual advances, request for sexual favors, verbal comments of a sexual nature with supervisors, supervisees, student interns, or any with any other colleagues).
- Impairment of colleagues (e.g., consulting with colleagues with whom social workers have direct knowledge of the impairment and that it has interfered with colleagues' effectiveness in practice and, when feasible, offering advise and/or remedial assistance to alleviate the problem – and/or taking actions to report the problem to the appropriate sources, if colleagues fail to take steps to correct the impairment).
- Incompetence of colleagues (e.g., consulting with colleagues about their incompetence, when it is feasible or appropriate, and offering assistance to aid them in taking action to correct the problem).
- Unethical conduct (e.g., taking adequate measures to discourage, prevent, expose, and correct ethical conduct demonstrated by colleagues by being familiar with established procedures for handling such complaints).

3. Social workers ethical responsibility *to the practice settings*:

- Supervision and consultation (e.g., having the necessary knowledge and skill to provide appropriate supervision and consultation; setting clear, appropriate and culturally sensitive boundaries; abstaining from engaging in dual or multiple relationships with supervisees, or with consultants, where there is a risk of exploitation or potential harm to either; assessing evaluations respectfully, fairly and impartially; ensuring that continuing education and staff development are made available for all for which they are responsible and that these address current knowledge and emerging developments that are related to social work policies and ethics; working to improve agencies' policies and procedures and the efficiency and effectiveness of services).
- Education and training (e.g., as educators and as trainers – providing information and instructions based only on the most current information and knowledge available in the profession; abstaining from engaging in dual or multiple relationships with supervisees where there is a risk of exploitation or potential harm; evaluating supervisees' evaluation respectfully, fairly and impartially).
- Client records (e.g., taking reasonable steps to ensure – documentation of clients' records is – accurate and recorded in a timely manner; reflective of services rendered; to the extent possible, kept confidential).
- Billings (e.g., establishing and maintaining billing practices that accurately reflect the nature and extent of services provided and by whom the services were rendered).
- Client transfer (e.g., giving careful consideration to clients' needs, and current situations, before agreeing to accept referrals from other colleagues or agencies. This may necessitate discussing with potential clients the nature of their current relationship with colleagues and/or other service agencies and the implication acceptance of clients may have on the relationship of all who are involved).
- Administration (e.g., taking reasonable steps to ensure that – adequate agency, or organizational, resources are available to provide appropriate staff and supervision; the working, environment, for which they are responsible, is consistent and in compliance with, the NASW Code of Ethics; adequate resources to meet clients' needs are available for their agencies; providing or arranging for continuing education and staff development for all staff for whom they are responsible; working to improve agencies' policies and procedures and the efficiency and effectiveness of services provided to clients; advocating for resource allocation procedures that are open, fair and non-discriminatory to all clients).

- Continuing education and staff development (e.g., as administrators and supervisors – ensuring that continuing education and staff development are made available for all staff for which they are responsible and that these address current knowledge and emerging developments that are related to social work policies and ethics).
 - Commitment to employers (e.g., working to improve agencies’ policies and procedures and the efficiency and effectiveness of services; taking steps to ensure employers are aware of ethical guidelines as set forth in the NASW Code of Ethics and their implications for social work practice; taking reasonable steps to not allow organization’s policies, procedures, regulations or administrative orders interfere with the ethical practice of social work; working to eliminate discrimination in the workplace, in work assignments and in employment policies and practices; accepting employment or arranging field placements only in organizations where fair personnel practices are exercised; being diligent stewards of employing agencies’ resources – conserving funds and services wisely, where appropriate, and not misappropriating or using them for purposes for which they are not intended).
4. Social worker’s ethical responsibility *as professional*:
- Competence (e.g., accepting responsibility or employment only on the basis of existing competence or the intention to acquire competence necessary to retain the employment; striving to become and remain proficient in professional practice and in the performance of professional function by critically examining and keeping current with emerging knowledge that is relevant to social work; basing social work practice on recognized knowledge, including empirically-based knowledge that are relevant to social work practice and social work ethics).
 - Discrimination (e.g., refraining from practicing, condoning, facilitating, or collaborating with any form of discrimination).
 - Private conduct (e.g., allowing private life to interfere with the ability to fulfill professional responsibilities).
 - Dishonesty, fraud and deception (e.g., not participating in, condoning or associating with dishonesty, fraud or deception of any type or kind).
 - Impairment (e.g., not allowing personal problems – psychosocial distresses, legal problems, substance abuse, or mental health – interfere, or jeopardize, the best interest or the professional judgment, performance or responsibilities to those with whom they are responsible and taking immediate actions to remedy such problems, if or as needed).
 - Misrepresentation (e.g., accurately representing organizations, when speaking on their behalf; claiming only professional credentials actually owned and taking steps to correct any inaccuracies or misinterpretations by others regarding ownership of credentials not owned; making clear distinctions between statements made and action engaged in as private individuals and as representatives of the social work profession).
 - Solicitation (e.g., avoiding engaging in uninvited solicitations, testimonials and/or endorsements from clients, potential clients, or from other persons, who, because of their particular circumstances are vulnerable to undue influence, manipulation or influence e).
 - Acknowledging credit (e.g., honestly acknowledging work and/or contributions made by others and avoiding taking credit – including authorship credit – for work not performed or contributed).
5. Social work’s ethical responsibility *to the social work profession*:
- Integrity of the profession (e.g., working toward maintaining and promoting high practice standards; upholding and advancing the values, ethics, knowledge and mission of the profession through appropriate study, research, active discussions and responsible criticism; contributing time and professional expertise to activities that promote respect for the value, integrity and competence of

the profession in areas such as teaching environments, research, consultations, environments where policies are formed, debated and legislated; contributing to the knowledge base of social work; seeking to contribute to social work professional literature; sharing knowledge at professional meetings and conferences; taking action to prevent the unauthorized and unqualified practice of social work).

- Evaluation and research (e.g., monitoring and evaluating policies, implementation of programs and practice interventions; critically examining and keeping current with emerging knowledge that is relevant to social work; utilizing evaluation and research evidence in professional practice; following ethical guidelines when practicing social work research; educating self, students and colleagues about responsible research practices).

6. Social worker's ethical responsibility *to the broader society*:

- Social welfare (e.g., promoting the general welfare of society – on the local and global levels – and the development of people, communities, and environments; advocating for living conditions that are conducive to the fulfillment of basic human needs; promoting social, economic, political and cultural values and institutions that are compatible with the realization of social justice).
- Public participation (e.g., facilitating informed participation by the public in shaping social policies and institutions).
- Public emergencies (e.g., in case of public emergencies, providing appropriate professional services to the greatest extent possible).
- Social and political actions (e.g., engaging in social action that seeks to ensure that all persons have access to those resources, employment, services and opportunities required to meet their basic human needs and development; being aware of the impact the political arena has on social work practice and advocating for changes in policies and legislation that will improve social and human conditions; promoting conditions that encourage respect for cultural diversity and the rights, equality and social justice for all people within the United States and globally; promoting policies and practices that demonstrate respect for differences among people).

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SECTION FIVE

SOCIAL WORK ARTICULATION AGREEMENT

Students who complete the Associate of Science (AS) Degree in Human Services from Tulsa Community College (TCC) satisfy most of ORU's General Education Course requirements, as well as some of the curriculum prerequisites required before entering the Social Work Program at ORU.

Students who transfer in from TCC with the AS Degree should be able to complete the BSW Degree at ORU within two and one half years, or less.

SECTION SIX

OVERVIEW OF *THE SOCIAL WORK PROGRAM*

Location

The Social Work Program is located in the Behavioral Sciences Department on the second floor of the Graduate Center. The Department offers three undergraduate Degrees – a BSW Degree in Social Work, a Bachelor Degree in Psychology, and Minors in Social Justice and Sociology.

Dr. Randy Feller is the Chairperson of the Department, and Sandy Turnbow is the Departmental Secretary.

The Social Work Faculty

The Social Work *Faculty* is comprised of three well-qualified person, each with a minimum of a Masters Degree in Social Work and a minimum of 15 to 30 years of teaching and on-the-job experiences in the Social Work profession. The Director of the program is Lanny Endicott (University of Missouri), and the two other faculty are R. Chené Tucker (University of Oklahoma) and Robert Kiel, (Marywood College).

Accreditation Status and Benefits to Students

Accreditation gives programs status and recognition within their profession, their University community and local communities.

As mentioned earlier, The Educational Policy and Accreditation Standards set forth the basic requirements for *educators* and *education* to follow in the employment of their work and also allows for Flexibility in Curriculum development so that Programs can remain within areas that are relevant to their Institutions' goals and objectives.

The Social Work *Program* at ORU is a professional degree program that has been accredited by CSWE, without interruption, for 29 years. This means it has continually met all requirements necessary, to prepare students for entry-level generalist Social Work practice and the opportunity to apply for the Bachelors of Social Work Licensure in states that offer this license. It also places them in the position to apply to the one year Advance Standing Program for the MSW Degree at Oklahoma State University and apply to any other Graduate School in the United States providing these programs are CSWE accredited and offer this Credential.

Application Policies (two-stage)

First Stage: Applying for social work major

1. Complete SWK 202 – Introduction to Social Work
2. Submit a completed application form to the program director
3. Be interviewed by a faculty member in the Program
4. Have a current accumulative GPA of at least 2.00

5. Sign a statement to follow the NASW Code of Ethics.

A committee made up of social work faculty will determine the student's admission into the program. Once you are in the program you will be assigned a faculty member to be your advisor throughout your social work education at ORU.

Second Stage: Applying for senior practicum

1. Be senior status
2. Complete prerequisites for eligibility to participate in the senior practicum: SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II
3. Be interviewed by Field Coordinator regarding field placement preferences and practicum fit
4. Be approved by the faculty to proceed with the senior practicum.

Continuation in the Program

Continuation in the program is based on the student's maintenance of the 2.00 GPA average in social work courses and ethical conduct necessary for professional social work practice. Courses taken in the core curriculum must have a "C" or better grade to be counted for social work credit. These courses include all major and cognate courses including cognates Biology (BIO 101), Statistics (MAT 232), and Economics (BUS 101) from general education (See the *Degree Plan Sheet*). If the student's performance falls below the standards for program continuation, then termination procedures may be considered. However, every effort is made to work with a student in this situation by providing advisement, referral for remedial assistance, and/or referral for medical or mental health treatment if appropriate.

Student Rights and Responsibilities

1. Students have the right to be treated in all aspects of the Social Work Program without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, and religion.
2. Students have the right to form their own organization.
3. Students have the right to express grievance and make appeal within the Social Work Program.
4. Students have the responsibility to pursue excellence in their academic and social work career development.
5. Students have the responsibility to act ethically and follow the NASW Code of Ethics.
6. Students have the responsibility to behave professionally as beginning social workers.
7. Students have the right and responsibility to provide input into evaluating and planning program policies and curriculum.

Opportunities for Student Participation

Activities related to the major are made available for student participation. Students are made aware of these activities and are encouraged by the Social Work Faculty to participate. Some of these activities include:

The ORU Social Work Club – The Oral Roberts University Social Work Club has been part of ORU's line-up of on-campus Clubs for approximately 20 years. Three purposes for the Club's existence that stands out most are: (1) to enlighten students concerning the opportunities available to them in the field of Social Work (2) to enhance the socialization, relationship, communication and cohesiveness of Social Work

students on campus and (3) to provide a means for Social Work students to hear from Alumni who occasionally return as guest speakers at some of the club meetings.

Guest speakers from other Agencies and Organizations (e.g., Child Welfare, Law Enforcement, Mental Health, etc.) are also invited to meetings to share with the group. This further serves to assist students to better understand the connectedness of Social Work to other kinds of services that are available in the community and to see the importance of networking to the Social Work profession.

The Club reorganizes each year with new officers elected by the membership body. Club officers and members generally range from freshman to senior Social Work students. The Club involves itself in a variety of activities during the school year. Some of these have included: serving meals to indigent populations at various holidays throughout the year; sponsoring two or more needy children at Christmas; helping in various relief efforts as they arise; working together with the ORU Community Outreach Program to collect and distribute canned goods to families on Halloween; and at Christmas, assisting with wrapping and distributing gifts that have been donated by the community to families who are in need.

Club members in good-standing and Club Officers are eligible to receive extra credit that they may apply to any Social Work class, or to any other class in the Behavioral Sciences Department, at the end of the semester.

Club officers serve on the **Advisory Board**, a group formulated to review policy and curriculum matters that are related to the Social Work Program.

A Social Work Faculty person serves as advisor to the Club.

Title IV-E Child Welfare Project – The Title IV-E is a program administered by The University of Oklahoma through the Department of Human Services (DHS). Students are eligible to apply to this program as they enter their junior year. They are interviewed by a representative from DHS and, if accepted as a participant, a contract is signed between them and DHS from one to three years. An educational allowance is paid by DHS to students throughout their junior and senior years in exchange for one to three years of employment in Child Welfare offices in the state of Oklahoma after graduation. The University of Oklahoma, Southwestern State University, East Central University and Northeastern University are other Institutions that participate in the Title IV-E Program.

Service Learning – The ORU Social Work Program provides a strong application of service learning principles that begin with teaching and learning in the classroom and continues to the application of this learning and training in the community. This effort is coordinated by the Social Work Faculty together with other departments within the University. Junior and Senior Practicum students are engaged in such activities as administering and operating a neighborhood resource center (under the supervision of Social Work Faculty), after school tutoring and reading programs, (coordinated with schools and local libraries), remedial computer training for residents, and the Impact Development Program (*adapted from the Character First Development Manual*).

Russia Missions – Some students have accompanied the Program Director, Dr. Lanny Endicott, on mission trips to Russia. These trips have mostly involved working with teen-age orphanages and conducting summer and winter camps. Other opportunities include participating with Dr. Endicott and Russian social work students in a joint summer class together at the Russian American Institute in Moscow.

Mission of the Social Work Program

The *mission* of the Social Work Program is to prepare students with a strong Christian grounding as they enter a variety of work settings at the Bachelor level or as they enter into a continued education program at the Graduate level.

Goals of the Social Work Program

The goals of the Social Work Program are to prepare student with:

1. a strong grounding in Christian faith and the academic skills and knowledge needed for entrance into entry-level generalist social work practice;
2. skills required for entrance into a social work environment or into graduate school education;
3. knowledge and skills needed to apply for licensure on the BSW level in states where that license is offered.

ORU Social Work Program Core Competencies and Associated Behaviors

1. Identify as a professional social worker and conduct oneself accordingly
Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation
2. Apply social work ethical principles to guide professional practice
Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions
3. Apply critical thinking to inform and communicate professional judgments
Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication
4. Engage diversity and difference in practice
Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants
5. Advance human rights and social and economic justice
Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice
6. Engage in research-informed practice and practice-informed research
Associated behaviors: apply research to inform practice and practice to inform research
7. Apply knowledge of human behavior and the social environment
Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action
9. Respond to contexts that shape practice
Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels

11. Integrate a personal Christian World View with professional social work values and ethics
Associated behaviors: integrate Christian World View with social work values and professional ethics;
appreciate spiritual diversity

Design and Structure of the Social Work Curriculum

The Social Work Major *Curriculum* is designed for students to build on knowledge and skills learned at the General Education Level. Students are expected to utilize these skills and knowledge as they move forward into the more specialized and intense courses that are required for the Major.

Each student in the major is assigned a Faculty advisor to counsel him or her in the development of class schedules. Advisors counsel advisees to take classes in the sequential order, as outlined on the Degree Plan Sheet (See insert in this *Manuel*) and to seek counsel at any point as they matriculate through the program.

The social work *curriculum* for generalist Social Work education is comprised of the following nine professional foundation areas:

1. Social Work Values and Ethics
2. Diversity
3. Promoting Social and Economic Justice
4. Populations at Risk
5. Human Behavior and the Social Environment
6. Social Welfare Policy and Services
7. Research
8. Practice
9. Practicum

BEHAVIORAL SCIENCES - B.S.W. SOCIAL WORK

2010-2011

General Education Requirements--61 Hours

___ Whole Person Assessment GEN 099 (0)	___ Biblical Literature 110 (3)	___ U.S. History 101 (3)
___ COMP 102, COMP 303 (6)	___ Biblical Literature 120 (3)	___ American Government 10
___ Humanities 101 (3) HUM Elec (9)	___ Theology 103 (3)	___ Oral Communication 101 (3)
___ Foreign Language 102 (5)	___ Business 201 (3)	___ Health Fitness I* (1)
___ Foreign Language 203 (3)	___ Biology 101 with Lab (4)	___ Health Fitness II* (1)
___ Mathematics 232-Statistics (3)	___ Laboratory Science (4)	___ Swimming Proficiency (0)

*After completing HPE I and II, Full time students must take an HPE activity course every semester. It is recommended the activity course be taken for a full credit unless enrolled in 18 hours or more

+Humanities Sequence and Electives

HUM 101	3	F	Humanitas
Humanities (Choice of one of the following):			
HUM 222, 233, 244, 301, 333			
Humanities (Choice of two of the following):			
HUM 222, 233, 244, 301, 333, 250, 255, 260, 270			
ART 103, ART 104, MUS 300, DRAM 215, COMP 101			

BEHAVIORAL SCIENCES - SOCIAL WORK - MAJOR COURSE WORK--50 HOURS

Semester Sequence	Course Code	Credit Hours	When Offered	Course Title
Required Courses				
1	SWK 202	3	F,S	Introduction to Social Work
5	SWK 302	3	F	Research Methods
6	SWK 303	3	S	Social Welfare Policy
5	SWK 309	3	F	Human Behavior in the Social Environment I
6	SWK 310	3	S	Human Behavior in the Social Environment II
5	SWK 331	3	F	Social Work Practice I
5	SWK 332	3	F	Social Work Practice II
6	SWK 333	3	S	Social Work Practice III
5	SWK 341	2	F	Junior Practicum I
6	SWK 342	2	S	Junior Practicum II
7	SWK 404	2	F	Social Work Practice IV
8	SWK 405	2	S	Senior Seminar
6	SWK 420	3	S	Minority Group Relations
7 or 8	SWK 443	6	F,S	Senior Practicum I
7 or 8	SWK 444	6	F,S	Senior Practicum II
7 or 8	SWK 499	3	F,S	Senior Paper

Required Cognate Courses

2	SOC 101	3	F,S	Introduction to Sociology
3	PSY 201	3	F,S	Principles of Psychology
8		3	F,S	PSY/SOC/SWK Elective

Required Cognate courses also include the general education courses BIO 101, BUS 201, and MAT 232.

These courses as well as the major courses require a grade of C or higher.

The Social Work elective SWK 381 Child Welfare is required for students accepted into the Title IV-E Child Welfare Program.

61 General Education Hours

50 Social Work Major Hours

9 Cognate Hours

8 Elective Hours

128 Total

Legend

F = Fall

S = Spring

SECTION SEVEN

OVERVIEW OF THE PRACTICUM

Benefit of Student Interns to Social Services Agencies and Organizations

Although social services agencies and organizations rarely receive financial incentives from having social work interns as part of their staff, they gain benefits that go far beyond those profited through financial means. A few of these benefits might be;

1. Students who are still in the process of training can bring stimulating and enriching ideas fresh from the classroom to the staff and to the placement site;
2. Student interns can serve as a “second hand” to an overloaded, overburdened staff – thereby, leaving time for the employed staff to focus more on their clientele and more time to work on other projects;
3. Student interns allow social work supervisors the opportunity to utilize their teaching and practice skills in productive ways and gain gratification from having contributed to the learning skills and competency development of future professional social workers;
4. Because social services agencies and organizations have already spent time getting to know students during their internship, may need to invest less time and cost to screen, orient and evaluate them as potential employees – should a position become available in the future and former interns apply for that position;
5. Social services agencies and organizations who accept student interns can benefit by knowing they will have a pool of future social workers in the community that are knowledgeable about their services and will refer clients to me for services in the future.

Purpose of the Practicum

The Practicum serves many *purposes* for ORU students. Some of these purposes, in particular, are:

1. It allows students the opportunity to “test” professional social work values, skills, theories and practice modalities in concrete situations;
2. It provides students with an arena to evaluate their strengths and weaknesses and become better prepared to make the decision as to whether or not social work is the best choice of a profession for them. (*This is important for all students but is especially meaningful and important for Junior Practicum students who are early in the process of pondering this question*);
3. It allows students the opportunity to observe other professionals and learn from their actions;
4. It provides students with an environment by which students can become socialized into the professional subculture;
5. It is particularly helpful in providing students with the opportunity to examine and apply material taught in the foundation classes of Human Behavior, Social Policy, Research and Social Work Practice;
6. The Practicum also meets the University’s mission of “...graduating a whole and integrated person...” in that the diversity of the settings serve as an environment where students may sensitize all elements of classroom learning (including the spiritual aspect) into wholeness. This can, in turn, result in a well rounded, reflective and self-evaluating person and a more competent student and future professional social worker.

Goals and Objectives of the Practicum

Some of the goals and objectives of the Practicum are to prepare students to:

1. begin the process of developing their own style of practice;
2. learn how to work effectively with diverse clientele;
3. learn to function within a context that offers diverse services and opportunities for learning;
4. integrate and apply theoretical orientation, training and learning that is unique to social work practice;
5. experience and understand the dynamics of teamwork;
6. identify and make assessments of the various issues presented by client systems and, based on those assessments, work together with client systems toward problem resolution;
7. meet and establish rapport with client systems from various cultures, ethnic groups and socio-economic backgrounds and with those who present with various needs and dispositions;
8. function successfully as change agents within a multi-disciplinary context;
9. develop an appreciation for other professionals with whom Social Workers interact daily;
10. gain an appreciation for professionals from other disciplines who are also involved in the change process;
11. learn of the importance of competencies and engage the process of becoming a competent social worker.

Structure of the Practicum

The Practicum Courses

Students are required to complete three semesters of Practicum experience at ORU. This consists of two semesters (concurrent placements) at the Junior Level and one semester (block placement) at the Senior Level.

Diagrammatically, this proceeds as is shown in the char below:

<i>Courses</i>	<i>Hours in Practicum</i>	<i>Total Hours Required for Semester</i>
Junior Practicum I (Fall Semester)	5 hours per week/15 weeks	70 hours
Junior Practicum II Spring Semester)	5 hours per week/15 weeks	70 hours
Sr. Practicum I/II Spring and/or Fall)*	32 hours per week/15 weeks	480 hours
Sr. Practicum I/II (Summer)**	40 hours per week/12 weeks	480 hours

*Senior Practicum is a *combined course* and is offered during the fall, spring and summer semesters. In order to receive full benefit from the Practicum experience, students should be prepared to enroll in Senior Practicum I and Senior Practicum II simultaneously. On *rare occasions* students are given special permission to “split” the practicum by enrolling in Practicum I during the Fall Semester and Practicum II during the Spring Semester. However, Practicum I and Practicum II should be completed within the same academic school year. Approval must be gained from the Field Director or from the Director of the Social Work Program *before* enrolling in the course.

** Students who wish to enroll in Summer Session of Senior Practicum I and Senior Practicum II may do so only after receiving *prior approval* from the Department Chair.

Goals of the Practicum Courses

Junior Practicum I (SWK 341): This first Practicum is a “get the feet wet” experience. The *goals* mainly are to allow students the opportunity to assess their aptitude for the profession and examine their strengths and weaknesses for the field of social work. The Integrative Seminar (discussed later in this *Manual*) is an additional benefit in that it serves as an environment where students are able to process field experiences with their peers in a classroom setting and receive immediate feedback from them and from the Professor. This is a *concurrent* placement and requires students to spend a total of 70 clock hours in field settings for the semester, under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

Junior Practicum II (SWK 342): The *goals* of the practicum are similar to those for Junior Practicum I. In this Practicum students are continuing to evaluate their strengths and weaknesses and their aptitude for the profession. They usually remain in the same Practicum setting as the previous semester, unless it is felt students have exhausted all learning this setting has to offer. This is also a *concurrent* placement for students and requires them to spend a total of 70 clock hours in field settings for the semester, also under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

Senior Practicum (I and II): This is the final and *major* field experience for students. At this level students are expected to have fully examined their career goals and have made the decision that social work is the career they will pursue. Whereas Junior Practicum I and Junior Practicum II have been “get the feet we” and assessment experiences, in Senior Practicum, under the supervision of an MSW staff person, students are fully submerged into the social work experience and are expected to be prepared to meet the demands of a more intense and rigorous work environment. They follow the job description and roles similar to those of professionals that are employed by the placement setting. The *major goal* of this Practicum is to complete the process of graduating a student who is fully integrated and fully prepared for entry-level generalist social practice or for entrance into graduate school. This is a *block* placement (as opposed to the *concurrent* placement that is reserved for junior students) and requires students to spend a total of 480 *clock hours* in field settings for the semester and 15 hours in-the-class meetings. Students engage the process of becoming a competent social work practitioner.

The Integrative Seminar meets on Fridays of each week for one hour. It provides an open forum for students to discuss their field experiences and gives them an opportunity to integrate field experiences with classroom learning. Confidentiality is stressed and practiced and legal and ethical issues are discussed as they arise. Values and ethical dilemmas are processed and personal issues are present and discussed. Free expression of experiences, thoughts and ideas are welcomed and encouraged during these meetings.

Field Assignments and Other Responsibilities

The Learning Plan (Action Plan for addressing competencies)– Required for all Practicum students)

Students' Learning Plan is a contract between them and the Professor and delineates what they *commit to learn and/or achieve* during the course of the semester. The contract is written in realistic, measurable and achievable terms, i.e., given the time allotted for completion during the semester.

Development of this contract should involve students and their supervisors in order to ensure:

- a. the integrity of the practicum experience is not compromised;
- b. placement agencies can provide the means (e.g., resources) for students to meet the conditions of their contracts.

Students are required to finalize and submit their contract (goals and Objectives) to the Field Instructor and to the Professor around the third week of the semester.

The Process Recording (for Senior students only):

*The Process Recording is a *verbatim* narration of a *face-to-face* contact between a student and a client. It is an excellent teaching tool that enables the student to:

1. identify strengths and weaknesses;
2. “sharpen up” interviewing skills;
3. improve verbal expressions and communication;
4. improve self-awareness;
5. develop diagnostic skills.

The Process recording *required for this assignment* should consist of four (4) columns that should be used as follows:

1. Column I (Supervisor's Comments) ----This column is *left blank* and is reserved for *feedback from the student's field instructor*.
2. Column II (Dialogue Column) ----- This column contains *the verbatim*, i.e., the actual *conversation that transpired between the student and the client*.
3. Column III (Gut-Level Column) ----- This column is used for the *student to be aware of his, or her, feelings at all times during the conversation* and to record these feelings (This may be referred to as the *student's observation of what he or she is “doing” during the interview*).
4. Column IV (Clinical Analysis Column) --- In this column the *focus is on the client, i.e., what he or she is communicating (verbally and non-verbally)*.

Columns III and IV forces the student to keep his or her mind and feelings separate from those of the client and make a professional judgment that is based on the client's nuances and other verbal and non-verbal thoughts, feelings and behaviors observed and demonstrated during the interview.

This assignment is required for Senior Practicum students only and is to be completed and processed by the student's supervisor early in the semester.

Students are asked to make sure their supervisor receives this assignment early enough for processing and submit an identical copy to the Field Director on the date as indicated on the Course Calendar.

Supervisors are asked to inquire of students about this assignment if they have not received it by the 6th week of the semester.

***Additional explanation of the Process Recording assignment can be found in the Appendix Section of the *Manual*.**

Field Project (for Seniors only):

Senior Practicum students are required to complete a *field project for the Placement agency* by the end of each semester. This assignment is used as a way of showing appreciation to each respective placement site for having hosted them. The project chosen should be one that is:

1. consistent with students' level of training and competency;
2. beneficial to the needs of the placement agency;
3. time-limited (i.e., one that can be completed by the end of each semester).

Field supervisors are requested to *meet with students early in the semester* to choose the project and monitor its progress through completion.

Field Seminar/Workshop for Seniors only):

Each student is required to attend *at least one* local NASW meeting and one workshop/seminar during the semester.

The seminar/workshop should be:

1. related to the population served and/or services provided by the placement site,
2. scheduled during students' scheduled practicum hours – if possible.

Practicum supervisors are asked to work with students toward locating an appropriate seminar/workshop and allow them time off to attend these seminars/workshops.

In order to meet the requirements for this assignment, students will need to present verification of attendance to their Supervisors and request this be signed. Hours for attendance may then be entered on The Time Records and claimed as Practicum hours. This assignment will be discussed (along with all other field assignment) at the time the Field Director meets with the student and his or her supervisor at the end of each semester for the final evaluation.

Time Records (Required for all students):

Students are required to keep an *accurate account* of time spent in the field. Time Record used for this purpose must be completed and returned to the Field Director at mid-term and at the end of the semester.

Time Records with hours that are “questionable” (e.g., crossed out, and written over, scratched-out, or any other changes) *will not be accepted and students will not receive credit for those hours.*

Time Records must be signed by the student and by the Practicum Supervisor (or a designated and approved person) in order to receive credit.

Practicum Days and Hours (Junior and Senior Practicum Students):

Senior Practicum students enroll in block placement. This means they are expected to spend the majority of their time in their respective placements during the week. The usual schedule is Mondays through Thursdays for eight (8) hours per day; 32 hours per week; 15 weeks per semester; for a total of 480 clock hours the semester.

Junior students engage in a *concurrent* placement and are required to spend a total of 70 clock hours in field settings for the semester, under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

The Field Director is cognizant of the fact that students and placement sites might need to make adjustments in days and number of hours per day, due to scheduling conflicts. Students and supervisors are asked to work together to determine what will work best for all concerned.

Hours, days and time should be discussed and decided at the time of the initial interview.

Weekly Supervision (Junior and Senior Practicum Students):

The practicum instructor/student relationship is an essential element of the Practicum and to the educational process and should be one that is built on mutual respect, dignity and integrity. Development of this kind of relationship between students and field supervisors is prerequisite to successfully completing the many tasks that are dictated by the educational objectives for the Social Work Major. A *minimum* of one (1) hour per week of *face-to-face supervision* between students and their Practicum supervisors is one of the building blocks that is essential to building this kind of relationship.

Supervisory conferences should be scheduled at the beginning of the internship and adhered to throughout the semester. These times could be used in any way that is termed by students and their supervisors to be suitable for learning, e.g., to review and assess progress students are making on their learning plan, for case reviews, to resolve conflicts, or for celebrations.

The Field Director should be notified right away if students’ supervision is changed to another person or if students’ responsibilities are altered from what is stated on the Agency Acceptance Form.

Modified Practicums (for Senior Practicum students only)

Because *Senior I and Senior II are taken as one class*, care was taken to see that the consistency of learning was considered when the structure of the course was developed. Therefore, it is *rare that authorization is given to students to “split” the Practicum – i.e., to take Senior Practicum I at one semester and Senior Practicum II at another semester.*

However, request by students to “split” the class are considered under extenuating circumstances and on occasion is honored. For the benefit of learning and to retain the integrity of the class, the two Practicum should be taken back to back.

Students who request to “split” the Practicum must receive permission from the Program Director and the Field Director before registering for the class.

International and Out-of-State Practicum Placements

Considerations for out-of-state and out-of-country Practicum placement are open to Senior Practicum students only.

Normally, an out-of-state or out-of-country (International) Practicum placement is not authorized but is considered, if it is determined this kind of Placement would best meet the student’s needs and would enhance his or her career opportunities in the future. Assessment of the need is made by the Field Director, with the final decision made by the Program Director.

Should the request be granted, ***the student must begin dialoguing with the Field Director at least six (6) months in advance of the anticipated beginning date of the Placement. Failure to meet this time frame may result in denial of the request.***

The student must submit the following to the Field Director:

1. A. completed application (See the Appendix Section of this *Manuel*) requesting the “why” of this placement – versus one in the immediate area?
2. Proof of liability coverage;
3. Proof of legal guardian’s approval (if student is under the age of majority or if the guardian is his or her main source of financial/educational support).

Practicum Files

Practicum Agencies (Social Work Program)

The Social Work Program retains an open file on all *active* Practicum Agencies. These files remain open when there are students in placement and for approximately one year afterwards. Because of limited space, they are destroyed after that period time.

Examples of information that might be kept in agency files are:

1. The Agency Agreement/Contract (*Discussed elsewhere in this Manuel*)
2. The student Agency Acceptance Form
3. Brochures from the Placement Agency
4. Contractual working arrangement with the Agency and Program (***If Applicable*** – See complete *Discussion under “Paid Practicums”*).
5. Students Final Evaluation of the Agency.

Student Files (Practicum Agencies)

Practicum Agencies are advised to keep an *active file* on students during their tenure. Files may be destroyed when students complete their internship or they may be retained by the Placement Agency.

Examples of Information that might be kept in students' files are:

1. The Agency Agreement/Contract
2. Students' Agency Acceptance Form;
3. Students' Goals and Objectives;
4. Students; Mid-Term and Final Evaluations Reports;
5. Notes from weekly conference meetings between Field Instructors and student;
6. Students' Process Recording;
7. Contractual working agreement with the Agency/Student and Program (**If Applicable** – See complete discussion below, under “Paid Practicums”)

Paid Practicums

The ORU Social Work Program places the educational value of students above the employment of the student in the agency. While students may benefit from monetary compensations they may receive from working for their placement agency, a conflict of interest could develop between the educational goals of the Program and employee goals of the agency. *For the most part*, agencies are discouraged from offering employment to students during their internship period.

In specific cases when students are offered employment with their placement agency and they accept this offer the following guidelines must be followed:

Students must:

1. *clearly* substantiate the need (in writing) to work at the placement agency (for example, if students need to work in order to support themselves or to help support their families – or other kinds of extenuating circumstances that *prevent them from working after Practicum hours*).
2. present a plan to the Field Director that *clearly* articulates how she or he will be able to meet the educational objectives/requirements of the course while working in the agency;
3. show evidence that the position (job) is consistent with their current level of training;
4. make a specific contractual working arrangement with the agency and Program that spells out the specifics of the working relationship and assurance that the educational goals can be met.

Practicum Agencies should:

1. be willing to make a specific contractual arrangement with both the student *and the* Social Work Program that spells out the specifics of the relationship and assurance that the student's educational goals will be met;
2. show evident that the position (job) is consistent with the students' current level of training;
3. ***show evidence that the employer is allowing students to take part in the liability insurance coverage offered by the agency/organization;***
4. retain a copy of the contractual agreement (signed by the Director, field instructor and the student) *in the student file* that is kept by the agency).

The above discussion does not refer to normal remunerations given to practicum students for expenses they may occur while performing their normal day to day tasks and responsibilities in the agency (e.g., reimbursement for mileage).

It is important for placement sites to know, a student ceases to be eligible for coverage under the malpractice insurance policy (refer to discussion under Professional Liability Insurance) offered to all other Practicum students if he or she accepts employment with his or her placement. In the “eyes” of the insurance carrier, when the student accepts employment with the placement site, his or her status changes from “student” to “employee.” Therefore, the expectation is the employer will offer the same insurance coverage to the student that it offers to all of its employees.

This should be kept in mind by students and placement sites alike – when employment is offered, or accepted.

Travel Requirements

To and From the Placement Site: (Students)

Students are responsible for their own transportation to and from the practicum site and are held responsible for following through with the commitments they make. Any issues they think might occur during their work together should be discussed at the initial interview and so noted on the *Agency Acceptance Form*.

Transporting Clients and Other Agency Travels

Some service *agencies* require all staff to have access to a vehicle for travel (e.g., to and from field appointments, transporting clients, attending Court hearings and required training, etc). Should this policy apply at the Agency where students are placed, a *minimum of the following should be discussed at the initial interview and so noted on the Agency Acceptance Form and in the Student File that is retained at the Agency:*

1. *Students should be asked to show proof of having a valid driver’s license and car insurance.*
2. *Students should be asked to show proof of malpractice insurance coverage (See discussion on Professional Liability Insurance that follows).*
3. *Practicum Agency should discuss with students their guidelines for re-imburement for travel expenses (e.g., amount paid per mile, method of payment, etc).*

Oral Robert University, the Social Work Faculty, or any other person(s) associated with the University or Social Work Program do not assume liability for injuries sustained to students, agency staff/personnel or clients while students are engaged in transporting clients or while conducting any other kind of agency business.

Professional Liability Insurance

All Social Work Practicum students are required to have secured professional liability insurance coverage prior to entering their Field placements. Applications are issued to students in their Junior year and the coverage is renewed through their Senior year of Field. The coverage is insured for a reasonable rate through a reputable insurance carrier for \$1,100,000/1,000,000 malpractice insurance coverage per year. Students are required to show proof of this coverage to the ORU Field Director and to the Placement Agency *prior to* beginning their Practicum.

Liability insurance coverage from this insurance carrier is ***good only within the United States and does not extend to countries outside of the U.S.*** Therefore, students who request, and gain permission for, *International Field Placement* will need to **obtain their own liability coverage and present proof of this coverage to the: Practicum Coordinator and to the Placement Agency prior to their departure.**

Agencies should make note of this discussion in the student's file they keep and on the Agency Acceptance Form that is returned to the Practicum Coordinator.

Holidays

Students will *not* be allowed to claim hours for holidays observed by their placement site unless ORU is also observing that same holiday. Students placed at Practicum sites that observe holidays *not* observed by ORU may need to plan in advance ways to make up those hours missed during the holiday closings.

Agencies are asked to work together with students to assist them in making up hours lost during these closings.

Personal and Sick Leave

It is understandable that there may be times when students will need to be absent from their placements because of illness or to take care of personal matters. It is incumbent upon students to notify their supervisors in a timely manner of such needs – *when possible*. Students are *not allowed to claim sick or personal leave time* on their Time Records and are required to make up this time before the semester ends.

SECTION EIGHT

Selection of the Practicum Participants

The Practicum Agency:

Although the Social Work Program ultimately makes the final determination as to the Practicum site that best meets students' needs, CSWE guidelines and who is best qualified to supervise students, recommendations by current Field Supervisors, placement agencies and their staff are *welcomed and greatly appreciated*.

Oral Roberts University Social Work Program is committed to providing a well-rounded educational experience to students. This commitment begins in the classroom and extends to the selection of appropriate and diverse practicum settings where students can practice. Agencies chosen should be able to offer students the opportunity to apply social work theories, practice modalities, and concepts learned in class to concrete circumstances and situations.

The following delineates the three basis sources used for possible Practicum sites:

1. Prospective agencies and organizations contacts the Program and expresses an interest in working with student interns;
2. The Field Director makes contact with appropriate placement sites and initiates the process;
3. Students seek out placement sites on their own and suggest these be evaluated for possible practicum opportunities.

Practicum sites selected should be willing to meet the following *minimum* standards:

1. Enter into a Social Agency Agreement with The Social Work Program that outlines the responsibilities all involved;
2. Have an MSW on staff person (or one available outside of the agency) that will provide direct supervision to students;
3. Demonstrate they can provide avenues by which students will be exposed to a wide range of Social Work and practical experiences that are suitable to students' level of learning and training;
4. Are willing to release students to receive additional training outside of the agency – if such training will enhance students' learning and the Placement Agency cannot provide such training;
5. Can show evidence of non-discriminatory practices – for example, in staffing, hiring, and in service delivery to clientele;
6. Are willing to work together with the Social Work Program in its effort to provide quality social work training and education to social work interns;
7. Are willing, and able, to provide students with a well-rounded experience in assessment, problem-solving and problem identification on all levels of the systems/ecological framework;
8. Are able to provide students with adequate physical space to work, and meet, with clients and clerical support – when needed.
9. Are willing, and able, to provide overall accommodation that will motivate students to learn;
10. Are sensitive to cultural diversity in the delivery of services and resources to client systems.
11. Are willing and able to help students negotiate action plans for addressing ORU social work program competencies and associated behaviors.

Field Instructors

The *quality* of supervision students receive in Field experience may be more important than the amount of time they spend at the Placement site. The ORU Social Work Program aims to utilize field instructors of the highest quality who share in its goals of developing students into generalist social work practitioners.

The selection of field instructors is guided by the following standards:

1. Masters or Bachelors Degree in Social Work (MSW) from an accredited school of social work;
2. Ability to develop a sensitive, accepting, empathic, and educational relationship with students;
3. Good understanding of social work concepts, theories and practice skills;
4. Ability to be patient and tolerant with mistakes students may make and be able to offer constructive criticisms, when needed;
5. Ability to evaluate student's potential for Social Work practice and provide feedback to students and the Program about their potential;
6. Provide structure and creativity in the practicum environment that will enhance students' motivation for learning;
7. Knowledge of the placement Agency and be willing to involve students in the various aspects of its functioning;
8. Understand how the placement agency functions as a "system" and be able to clearly articulate this to students inters;
9. Willingness to meet with each student for one hour of quality supervision time each week during the semester;
10. Willingness to attend training scheduled for field instructors during the semester;
11. Willingness to meet/coordinate with Field Director for student evaluation during the semester;
12. Willing to prepare all necessary reports required by the Program;
13. Understand and promote the need for Practicum as a vital part of the social work curriculum and work with students from that premise;
14. Model ethical and appropriate behavior and values when in the presence of students;
15. Committed to self improvement and professional growth/development and demonstrate this to students.
16. Are willing and able to help students negotiate action plans for addressing ORU social work program competencies and associated behaviors.

Field Supervisors Meetings and Training

Training for field instructors is usually offered at least one time during the academic school year and serves several purposes. It provides an opportunity for:

1. Field Instructors to visit the University and meet the Social Work Faculty and get acquainted with other Field Instructors who work with students from the Program;
2. learning about new and updated information on the Social Work Program's curriculum, review of the basic principles of field supervision, and other areas that relate to the Practicum experiences;
3. Field Instructors who are new to the Program to learn new and innovative ways to be productive in their work with ORU Social Work students;
4. Networking with peers who are of like ideas and interests.

Use of Agencies without MSW Staff

Normally, only those Agencies that have an MSW staff already in place are selected as placement Agencies. In the event the Agency *does not* have an MSW on staff and *has met* the Criteria used for selection of Field Agencies, (*Discussed in another section of this Manual*), one of the two guidelines listed below is used:

1. The Agency agrees to provide a person *outside* of the agency who has an MSW Degree to meet face-to-face with the student once each week for supervision. In addition, this person will agree to be accessible to the student (directly or indirectly) as needed for consultation – *Or*,
2. The Field Director will be available to meet this guideline.

Contracting

After an Agency has been found suitable for student placement, the contracting procedure is initiated. This consists of the following:

1. The Social Work Program and the Placement Agency enter into a formal agreement by signing the *Social Agency Agreement* (See the Appendix Section of this *Manual*).
2. The field instructor (or another person designated by the agency) completes and signs the *Agency Acceptance Form* (See the Appendix Section of this *Manual*) outlining and duties the student will assume while in placement.

SECTION NINE

Roles, tasks and Responsibilities of the Practicum Participants

A. The Practicum Coordinator:

The Field Director has the responsibility for the overall development, coordination and administration of the Practicum. The responsibilities are many and include, in part, General Responsibilities; Responsibilities to the Social Work Program; Responsibilities to Students and Responsibilities to Field Supervisors and Contract Agencies.

General Responsibilities:

General responsibilities might entail those such as serving as a liaison between students, the University and placement agencies; seeing that the social Work Program is presented properly and professionally within contract agencies; seeing that students receive the training and experiences that are required by CSWE and assist field supervisors in their work with students.

Responsibilities to the Social Work Program:

Some of these responsibilities might include:

1. Representing the University in officially making arrangements with cooperating Practicum Agencies to accept Practicum students for placement.
2. Convening semi-annual meetings with Field Instructors for implementation of Program guidelines, sharing new information and changes – as applicable – clarification of roles and other information that is relevant to the Program;
3. Maintaining a directory of members of the Social Work Advisory Board;
4. Continuous recruitment and maintenance of a Core of appropriate Practicum sites for placement of students;
5. Making on-site visits to Practicum sites as needed to comply with CSWE regulations and guidelines.
6. Continuous evaluation of Agencies and student needs and desire.
7. Based on feedback from student reports, the Field Director's own observation and input from the Social Work Program Director, assessing the need to terminate the use of a Practicum Placement site.
8. Keeping the *Practicum Manual* updated with changes in the Program and other matters that are related to the Practicum.
9. Working to maintain a viable relationship between the Program and Placement Agencies.
10. Demonstrating professional and positive behaviors to Agencies and their personnel.
11. Assisting practicum instructors and supervisors with helping students develop action plans to address social work program competencies and associated behaviors.

Responsibilities to Students:

1. Assisting students in selecting placements that suit their interest and career goals;
2. Working together with students and Agencies in resolving conflicts that may arise;
3. Meeting with students for the Integrated Seminars and helping them process their weekly activities.
4. Grading assignments weekly and providing written feedback to students;
5. Reading and grading students' weekly assignments in a timely manner and providing feedback to them;
6. Assessing the quality of student/field supervisor relationship and making recommendation when needed;
7. Conducting evaluations with students and Field Supervisors each semester;
8. Making sure all paperwork and materials that are relevant to the success of the placement be forwarded to the Placement Agency on schedule;
9. Working to maintain a viable school/agency relationship
10. Demonstrating examples of professional and positive behaviors in their presence.
11. Assisting practicum instructors and supervisors with helping students develop action plans to address social work program competencies and associated behaviors.

Responsibilities to Field Instructors and Contract Agencies:

1. Clarifying the mission, goals, and competencies of the Social Work Program with Practicum Agencies and assisting them in following the policies and procedures.
2. Assisting Field Instructors, through periodic training and through other means to develop new supervisory skills and enhance those they already have;
3. Being available to give advise – as needed – or to visit the agency if an emergency should arise with students while they are in placement;
4. Making sure all placement agencies receive at least one copy of the *Practicum Manual* and have them understand they are to contact the Field Director if they need additional copies.
5. Working together with students and Agencies in resolving conflicts that may arise;
6. Working to maintain a viable school/agency relationship.

B. Field Instructors

The Field Instructor works closely with students and the Field Director in furthering students' efforts to develop as professionals. Some of the many duties and responsibilities of the Field Instructor are to:

1. serve in the role of adjunct faculty member and carry out responsibilities such as, evaluating students performance and assisting student with developing action plans to meet competencies and associated behaviors;
2. Make plans to meet with new students early in the semester to assist them with developing their Learning Plan to comply with what the Placement Agency has to offer;
3. assist students in meeting their educational goals and objectives;
4. arrange to be available to meet with student for one hour per week for supervision;
5. be able to understand social work theories, concepts, and practice skills, and be willing to articulate these to students, as needed;
6. be able to demonstrate tolerance and acceptance for people who are from diverse populations, ethnicities, cultures, nationalities, etc.
7. be available to meet with Program representative for mid-term and final evaluation;
8. plan daily activities for students and introduce them to diverse learning experiences;
9. orient students to the agency's policies and procedures early in the semester;
10. be willing to prepare paperwork for the Program as needed during the Semester.
11. contact the Field Director to help with resolving issues with students *when they have been unsuccessful in their own efforts to bring about a resolution*;
12. demonstrate examples of professional and positive behaviors in the presence of students.

C. Practicum Students

The end results of students' learning can be measured, for the most part, by their active participation in the process. Some of the students' responsibilities are to:

1. prepare a resume and present it to the Field Instructors at the pre-placement interview;
2. make sure they have stable and reliable transportation to get to their Placement (including back-up transportation) should their regular means of transportation is not available;
3. become familiar with the guidelines and policies of the Placement Agent;

4. be an *active* participant in their own learning;
5. develop action plans to address program competencies and associated behaviors;
6. notify the Practicum Agency (and the Field Director) early in the day if/or when they will be absent;
7. see that all assignments relevant to the Practicum are clearly communicated to the Field Instructor at the beginning of the Placement;
8. see that all assignments relevant to the Practicum Course are completed and submitted to the Professor on schedule;
9. complete the number of clock hours that are required for the Practicum;
10. work with the Field Instructors early in the semester to develop the Goals and Objectives;
11. Complete the Process Recording (and submit it on the scheduled date) for processing to the Field Instructor and to the Professor;
12. make sure all Evaluation Forms, Time Records and other paperwork are given to the Field Instructor on time for him/her to review and complete;
13. see that all paperwork is returned to the Professor on the scheduled date as indicated on the Course calendar;
14. follow conduct that is appropriate for social workers, as indicated in the NASW code of Ethics;
15. demonstrate an ongoing relationship with the Field Instructor that shows openness, friendliness and the desire to learn;
16. follow the policies and guidelines as stipulated by the Placement Agency, as closely as possible, and notify the Field Director if any of these conflict with those of the ORU Social Work Program.

D. Contract (Practicum Placement) Agencies

Placement Agencies are an essential element in students' educational process as they are the environment that offers a place for students to "practice their craft". *Some* of the ongoing responsibilities of Practicum Placement Agencies are to:

1. commit to signing a formal agreement between them and the ORU Social Work Program;
2. see that students are receiving proper supervision and training during their tenure;
3. allow the person that is assigned to supervise students to have release time from his or her usual responsibilities so as to be able to spend *quality* time with students interns;
4. See that the Agency follows the policies and guideline as outlined in the *Practicum Manual*.
5. Ensure that a wholesome environment is created that is conducive to student learning;
6. Provide adequate material and space that is necessary for students to complete tasks assigned to them;
7. demonstrate compliance with all local, state and federal laws that address non-discrimination;
8. demonstrate a supportive and caring attitude toward the mission, goals, and competencies required by the social work program.

SECTION TEN

Agency Evaluation of the Social Work Program

The final aspect of the reciprocal Program/Student/Agency evaluation process is the Field Instructor's evaluation of the *ORU Social Work Program*. This assessment addresses areas such as student professional development and preparedness, accessibility to Faculty, curriculum suggestions and other areas that relate to the Practicum.

Students will need to make a copy of the Evaluation Form (from this *Manual*) and present it to their Field Instructor in ample time for it to be completed (*Practicum Supervisors may also make a copy and complete it, should the student inadvertently not present it to them in due time*). The *completed form* is due back to the Field Director at the end of the Semester.

The ORU Social Work Faculty welcomes this feedback as we are always in the process of making improvements in the Program, and in ourselves, that will benefit our students – our end product. It is structured in a format that is easy to read and requires minimum time to complete.

The Evaluation Form is included in the Appendix section of this *Manual* for review and for copying.

APPENDIX

PRACTICUM EVALUATION REPORTS

1. ORU Practicum Assessment Form

Mid-term and Final Evaluations

SWK 443/444 (SR. PRACTICUM I & II)

and

SWK 341 and 342 (JUNIOR PRACTICUMS I & II)

2. STUDENT FINAL EVALUATION OF THE AGENCY

3. AGENCY EVALUATION OF THE PROGRAM

Documents in this section are used for various purposes and may be duplicated as often as needed by the Practicum Placement Agency

Practicum Assessment Form
Oral Roberts University Social Work Program
Junior Practicum I and II (SWK 341 & 342)
Senior Practicum I and II (SWK 443 & 444)

Midterm _____ Final _____

Name of Student _____ Date _____

Instructions for rating students on the 11 Competencies and associated behaviors:

Scores in each category are based on the rubric developed for the practicum. Please examine the rubric before assigning scores to each category. The scores are based on the student's performing the plan of action developed in consultation with the practicum instructor to address the following competencies and associated behaviors. Note that "NA" indicates that no action plan was developed related to the competency. A "0", on the other hand, indicates that an action plan was developed but little to no follow-through was engaged to address it. Also, note that Junior Practicum I students develop action plans for competencies 1-5 and 11 and evaluated on them; Junior Practicum II students do competencies 6-10 and 11; Senior Practicum I and II students do all competencies 1-11 and associated behaviors.

NA	No action plan developed
0	Not attempted (Reserved for scores 59.5-)
1	Unacceptable (Reserved for scores 69.5-60)
2	Acceptable (Reserved for scores 79.5-70)
3	Competent (Reserved for scores 89.5-80)
4	Exemplary (Reserved for scores 90-100)

In the comments discuss student strengths and areas needing improvement. This evaluation is to provide feedback to the student in his/her practicum experience. This evaluation is part of a broader evaluating where the students is also scored on other required assignments (i.e., logs, article reviews). The faculty field coordinator will assign the final grade.

1. Identify as a professional social worker and conduct one-self accordingly.

		4	3	2	1	0	NA
a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
	Total						
	Mean						

Provide Comments relative to student's identity as a social work professional:

2. Apply social work ethical principles to guide professional practice.

		4	3	2	1	0	NA
a.	Manage personal values						
b.	Apply NASW Code of Ethics						
c.	Appreciate ambiguity						
d.	Engage ethical reasoning to make decisions						
Total							
Mean							

Comment on student's application of social work values and ethics:

3. Apply critical thinking to inform and communicate professional judgments

		4	3	2	1	0	NA
a.	Integrate knowledge (from the classroom to the field)						
b.	Analyze practice models						
c.	Perform oral communication						
d.	Perform written communication						
Total							
Mean							

Comments on student's critical thinking relating to professional judgments:

4. Engage diversity and difference in practice.

		4	3	2	1	0	NA
a.	Recognize oppression						
b.	Investigate personal biases						
c.	Appreciate differences						
d.	Learn from cultural informants						
Total							
Mean							

Comments regarding student's engagement of diversity and those different:

5. Advance human rights and social and economic justice.

		4	3	2	1	0	NA
a.	Assess dynamics of injustice						
b.	Advance human rights and all forms of justice						
Total							
Mean							

Comments on understanding and advancing human rights and justice.

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

		4	3	2	1	0	NA
a.	Apply research to inform practice						
b.	Apply practice to inform research						
Total							
Mean							

Comment both on student's application of research to inform practice and practice informing research.

7. Apply knowledge of human behavior and the social environment.

		4	3	2	1	0	NA
a.	Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation.						
b.	Apply person-in-environment context to assessment, intervention, and evaluation.						
Total							
Mean							

Comment on student's application of human behavior and social environment concepts:

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

		4	3	2	1	0	NA
a.	Assess policies that advance social well-being						
b.	Use collaboration to advocate policy action						
Total							
Mean							

Comment on the student's ability to assess policies and engage in policy advocacy:

9. Respond to contexts that shape practice.

		4	3	2	1	0	NA
a.	Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.						
Total							
Mean							

Comment on student's awareness of practice contexts:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

		4	3	2	1	0	NA
a.	Develop practice skills to engage, assess, intervene and evaluate services to individuals.						
b.	Develop practice skills to engage, assess, intervene and evaluate services to families.						
c.	Develop practice skills to engage, assess, intervene and evaluate services to groups.						
d.	Develop practice skills to engage, assess, intervene and evaluate services to organizations.						
e.	Develop practice skills to engage, assess, intervene and evaluate services to communities.						
Total							
Mean							

Comment the student's abilities to engage, assess, intervene and evaluate services to clientele.

11. Integrate a personal Christian World View with professional social work values and ethics.

		4	3	2	1	0	NA
a.	Integrate Christian World View with social work values and professional ethics.						
b.	Appreciate spiritual diversity.						
Total							
Mean							

Comment on student's integration of Christian World View; appreciating spiritual diversity.

Total:
Mean:

Midterm Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Final Evaluation

- Student is performing in an exemplary manner meeting social work practice competencies.
- Student is performing competently in meeting social work practice competencies.
- Student is performing in an acceptable manner meeting social work practice competencies.
- Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Signature of Field Instructor _____

Agency _____ Date _____

ORU Field Director _____ Date _____

The following section should be completed by the intern:

After field instructor and social work program field coordinator have discussed the evaluation with the student, the student agrees or disagrees with the evaluation.

Agree with evaluation

Disagree with evaluation

Student's Signature

_____ Date _____

If the student disagrees with the evaluation he/she has the right to request a meeting to discuss the disagreement with the field instructor and field coordinator. Student's comments should be submitted to both field instructor and coordinator.

Student Comments (add pages as necessary):

**SWK 443/444: Senior Practicum
Rubric for Practicum Assessment**

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-79%	F: 00-59%	N/A
<p>1—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation</p>	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, eagerness to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>2—Apply social work ethical principles to guide professional practice.</p> <p>Manage personal values; apply NASW Code of Ethics; appreciate ambiguity;</p>	Exceeds expectations in ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical	Demonstrates above average ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions,	Demonstrates a basic ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical	Demonstrates minimal ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to	Fails to manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage	Unable to evaluate as no action plan was developed to demonstrate competency.

engage ethical reasoning to make decisions	reasoning to make decisions.	and engage ethical reasoning to make decisions.	reasoning to make decisions.	make decisions.	ethical reasoning to make decisions.	
3—Apply critical thinking to inform and communicate professional judgments Integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates evidence for mastery of written & verbal critical thinking skills to integrate knowledge; analyze practice models.	Demonstrates evidence for mastery of written & verbal critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication.	Demonstrates evidence for good basic verbal & critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates minimal evidence for written & verbal critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Fails to demonstrate evidence of verbal & critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Unable to evaluate as no action plan was developed to demonstrate competency .
4—Engage diversity and difference in practice. Recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants	Demonstrates an exceptional understanding in recognition for oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates an above average understanding for recognition of oppression, for examining personal biases, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates a concrete understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates minimal understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others..	Fails to demonstrate any understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Unable to evaluate as no action plan was developed to demonstrate competency .
5—Advance human rights and social and economic justice.	Evidences professional ability to assess dynamics of	Evidences above average ability to assess	Evidences a basic ability to assess dynamics of injustice and	Evidences little ability to assess dynamics of injustice and	Fails to demonstrate any ability to assess	Unable to evaluate as no action plan was developed

Assess dynamics of injustice; advance human rights and all forms of justice	injustice and engage activities to advance human rights and all forms of justice.	dynamics of injustice and engage activities to advance human rights and all forms of justice.	engage activities to advance human rights and all forms of justice.	engage activities to advance human rights and all forms of justice.	dynamics of injustice and engage activities to advance human rights and all forms of justice.	to demonstrate competency .
6—Engage in research-informed practice and practice-informed research. Apply research to inform practice and practice to inform research	Demonstrates remarkable skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Demonstrates above average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates above minimal skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Fails to understand how the use of research should inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Unable to evaluate as no action plan was developed to demonstrate competency .
7—Apply knowledge of human behavior and the social environment. Apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation	Demonstrates a remarkable ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates an above average ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a basic ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a vague understanding of and ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Fails to communicate any ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Unable to evaluate as no action plan was developed to demonstrate competency .
8—Engage in	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Fails to	Unable to

<p>policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Assess policies that advance social well-being, use collaboration to advocate policy action</p>	<p>s a remarkable ability to assess policies that advance social well-being and use collaboration to advocate policy action.</p>	<p>es an above average ability to assess policies that advance social well-being and use collaborati on to advocate policy action</p>	<p>s a basic ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>s a vague understandin g of and ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>communica te any ability to assess policies that advance social well-being and use collaboratio n to advocate policy action</p>	<p>evaluate as no action plan was developed to demonstrat e competency .</p>
<p>9—Respond to contexts that shape practice.</p> <p>Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery</p>	<p>Demonstrate s exceptional skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates above average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates minimal skills for continually appraising and responding to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Fails to evidence skills expected -- to continually be appraised and respond to societal factors, trends, science and technologic al forces that affect service delivery.</p>	<p>Unable to evaluate as no action plan was developed to demonstrat e competency .</p>
<p>10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Demonstrates exceptional skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Demonstrates above average skills to engage, assess, intervene and evaluate services to clientele from micro through</p>	<p>Demonstrates average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Demonstrates minimal skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Fails to evidence skills necessary to engage, assess, intervene and evaluate services to clientele</p>	<p>Unable to evaluate as no action plan was developed to demonstrat e competency .</p>

Develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels		macro levels.			from micro through macro levels.	
<p>11—Integrate a personal Christian World View with professional social work values and ethics.</p> <p>Integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity</p>	Demonstrates exceptional ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates above average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates minimal ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity	Fails to show ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity	Unable to evaluate as no action plan was developed to demonstrate competency.

3. Comment on the physical work environment (e.g., your work space, attractiveness, of the environment, privacy, access to phone and computer, friendliness/acceptance and welcoming attitude of co-workers, etc.)

1. How would you rate your Practicum Supervisor? (Use the Scale below to answer this question)

- 5 – Exceptional
- 4 – Above Average
- 3 – Average
- 2 – Below Average
- 1 -- Unsatisfactory

- _____ Is knowledgeable about Social Work Practice.
- _____ Inspired me to think creatively.
- _____ Included me in decision-making that was appropriate for my learning.
- _____ Scheduled (and kept) supervisory sessions with me.
- _____ Was an advocate for me – when I needed him/her to be.
- _____ Assigned tasks to me that were challenging and added to my learning.
- _____ Was attentive to my field needs.
- _____ Returned my field work to me on schedule (e.g., the Field Evaluation Reports).
- _____ Responded to my emails and/or returned phone messages I left for him or her.
- _____ Encouraged interaction and discussions with me.
- _____ Modeled appropriate and professional behaviors in my presence.
- _____ Helped me write and accomplish action plans for competency development.
- _____ Was flexible and understanding when I needed to make adjustments in my Field Schedule.
- _____ Provided constructive criticisms to me.

2. Describe the *quality* of supervision you had with your Field Instructor (or with someone designated to supervise you in his/her absence).

3. Were the Field Instructor/student meetings beneficial to you? Why? Why not?

4. Could the Agency have done anything to make your Placement more meaningful?

5. Is there anything you could have done that would have made your Placement more meaningful?

9. Using the *scale below*, rate how you feel you performed in the Practicum.

- 5 – Exceptional**
- 4 – Above Average**
- 3 – Average**
- 2 – Below Average**
- 1 -- Unsatisfactory**

- _____ Maintained good Work Ethic.
- _____ Asked for help (from my supervisor or a co-worker), as needed.
- _____ Kept my Instructor advised of my schedule and called her (or another person in the office) if I was unable to go in when scheduled to do so.
- _____ Submitted my work assignments on schedule.
- _____ Was attentive to working to complete my action plans for competency practice.
- _____ Showed respect for the work environment (e.g., kept my work area clean and organized).
- _____ Presented with a friendly and pleasant attitude with co-workers.
- _____ Worked as a team member in getting the job done.

1. Would you recommend this Practicum Placement to another Social Work Practicum student? Why? Why not?

2. Additional comments:

Student's Signature _____ Date _____

Oral Roberts University Social Work Program

Agency Evaluation of the Social Work Practicum Program

(Circle the number you wish to apply to each statement)

1. The ORU Social Work Program discussed the student’s placement with the Placement Agency prior to student placement and provided adequate orientation as to the student and Program requirements.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked “Unable to respond”, please explain in the space below why you were not.

2. The ORU Social Work Program provided the Placement Agency with adequate information on all Participant’s roles prior to the Placement, (e.g., provided the Placement Agency with the *Practicum Manual*, paperwork required, etc.).

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked “Unable to respond”, please explain in the space below why you were not.

3. The ORU Social Work Program provided the Placement Agency with Adequate support as needed during the semester.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked “Unable to respond”, please explain in the space below why you were not.

4. The ORU Social Work student(s) assigned to the agency was/were prepared to enter the Social Work Practicum experience.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked “Unable to respond”, please explain in the space below why you were not.

5. The Agency field instructor was encouraged to provide input into the ORU Social Work Program, e.g., on the student’s Mid-Term and Evaluation forms and at the final evaluation meeting with him/her and the student.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked “Unable to respond”, please explain in the space below why you were not.

Please respond in the comment “Additional Comments” section on the next page

Additional Comments:

The Social Work Faculty welcomes your comments and ask you to please feel free to be *candid* with your responses to any matters that are related to the statements on this Evaluation, or to other matters that are related to the Practicum experience and to the Social Work Program.

Agency _____ Date _____

Name of person completing Evaluation _____

CHARACTERISTICS FOR RATING OF STUDENT PERFORMANCE

Characteristics of Outstanding Student Performance

1. Enthusiasm. Performs tasks with enthusiasm. Will volunteer to take on extra experiences or assignments. Will agree to working extra hours, e.g. Saturdays or evenings when special activities are planned.
2. Seeks Direction from Field Instructor. Aggressively seeks field instructor out – does not wait for her to come to him all the time. Will consistently welcome the supervisor's feedback without defensiveness.
3. Attendance. Is never absent except for obvious illness or personal/family crisis. Will initiate, without supervisory suggestion, a plan for making up lost time.
4. Emotional Maturity. Is emotionally stable and mature. These traits are reflected in student's attitude and decisions. Personal problems, if present, are handled so well as not to interfere with performance.
5. Attitude Toward Clients. Is aware of any personal limitations or biases. Always able to control any negative attitudes or biases towards the clients so that they do not adversely affect the client/worker relationship.
6. Follow-Through. Always follows through. Known for always getting things in on time, no matter what happens.
7. Professional Conduct. Conducts herself in a professional manner at all times (without being told). Becomes the model for other students and some staff to look up to.
8. Timely Completion of Work. Work is always completed on time. Student consistently writes clearly, concisely, and professionally. May be producing an unusually high volume of work through her ability to write quickly and effectively.
9. Mental Alertness. Constantly asks questions, challenges concepts, and comes up with creative ideas, goals, and approaches. Field Instructor may have a difficult time keeping one step ahead of the student.
10. Performance. May be outstanding in ever area of performance or knowledge. The truly outstanding student will stand out and be noticed by all in particular role-set, or agency.

From Suanna J. Wilson, Field Instruction, Techniques for Supervisors.

Characteristics of Satisfactory Student Performance

1. Enthusiasm. Performs tasks with enthusiasm. May occasionally stay late to finish work begun.
2. Seeks Directions from Field Instructor. Seeks instructor when unclear about task assignment. Will usually welcome the instructor's feedback without defensiveness.
3. Attendance. Though occasionally absent, will not be excessive as determined by supervisor and school. When absent, will call in and will make up days missed willingly.
4. Emotional Maturity. Is emotionally stable and mature. Will not allow personal problems to continually interfere with performance.
5. Attitude Toward Clients. May feel uncomfortable with and reject or be biased toward certain clients, but when this happens, will usually recognize her own bias/values and take steps to resolve these that they not adversely affect the client/worker relationship.
6. Follow-Through. May need to be reminded to complete some assignments, but as a rule will follow through with assignments in a timely fashion.
7. Professional Conduct. Is usually businesslike in behavior and approach. Dresses appropriately.
8. Timely Completion of Work. Takes an appropriate length of time to complete written assignments. Work is usually submitted on schedule.
9. Mental Alertness. HAS AN INQUIRING MIND, ASKS QUESTIONS, AND CRITICALLY ANALYZES IDEAS AND CONCEPTS.
10. Performance. May be outstanding in some areas and marginal in a few minor areas. May not be noticed for being unusually good, or for having unusual problems. While there is no need for negative feedback. Highly outstanding performance is limited to only a few incidents or case situations.
11. Focus. Engages the process of pursuing competency development as spelled out in the ORU Social Work Program.

Causes for Unsatisfactory Performance

1. Resistant attitude toward learning. Shows general unwillingness to accept constructive feed-back. Unwilling to accept and recognize areas where growth is needed. Takes offense when areas of weakness are pointed out.
2. Chronic absenteeism. Allowances can be made for death in family and illnesses; however, if student is repeatedly absent with flimsy excuses, we must question that student's commitment. Repeated tardiness is also questioned. Behavior not tolerated from an employee must not be tolerated from a student.
3. A personality unsuited for social work. Though this is a difficult area to assess, there are personality traits that are unsuited for social work. Among these are "highly punitive, rigid, or judgmental approaches to people; abrupt, curt, overly businesslike approaches; a cold, reserved, unapproachable appearance or attitude; extreme compulsiveness, perfectionist habits that interfere with the ability to get the job done; and so on". Attempt should be made to call these to the student's attention. Constructive feed-back some times help. If not a conference is needed with student and the Field Director.
4. Unprofessional or immoral behavior. Examples of the former are disregard for clients, or gross insensitivity to clients' needs. Disregard for agency's policies. Examples of the latter include sexual involvement with clients or staff and indecent behavior.
5. Emotional problems and needs that interfere with the student's ability to work. The student's unmet needs or neuroses fall within this category. Also include marital problems and parental responsibilities. Student may tend to view herself as a helpee, rather than a helper, and may inappropriately share her needs with the clients. Students showing these problems should be encouraged to get professional counseling, and field instructor should make the decision as to whether to retain the student in practicum.

STUDENT APPLICATION FOR APPROVAL OF:

**1. OUT-OF-STATE/COUNTRY PRACTICUM
PLACEMENT**

**2. PRACTICUM IN AN AGENCY WERE
EMPLOYED**

ORU SOCIAL WORK PROGRAM

STUDENT APPLICATION FOR APPROVAL FOR OUT-OF-STATE/COUNTRY PRACTICUM PLACEMENT

I have read the information in the *Practicum Manual* on the topic of Placement in an Out-of-state/country type of Agency prior to completing this application form and Understand the requirements I must meet in order to be approved.

Check (v) one: Yes ___ No ___

Student's Name: _____
Address: _____
Phone#: Home/Room: _____; Cell: _____
Application Date: _____

A. Placement Agency Information:

Name: _____
Address: _____

Contact Person:
Name: _____
Phone: _____
Title: _____

B. Give a brief summary of why you feel you will benefit from a Practicum placement with this Agency, rather than an Agency in the immediate area (e.g., possibility of being hired by this Agency after graduation, desire to do International Social Work after graduation, ect.) *Please attach an extra sheet of paper, if you need to do so.*

SIGNATURE OF APPROVAL:

_____ **Field Education Director** _____
R. Chené Tucker, MSW/LCSW Date

ORU SOCIAL WORK PROGRAM

POLICY FOR STUDENT PRACTICUM WHERE EMPLOYED

Students may want to do their practicum work in settings where they currently work or be hired by the agency to perform their practicum. In either case, students must complete the "Practicum in Agency Where Employed" form (page 65) in the *ORU Social Work Practicum Manual 2011-2012*. The ORU Social Work Program Field Education Director makes final approval/disapproval of the student's application contingent on the following:

- 1) Hours performed in the practicum must be clearly designated and differentiated from those when the student is employed;
- 2) Included in the request is a description of the practicum position, employment responsibilities to the agency, hours of work, and who will be providing the supervision to the student;
- 3) Shows clearly that the student is placed in a social work function different from where employed – which includes exposure to new/different social work activities and clientele;
- 4) Lists a BSW or MSW supervisor from an accredited school of social work providing the supervision/instruction and who has not supervised the student when employed;
- 5) Provides a copy of the Supervisor/Field Instructor's current resume;
- 6) Form is signed by the Field Education Director of ORU, person to be performing the supervision/field instruction, and the student.

Student's Name: _____

Address: _____

Phone#: Home/Room: _____; Cell: _____

Application Date: _____

A. Placement Agency Information:

Name: _____

Address: _____

Phone #: _____

Practicum Supervisor: _____

Title: _____

Phone #: (Office) _____ Cell # _____

On a separate page, answer the following three items:

B. The ORU Social Work Program requires that there be a clear and distinct separation of the field practicum placement from any previous or current work experience – which means a different role within the agency during the field practicum. State your current employment role and your proposed role as a practicum student and how this will be new learning for you. Attach job descriptions of your current role and proposed field practicum role.

C. The Field Instructor must have at a BSW with two years post-BSW social work experience. The Field Instructor should not have previously served as the student’s supervisor. The Field Instructor must have the authority to direct student assignments within the practicum. The Field Instructor must be able to assist the student with writing his/her action plans for each of the 11 Program competencies. Give the name of the Field Instructor and attach a copy of his/her resume.

D. State how your work and field experience activities be distinguished (days, hours, etc.) from one another? How will you set aside time for processing, journaling, skill development, and supervision? How will your co-workers know when you are a student or when you are an employee?

SIGNATURES:

Student	Date

Field Instructor	Date
Field Instructor	

Field Education Director	Date
R. Chené Tucker, MSW/LCSW	

Reminder: the Field Education Director ultimately makes the decision for the student to perform his or her practicum at the agency where employed.

GUIDELINES FOR:

- 1. DEVELOPING ACTION PLANS TO REALIZE COMPETENCIES**
- 2. PROCESS RECORDING**

Guidelines for Writing Action Plans to Address Competencies

In keeping with its mission, the primary objective of the ORU Social Work Program is to prepare baccalaureate level graduates to practice generalist social workers in a variety of settings. To this end, ORU practicum courses require students to work towards proficiency in the Ten Core Competency and Associated Behaviors (with the eleventh specific to ORU) as stated in the CSWE Education Policy and Accreditation Standards (2008).

Through the practicums (two mini practicums in the junior year and the single senior practicum), students are expected to evidence growing proficiency and eventual competence appropriate for baccalaureate level social work practice. With this in mind, students will create an action plan for all three practicum courses based on the Core Competencies and Associated Behaviors as summarized below.

ORU Social Work Program Core Competencies and Associated Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions.

3. Apply critical thinking to inform and communicate professional judgments.

Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation.

4. Engage diversity and difference in practice.

Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants.

5. Advance human rights and social and economic justice.

Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice.

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

Associated behaviors: apply research to inform practice and practice to inform research.

7. Apply knowledge of human behavior and the social environment.

Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.

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

Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action.

9. Respond to contexts that shape practice.

Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.

11. Integrate a personal Christian World View with professional social work values and ethics.

Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity.

ASSIGNMENTS

Junior Practicum I:

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 1-5 and 11.**

Junior Practicum II

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 6-10 and 11.**

Senior Practicum I & II

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 1-11.**

Examples:

A. In fulfillment of Competency #8, *Engage in policy practice to advance social and economic well-being and to deliver effective social work services*, I will do the following:

1. Read the agency's policy manual by January 15, 2----.
2. _____

B. In fulfillment of Competency #10 -- *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*, I will do the following:

1. Observe agency staff during a group session, 3-5 individual client intakes, and 2-3 family sessions by March 20, 2---.
2. _____.

Creating Action Statements:

Action statements should describe specific observable behaviors students desire to perform, modify and/or change by the end of the semester.

Action plans delineate “steps” that will be taken in order to reach the goals or desired end.

Action plans should be:

- *Consistent with students' level of knowledge and skill.*
- *Written in explicit and measurable terms.*
- *Related to the desired end or results sought.*
- *Feasible – i.e., achievable during the semester.*
- *Stated in terms that emphasize growth.*
- *Compatible with the agency's function and population it serves.*

Action plans may be framed as cognitive, affective, professional or skill-oriented strategies.

Cognitive – Consist of ideas, facts or concepts. When writing, may use such words as: Understand..., Explain..., Compare..., and Define....

Affective – Consists of inner and outer directed feeling and/or values.

- Outer-directed feelings and values– directed toward ideas, people and events.
Examples are: anger toward individual suffering, appreciation for individual differences (e.g., cultures, ethnicity), valuing the ideas of a client or fellow coworker/student.
- Inner-directed feelings and values -- directed to the self.

Examples are: Developing:

- confidence in one's ability and judgment.
- pride in oneself for having accomplished a particular learning, goal or task.
- patience with progress toward personal growth.
- assertiveness.

May begin by using such words and/or phrases as: Understand..., Become aware of..., etc.

Skill – Consists of “doing” (i.e., the application of knowledge). May begin by using such words as: Analyze, Assess, Evaluate, Distinguish, Listen attentively to, Plan, to Identify and Synthesize.

Professional – Consists of the transfer of classroom knowledge and skills to the *professional (real) world*.

When creating action plans, remember to:

- be specific!
- include the time frames, *i.e.*, the beginning and ending date for each action plan.

Using the steps in this guideline will enable students to:

- Stay focused on the proposed learning plan.
- Measure progress as the semester progresses.

The Process Recording

Because one of the aims of the senior practicum is to provide students with the opportunity to strengthen their interviewing and counseling skills the process recording, as outlined by Suanna J. Wilson, is recommended as a means by which the field instructor can help the student learn these skills.

In the process recording the students are asked to write down everything they can remember about the interview. This includes a verbatim report of what the students say and what the clients say, plus observations of non-verbal communication as well as observations of the immediate environment, and the gut-level feelings of the students to the client and the interview. The recording is done immediately after the interview and after the client has left, while the details are fresh in the students' mind.

Students are to divide a legal size sheet into *four columns*. The extreme left column is headed, "Supervisory Comments", and is used for the supervisor to make remarks in regard to the dialogue or gut-level feelings recorded by the student in the adjacent columns. The center column is headed, "Content-Dialogue", and records word for word what is said or observed during the interview. The extreme right column is headed, "Gut-level feelings", and records how the student is feeling and thinking during the dialogue. The last column is headed, "Assessment/Analysis", and records what the client is "doing" (e.g., non-verbal cues and/or students' uses of facilitative skills).

Using the four-column method helps students "to differentiate among factual data (what actually took place in the interview); their own gut-level reaction to what was occurring, and an objective analysis of what took place". It is also very useful in increasing the students' self-awareness.

At the end of the process recording the student should include a brief summary of his analytical thinking about the client and the situation presented. As stated earlier, the process-recording is an effective tool for assisting students in strengthening their interviewing or counseling skills; however, its effectiveness lies in the feed-back provided by the supervisor. Positives and strengths as well as weaknesses should be pointed out. Beginning students, for instance, may deal with concrete needs of the client, entirely ignoring emotional needs. They sometimes enter the interview using a structured unbending approach, and even where the situation warrants, are unable to exercise flexibility in response to the needs of the client. Students often use closed-ended questions when clearly open-ended questions are needed. These are but a few of the common weaknesses shown by many beginning students. Without supervisors' (field instructors') feed-back they can go undetected and the students miss the opportunity to learn. Field instructors should explain why a given technique or interchange was or was not effective, and should be prepared to suggest alternative approaches that might have been more effective. Students, on the other hand, are encouraged to be honest in their reporting, to record obvious mistakes and even embarrassing ones. With both supervisor and students working together students' learning and interviewing skills are enhanced.

PRE-PLACEMENT INTERVIEW PACKET

Pre-Placement Interview Packet

JUNIOR AND SENIOR PRACTICUM PLACEMENTS

Student's Name _____

Phone # _____ email _____

You will need to make contact with the *prospective* Placement Agency by the first Monday after the first class meeting of the semester and make arrangements for an interview. The following is to be prepared and taken to the interview:

- VITA -- A copy of the VITA is to be left with the Field Instructor and a second copy is to be retained by the student.
- Professional and Required Courses -- This form is to be completed and attached to the VITA. It will enable the Agency to determine your level of training to this point so as to be able to develop the best suited experience for you.
- Agency Acceptance Form -- This form is to be completed by the Practicum Agency at the time of the interview and returned to the Field Director by the second class meeting.

It is important for field placements to begin the second week of the semester in order to complete the number of practicum hours required for the course, (*480 hours* for Practicum III and IV students and *70 hours each* for Practicums I and II students). The interview, and other preliminary activities related to the Practicum, can be included as part of Practicum hours. *You will need to record these on your Time Sheet Record in order to receive credit.* They may also be used for discussion in Weekly Logs #1 and #2.

Pre-placement Interview Packet (Continued)

SOCIAL WORK PROGRAM
Oral Roberts University
Agency Acceptance of Student Intern

Check one:

- Practicum I or II
- Practicum III, IV

5 hours/week for 15 weeks
32-40 hours/week for 15 weeks

Semester: *(Check one)* Fall Spring Summer **Year:** 20

Student _____ Phone # () _____

Email Address _____

Field Instructor _____ Title _____

Field Agency _____ Phone () _____

Email Address _____

Agency Address _____ City _____ Zip _____

Beginning Date _____ Completion Date _____

Job Description:

*Duties: **(Please Complete)***

- A.
- B.
- C.
- D.

This agency hereby accepts the above named student as a student intern for the times listed above.

Agency Representative

Date

Pre-placement Interview Packet (Continued)

(STUDENT VITA: *AN EXAMPLE*)

NAME: _____

CAMPUS: _____

TELEPHONE # _____

EMAIL ADDRESS: _____

SUMMARY OF INTEREST: This should be one or two sentences of your special interest
That is relevant to the Practicum Placement.

EDUCATION

The “professional and Required Courses” sheet (attached) is the form to be completed and used for this section.
Any other Courses and or Credentials you have completed should also be included on the VITA.

WORK EXPERIENCE

Paid Employment

Volunteer Work

EXTRA CURRICULAR ACTIVITIES:

VITAL STATISTICS

DOB: (optional)

WEIGHT: (optional)

HEIGHT:

HEALTH:

Pre-placement Interview Packet (Continued)

Department of Behavioral Science
Social Work Program
Oral Roberts University
Professional and Required Courses

Student's Name _____ Semester _____

<u>Course Title</u>	<u>Completed</u>	<u>Currently Enrolled</u>
Intro to Social Work	_____	_____
Intro to Sociology	_____	_____
Principles of Psychology	_____	_____
Principles of Biology	_____	_____
HBSE I	_____	_____
HBSE II	_____	_____
SWK Practice I	_____	_____
SWK Practice II	_____	_____
SWK Practice III	_____	_____
SWK Practice IV	_____	_____
Sr. Seminar	_____	_____
Research Methods	_____	_____
Economics I	_____	_____
Elementary Statistics	_____	_____
Social Welfare Policy	_____	_____
Minority Group Relations	_____	_____
Practicum I	_____	_____
Practicum II	_____	_____
Senior Research Paper	_____	_____

Other Courses Taken and/or Credentials received:

Pre-placement Interview Packet (Continued)

Student is to retain this information for personal use.

General Responsibilities of the Student Intern

The student is responsible for fulfilling the requirements of each fieldwork experience as provided in the Course Syllabus and follow the General Responsibilities and guidelines below:

- A. Prepare *appropriately* for the interview with the prospective Placement Agency.
- B. Provide the agency with personal background information (VITA/resume) along with academic achievements and accomplishments (May use the attached “Professional and Required Courses” form to assist with this).
- C. Make *reliable* transportation arrangements. (The Agency Supervisor may assist with this since he or she would probably be more familiar with the Agency community).
- D. Follow the policies and duties outlined by the Agency, and meet all scheduled commitments and arrangements made in connection with training assignments.
- E. Submit periodic reports, assignments, meetings, classes, etc. as required by the Program and the Agency.
- F. Attend all conferences, classes etc. that are scheduled by the Agency and the Field Director.
- G. Submit a Final Student Evaluation of the Practicum Agency to the Field Director and to the Agency Field Instructor at the end of the semester (**Senior students only**).
- H. Submit the Action Plans to the Agency Field Instructor and to the Field Director on the date as is scheduled on the Course Calendar.
- I. Complete the minimum number of clock hours that are required by the Program.
- J. Be responsible for transportation, and other cost for the Field Director to make the final face-to-face Agency visit between the student and the Field Instructor at the end of the semester, if the Practicum site is located out of the area. **These arrangements must be made prior to the student’s placement in the agency.**

TIME RECORD

Date _____

SOCIAL WORK PROGRAM
Oral Roberts University

Supervisory Conference Report

Student: _____

Duration of conference time: _____

Date: _____

Action plans were discussed during meeting. (Specifically list areas of the plan discussed and specific suggestions that were made.) :

Please evaluate student's progress toward completion of goals and objectives:
(Scale: "0" being strongly disagree, "5" being strongly agree.)

Student is progressing toward completion of goals and objectives at a reasonable pace.

0 1 2 3 4 5

Comments:

Identify any problems areas with student, supervisor-student relationship, or relationship with staff, clients or agency that were discussed. **Please include outcome of discussion and plan for problem resolution that were formulated—attach an additional sheet if needed.**

Assignments given to student during supervision:

Student's Signature

Date

Practicum Field Instructor's Signature

Date

C. Sexual Harassment Policies

D. Federal Laws Enforced by the EEOC

E. Guidelines for Organizations

F. “Other” Information

Perceptions

People have different perceptions and perceptions are sometimes misconceptions!

ORAL ROBERTS UNIVERSITY'S STAND ON SEXUAL HARASSMENT AND OTHER DISCRIMINATORY BEHAVIORS AND CONDUCT

Oral Roberts University is committed to providing an environment in which its students are treated with courtesy, respect, and dignity. Thus, the University will not tolerate or condone any actions that constitute harassment of a student. The University forbids retaliation or reprisal against anyone for reporting any discriminatory or harassment behavior, use of derogatory or discriminatory remarks/language, or any action that would suggest negative and/or unfair treatment toward others.

APPLICABILITY

The policy is applicable to all students, Administrators, and Faculty of Oral Roberts University. Each individual is responsible to immediately report any knowledge or information concerning such non-acceptable behaviors.

SEXUAL HARASSMENT (DEFINED)

Sexual harassment is any unwelcome sexual advances; requests for sexual favors, or other verbal, physical, or visual conduct of a sexual nature when any one of the following conditions is present:

1. Submission to such conduct is made explicitly and implicitly a term or condition of an individual's educational or employment opportunity;
2. submission to or rejection of such conduct by an individual is used as the basis for academic performance or continuation as a student or employee of the University;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

This means conduct such as deliberate, repeated, unsolicited verbal comments; sexual jokes or ridicule; physical gestures or actions of a sexual or physical nature; and solicitations for sexual favors is a violation of the University's policy on harassment and will subject the offender to disciplinary proceedings.

An amorous relationship between any Faculty or Administrator and any student for whom he or she has a professional responsibility is deemed unwise, In a personal relationship between any Faculty or Administrator and a student when there is no *current* professional responsibility, there should be sensitivity to

the possibility that the Faculty or Administrator may unexpectedly be placed in a position of responsibility or authority for, or over the student.

**Defining Sexual Harassment:
Quid Pro Quo**

Sexual harassment may also be deemed as occurring when educational opportunities, Employment decisions or expectations are based on an employee's or student's willingness to grant or deny sexual favors (e.g., hiring decisions, promotions, salary increases, shift or work assignments, work or academic performance expectations, or grades).

Hostile Work or Hostile Educational Environment:

Sexual harassment may also be deemed as occurring when verbal or non verbal behavior focuses on the sexuality or gender of another person, is unwanted or unwelcome, and is severe or pervasive enough to affect the person's environment. It may include the following:

- Unwelcome advances or touching;
- Requests for sexual favors;
- An atmosphere of disrespect;
- Visual, verbal, or physical actions that are intimidating, hostile or offensive; *Potential examples are:* profanity, shouting, pushing, grabbing, hitting, throwing; threats, obscene gesture, suggestive comments, critical jokes, name labels, etc.

Federal Laws Enforced by the EEOC

The Equal Employment Opportunity Commission (EEOC) is an independent government agency that investigates complaints filed by persons who feel they are victims of employment discrimination. The EEOC has jurisdiction over all complaints filed under the following laws;

- **Title VII of the Civil Rights Act of 1964**
prohibits discrimination based on race, sex, color, religion, and national origin by employers of 15 or more persons. Coverage includes all aspects of employment, such as hiring, placement, training, promotion, termination, and layoff.
- **The Age Discrimination in Employment Act of 1967**
prohibits discrimination based upon age against individuals who are 40 years of age or older.
- **The Equal Pay Act of 1963**
prohibits differences in pay between men and women who are performing substantially similar work under substantially similar conditions.
- **The American with Disability Act of 1990**
prohibits discrimination against disabled persons in employment and public accommodations.
- **The Family Medical Leave Act**

provides protection for employee who takes up to twelve weeks of leave to take care of him/herself or a parent, spouse or child due to a major illness.

Guidelines for Employers and Employees

- Create an atmosphere of openness, i.e., a willingness to discuss problems factually and a desire to resolve differences rationally.
- Show respect by listening with empathy.
- Be sensitive and receptive to others' views, while being accepting of your right to respectfully disagree.
- Challenge yourself realistically – your attitudes, assumptions, values, and especially your expectations. Check to see if they add or detract from your efforts and those on your team.
- Cultural differences can get in the way of clarity. Therefore, work hard to make sure you communicate understanding to each other.
- Avoid using language, telling jokes, or sending e-mails that could be interpreted as being sexist, racist, or demeaning.
- Take a positive stand with your workers, and with your organization, by letting your employees and employers know that negative, cultural stereotyping is destructive to the lives and well-being of others.
- Be a mentor. Share your positive experiences, your talents, and your ideas with those who are just learning to develop their skills.
- Don't be discouraged in your attempts to make positive changes. Keep trying.
- Remember, there is dignity in work, therefore, do nothing to undermine your dignity by performing your duties to the best of your ability.
- Look beyond mere compliance with the law and create a productive environment where differences are respected and everyone can contribute to their fullest.

Today's work force demands that we:

- Look beyond mere compliance with the law and
- Create a productive environment where differences are respected and
- Everyone can contribute to their fullest.

SOCIAL AGENCY AGREEMENT

SOCIAL AGENCY AGREEMENT

THIS AGREEMENT is entered into this _____ day of _____, 20_____,
by and between

ORAL ROBERTS UNIVERSITY
(hereinafter referred to as "ORU")

and

(hereinafter referred to as "Agency")

WITNESSETH:

WHEREAS, the ORU Social Work Program seeks to provide each student majoring in Social Work an opportunity to participate in an educationally directed program (under the supervision of the Social Work Faculty) which offers the student opportunities to acquire skill in beginning Social Work practice, to try out social work practice roles in the Field, to broaden the student's concept of agencies, to provide experiences that will expand the student's understanding of human behavior, to provide the student with experience that will facilitate the development of his/her professional self, and to test, in a field setting, the theories and principles learned in the classroom; and

WHEREAS, it is expected that the Agency in which students are placed for their Practicum experience will view the cooperative enterprise as positive; students will be seen as 1) challenging and stimulating; 2) of value to the Agency in terms of needed services they can provide; 3) potential recruits to the profession; and 4) citizens whose increased knowledge of Social Welfare and Social Work will ultimately benefit their communities;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, it is agreed:

1. The Behavioral Sciences Department/Social Work Program of ORU will assign to Agency certain students (a number or numbers to be mutually agreed upon) who have been approved by both parties. The selection will be based upon the student's maturity and academic preparation; personality, abilities, and interests in the particular objectives of ORU and the ORU Social Work Program; and upon the student's willingness to meet the working conditions of the Agency. (Specific hour requirements and objectives of this experience are outline in the Program's *Practicum Manual*.)
2. The ORU Social Work Program will assign a Social Work Professor as the field liaison between ORU, the Program and Agency. The Field Director will visit the Agency each year and will be available for consultation as needed by the Agency. The Field Director will provide report forms as needed for the Agency to use in evaluating the student.

3. Agency will provide an experienced and qualified member of its staff as Field Instructor, who will give adequate time to the student to insure he/she is oriented to its philosophy and activities. The Agency Supervisor shall confer with the student at least once a week to discuss work performed, analyze problems, and give new and appropriate assignments. This will give the student experience with the objectives of the Course so he/she may obtain the optimum individual growth in the Field experience. The Agency Supervisor will make the necessary evaluation and reports to the ORU Social Work Program on the progress of the Student.
4. The Practicum Coordinator and the Agency Supervisor will evaluate the cooperative field placement at mid-term and final each semester and will mutually seek to strengthen it as an educational experience through dialogue and exchange of ideas.
5. Agency may withdraw or discharge any student from the program, with the mutual consent of the Field Director and the Social Work Program Director, whose work, conduct or health, in the judgment of the Agency, is having a detrimental effect on the Agency's clientele or personnel, or any student who is not performing in accordance with the rules and regulations of the Agency. (The only exception to this provision #5 is specified in item #11.)
6. The parties agree that no employee of ORU or Practicum will be accepted, under the terms of this agreement, as an employee of the Agency unless previously discussed and agreed upon by ORU, the Social Work Program and Agency.
7. The ORU Staff, Faculty, and students will respect and conscientiously observe the confidential nature of all information which may come to the attention of the same, individually or collectively, with respect to Agency procedures and policy, the population served by the Agency and any client's records during his/her tenure under this program. No student, Faculty member or ORU employee will use any information (confidential, personal or otherwise) as a basis for any publication of any nature without the prior written consent of both Agency and ORU.
8. ORU students will provide their own transportation to and from the Agency at said student's expense.
9. Agency will provide appropriate working conditions, adequate work space, and suitable professional supervision during the course of a student's tenure within the Agency.
10. Agency will make available necessary storage space for the student's personal belongings which pertain to his/her work at the Agency. Any damage or loss of such personal belongings will not be the responsibility of the Agency.
11. This agreement cannot be altered or amended except by mutually written agreement by both parties. Either party may terminate this agreement by giving a 30-day written notice to the other party. However, any student who is currently enrolled in this Program will be allowed to continue and complete his or her current semester under the terms and conditions of agreement, if the ORU Field Director cannot find a suitable substitute placement for the student. It is assumed that every effort will be made by the ORU Field Director to find such a substitute placement.

12. Agency cannot assume responsibility for liability insurance coverage of student against medical expenses and/or damages incurred if injured on the job, unless the student has met the conditions for employment with Agency, as outlined in the *Practicum Manual*.

IN WITNESS WHEREOF, this instrument is executed as of the date first above written.

Signatures:

By: _____ Date: _____
(ORU Social Work Program Field Education Director)

By: _____ Date: _____
(Agency Field Instructor or Representative)

**NATIONAL ASSOCIATION OF SOCIAL
WORKERS (NASW)
CODE OF ETHICS**

National Association of Social Workers (NASW) Code of Ethics

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 professions accountable.

5. The *Code* socializes practitioners new to the field to social work's missions, value, 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 proceeding, and abide by an 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 board of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community.

Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and see 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.

1.06 Conflicts of Interest

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

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers – not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship – assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers – not their clients – who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, request 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 of 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 interest 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 other, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual member should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

1.01 Supervision and Consultation

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

1.02 Education and Training

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

1.03 Performance Evaluation

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

1.04 Client Records

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

1.05 Billing

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

1.06 Client Transfer

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

1.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, and 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.

1.08 Continuing Education and Staff Development

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

1.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

1.10 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.

2. Social Workers' Ethical Responsibilities as Professionals

2.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

2.02 Discrimination

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

2.03 Private Conduct

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

2.04 Dishonesty, Fraud, and Deception

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

2.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

2.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

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

2.07 Solicitations

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

2.08 Acknowledging Credit

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

3. Social Workers' Ethical Responsibilities to the Social Work Profession

3.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

3.02 Evaluation and Research

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

4. Social Workers' Ethical Responsibilities to the Broader Society

4.01 Social Welfare

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

4.02 Public Participation

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

4.03 Public Emergencies

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

4.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Competencies for Baccalaureate Social Work Practice ORU

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.

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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.

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.

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.

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.

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.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

11. Integrate a personal Christian World View with professional social work values, ethics, and practice.

Professional practice involves the dynamic and ongoing integration of one's Christian World View with the values and ethics of the profession; that the professional will embrace the diversity of belief systems of individuals and groups in a respectful, supportive, caring, and nonjudgmental manner.

ORU Social Work Program Core Competencies and Associated Behaviors

- 1—Identify as a professional social worker and conduct oneself accordingly.**
(Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation)
- 2—Apply social work ethical principles to guide professional practice.**
(Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions)
- 3—Apply critical thinking to inform and communicate professional judgments**
(Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication)
- 4—Engage diversity and difference in practice.**
(Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants)
- 5—Advance human rights and social and economic justice.**
(Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice)
- 6—Engage in research-informed practice and practice-informed research.**
(Associated behaviors: apply research to inform practice and practice to inform research)
- 7—Apply knowledge of human behavior and the social environment.**
(Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation)
- 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
(Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action)
- 9—Respond to contexts that shape practice.**
(Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery)
- 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
(Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels)
- 11—Integrate a personal Christian World View with professional social work values and ethics**
(Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity)

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